

Southington Board of Education Meeting

Thursday, March 8, 2018 6:30 PM

John Weichsel Municipal Center Public Assembly Room 200 North Main Street Southington, CT 06489 COMMITTEE OF THE WHOLE ~

OPERATIONS

200 North Main Street

Southington, CT 06489



SOUTHINGTON BOARD OF EDUCATION MEETING

1. CALL TO ORDER
2. Executive Session ~ 6:30 p.m.
 - a. Negotiations Update
 - b. Student Matter
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ February 22, 2018
6. Communications
 - a. Communications from Audience
 - b. Communications from Board Members
 - c. Communications from Administration
 - d. Communications from Student Representatives
7. Superintendent's Report
 - a. Personnel Report
8. Old Business
 - a. Town Government Communications
 - b. Budget 2017-2018
9. New Business
 - a. Approval of Out of State / Overnight Field Trips
 - b. Lawn Mowing Bid Award – BID-2018-15
 - c. Perkins Supplemental Enhancement Grant Approval
10. Adjournment

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education meeting.

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

FEBRUARY 22, 2018

The regular meeting of the Southington Board of Education was held on Thursday, February 22, 2018 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with an Executive Session scheduled for 6:30 p.m.

1. CALL TO ORDER

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:34 p.m.

Board members present: Mrs. Terri Carmody, Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; and Mrs. Sherri DiNello, Director of Business and Finance.

2. EXECUTIVE SESSION ~ CONTRACT NEGOTIATIONS UPDATE AND SAFETY AND SECURITY ISSUES

MOTION: by Mr. Derynoski, seconded by Mrs. Carmody:

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Contract Negotiations Update and Safety and Security Issues, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

Mr. Goralski declared Executive Session recessed at 7:05 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

Mr. Goralski reconvened the Board of Education Regular Session at 7:10 p.m.

Board members present: Mrs. Terri Carmody, Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance and Ms. Margaret Walsh, Director of Pupil Services.

Student Representatives present: Mr. Joseph Martin and Mr. Sean Young.

4. PLEGE OF ALLEGIANCE

The Student Representatives led the audience in reciting the Pledge of Allegiance.

Mr. Goralski called for a moment of silence for the victims, families, survivors, and Parkland, Florida community who were recently affected by the shootings at their high school.

5. CELEBRATION OF EXCELLENCE

In Celebration of Excellence, the Board of Education and Mr. Tom Horanzy, Art Department Chair, recognized the following students who received awards from the prestigious Connecticut Arts Education Association Award Program, juried by professional artists and university art faculty. These talented students were presented a Certificate of Excellence from the Board of Education:

- Jacqueline Carbone – Silver Key for her painting “The Yellow Wallpaper”
- Rebecca Dorzens - Silver Key in drawing “Me, Myself, and I”
- Kathy Ponce - Silver Key in drawing “Engine”
- Jennifer Thai – Silver Key in drawing “The Whip”
- Abigail Legere – Gold Key in painting “Pomegranates in Low Light”
- Jacob Manente – Gold Key for his photo “Abandoned Soul”
- Thomas Palko – Gold Key for his photo “Lago”

Mr. Horanzy announced that the Annual Art Show will be held in the Southington High School Auditorium Lobby on May 14, 2018 from 6:00-8:00 p.m.

Mr. Goralski called for a recess at 7:20 p.m.

Mr. Goralski reconvened the meeting at 7:30 p.m.

6. APPROVAL OF MINUTES ~ January 25, 2018

MOTION: by Mr. Oshana, seconded by Mr. Derynoski:

“Move to approve the regular Board of Education minutes of January 25, 2018, as submitted.”

Motion carried unanimously by voice vote.

7. COMMUNICATIONS

a. Communications from Audience

Mr. Dan Hart, 256 Pacer Lane, Teacher and President of the Southington Education Association, spoke regarding the budget crisis caused by the state of Connecticut and how the town is being punished by the state for being fiscally responsible by cutting funds and ECS grant money, which worries the teachers. He recognized the difficult decision that the Board of Education and town elected officials have to make due to the budget climate. However, many of the teachers feel that the worst is yet to come.

Ms. Melissa Combs, 119 Buckland Street, spoke of the mass shootings in Florida and that on February 15, 2018 State Representative Liz Linehan posted a document in a group chat that provided guidance to parents on how to discuss mass shootings with their children. She noted that a newly elected Board of Education member responded in the group chat and called Liz Linehan a derogatory name. Ms. Combs stated that the safety and security of children in the school system was very important and that she was upset about the bullying name calling. She cited the Board policies and requested that the Board review the policies with newly elected Board members.

b. Communication from Board Members

Board members discussed the following:

- Mr. Brown thanked Mr. Madancy for presenting the 21st century skills to the Southington Rotary Club.
- Mr. Brown addressed the recent school shootings and the inadequate gun laws, mental health services and a society that glorifies violence in movies, television and video games. He would like to start a conversation on how to legally address those issues with students.
- Mr. Brown addressed the current year and next year's budgets and requested that the public contact the state legislators, Town Council, and Town Board of Finance members about restoring more money to education in Southington. He addressed the town's rainy day fund, a one-time special school tax, and stated that the Board of Education has already made many significant cuts, operates on a low amount of funding with Southington ranked 154 out of 166 districts, and that any other cuts would be devastating to the school system.
- Mr. Oshana addressed the recent Florida school shooting and the dysfunction of the federal and state government leaders to take action to address these frequent occurrences. He praised the Parkland, Florida high school surviving students who are protesting this inaction.
- Mr. Baczewski took ownership of the unbecoming comment that was referenced earlier in the meeting. He addressed the shooting and spoke about the resiliency of children. He apologized and noted that some of his comments were taken out of context.
- Mrs. Queen stated that she was moved by the Florida students' resiliency who are speaking up and applaud them for taking a stance and fighting for change.
- Mr. Derynoski reported on the Technology Advisory Board meeting and that there is now more involvement and interaction between the high school and middle schools with technology and the opportunities available at the high school.
- Mr. Goralski explained that following "Old Business" on the agenda, the Board will be returning to Executive Session.
- Mr. Goralski pointed out that he has been serving on the Board of Education for 15 years and that over all those years the number one priority has always been about student safety.

c. Communication from Administration

Administration reported on the following:

1. School Security: Mr. Connellan explained that each school has a safety and security plan in place and that parents can see both a flow chart and flip chart on the wall in each school classroom and in offices that describes actions that should be taken in response to different emergency situations. He addressed some of the terminology used and the difference between a “secure school” versus “lockdown”. There are also security procedures in place that cannot be shared with the public. The individual school security procedures, based on state adopted protocol that were developed by state, local and national experts after the tragedy in Newtown, are not released to the public for the safety of the children. Mr. Connellan addressed a communication that he sent to parents, faculty and staff members after the shooting in Florida regarding the established communications protocol and working closely with the police department, who have an Everbridge System in place to communicate with key administrators and staff. Next week, administration and the police department, will review each school plan individually, do a walk through the building, and ask school administrators about their biggest concerns.

Mr. Connellan spoke at length about security measures and wanted parents to be assured that there are plans in place working closely with first responders. He also discussed future restructuring of entryways in some of the buildings. Mr. Connellan addressed monthly and quarterly safety drills that are conducted with students. For more detailed information regarding school security, the public can view a video of this Board meeting on the district website www.southingtonschools.org under “Board of Education Minutes”.

Mr. Goralski addressed the student representatives and asked that if they hear anything that is being planned on the student level; i.e., walk out protests, it should be orchestrated with administration so that administration can help them have a voice to do it safely as it should not disrupt education.

2. Letter from Speaker of the House: Mr. Connellan announced that State Speaker of House, Joe Aresimowicz, appointed Meg Walsh to the Advisory Council for Special Education.

3. Professional Development Activities: Mr. Madancy reported that the district had their fourth professional development day this year. Youth Services gave a presentation on the topic of recognizing signs of potential adolescent mental health issues at no cost to the district. He reported on the MOPI Training (Modified Oral Proficiency Interviews) that took place at the regional conference hosted by Southington using grant funds. Teachers from the east coast interviewed our students in a target language with our students proficiently responding in the language. No English was spoken from the directions to the close of the interview. Mr. Madancy also addressed the continued work with the teacher collaboration Time and Instructional Learning Team Model, which is the teacher-led differentiated professional development. Mr. Madancy thanked the Language Arts, Science and Math Coordinators for the large task in coordinating their professional development with a lean budget. Ms. Walsh and the special education coordinators provided meaningful professional development to all Paraeducators on a day when all certified staff was also in-district.

4. Superintendent Meetings with PTOs and Staff: Mr. Connellan reported that he was able to attend a number of PTO meetings with most of the questions regarding the budget.

5. Community Engagement Event – Rotary: Mr. Madancy explained that he was a guest at the Rotary luncheon where he discussed the 21st Century Skills and Southington’s Vision of a Graduate.

Mr. Connellan announced that the Southington Education Foundation (SEF) was holding a gala at the Mountain Room at Mount Southington on Saturday, March 24, 2018 with a buffet dinner. He will send information to the Board members on how to purchase tickets.

d. Communications from Student Representatives:

Mr. Young reported on the following:

- Last weekend, he flew to North Carolina to tour Duke, University of North Carolina, and Wake Forest and is waiting for admission decisions.
- The Talent Show was hosted by the senior class on Thursday, February 8.
- Navigating the College Process presentation was on Tuesday, February 13 sponsored by the School Counselling Department.

Mr. Martin reported on the following:

- On Thursday, March 1, a Spectrum Concert will be held in the high school auditorium starting at 6:00 p.m.
- The SHS Drama Club will be sponsoring a production of Les Miserables on Friday, March 9 from 7:30-10:30 p.m. and Saturday, March 10 a matinee from 3:00 to 5:30 p.m. with the final show on Saturday 7:30-10:30 p.m. in the SHS auditorium.
- On March 3, the Key Club will be sponsoring the annual Kiddie Carnival from 8:00 a.m. through 12:00 p.m. at Southington High School.
- The in-school SAT will be administered Wednesday, March 21.
- Regarding the school shootings, he noted that students are walking on eggshells. Mr. Martin felt that change should start with the students and work its way up to the national level.
- Mr. Martin was accepted into Purdue University, his first choice.

8. SUPERINTENDENT’S REPORT

a. Personnel Report

MOTION: by Mr. Oshana, seconded by Mr. Derynoski:

“Move to approve the Personnel Report at presented.”

Motion carried unanimously by voice vote.

9. COMMITTEE REPORTS

a. Curriculum & Instruction Committee Meeting ~ February 8, 2018

Mrs. Carmody reported that the committee discussed AP Microeconomics and agreed not to make changes at this time because the graduation requirements for the Class of 2023 are being reviewed and this will be revisited at a later date. The committee also discussed middle school homework and grading with Mrs. Rebecca Savekoul, Instructional Technology, giving a presentation on the outcomes of the change. There will be a presentation to the Board by the middle school principals in the future. The Board members discussed the Homework policy at length. The committee also discussed the district’s Promotion and Retention Policy and that the administration is recommending that a student that fails any one course in ELA, Math, Social Studies, or Science, be required to attend summer school. This revision will be forwarded to the Personnel and Policy Committee for further discussion.

b. Finance Committee Meeting ~ February 20, 2018

Mrs. Clark wanted the public to be aware that there is a fund balance in the Self Insurance Fund and that no one is talking about taking money out of the fund balance; they are talking about not putting additional money into it.

Mrs. DiNello reported that the Board of Education self-insurance claims July 2017-January 2018 were currently \$824,000 under the anticipated budget amount. Between the Town and Board of Education claims combined, they are running \$794,000 below budget. The Self Insurance Committee met last week and discussed both the Town and Board of Education working together to reduce their expenditures this year to help mitigate the lack of revenues coming from the State of Connecticut. They discussed a possible reduction could be made with contributions into the Self Insurance fund because both the Town and Board claims are running so well. The Self Insurance fund balance grew from June 30, 2016 through June 30, 2017 by \$1 million and if claims continue on this pace they would be adding to the Self Insurance fund balance again. For this reduction to happen, the Self Insurance Committee would need to make a recommendation to the Town Council and Town Board of Finance.

Mrs. DiNello reported that the committee discussed the 2017-2018 Financial Update and that, to date, the school system has received two separate appropriations from the Town, which leaves a \$3,468,681 shortfall of what is needed to make the Board of Education whole. Two additional appropriations are expected at \$850,000 each. The Board of Finance planned to allocate the funding from the town's \$3,000,000 contingency fund with the Board of Education receiving 85% of that money in three installments. The Board of Education anticipates receiving \$1.7 million more, which will still leave the current 2017-2018 budget with a shortfall of \$1,768,000. Mrs. DiNello explained that the committee reviewed the expenditure report through January 2018 and discussed the austere budget savings that were put into place in the fall to make up some of the difference from the approved 2017-2018 budget and the current cuts from the state to mitigate the situation.

Mrs. DiNello explained that the Board of Finance asked the Board of Education to put together a Mitigation Plan that will amount to 75% of \$2.1 million and that the Board of Finance members are requesting the Superintendent send the plan to the Board of Finance prior to March 13, 2018.

Mr. Goralski, Chairperson, reconvened Executive Session at 8:51 p.m.

Board members present: Mrs. Terri Carmody, Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; and Mrs. Sherri DiNello, Director of Business and Finance.

Mr. Goralski, Chairperson, ended Executive Session at 9:15 p.m. and reconvened back into Regular Session.

10. OLD BUSINESS**a. Town Government Communications**

Mrs. Queen gave a brief report on the Town Ordinance Committee of which she and Mr. Oshana are members. The three ordinances reviewed were 1) Excess police calls to a residence, 2) Blight Ordinance, and 3) Use of the Town Seal.

Mr. Goralski gave an update on the Committee of the Chairs and the discussion on the Rainy Day unassigned fund balance and Mitigation Plan. He referenced a letter from the Committee of the Chairs that he signed on behalf of himself personally and not on the behalf of the Board of Education. He believed that they would be irresponsible like the state if they used money saved for the rainy day to pay for staff. He did not want to offend his colleagues and he clearly wanted to sign it as a member of the Committee of the Chairs. He thought that structural changes should be made at the beginning of the fiscal year, not in the middle.

Mr. Goralski announced the upcoming budget meetings:

- Board of Finance Budget Public Hearing, March 13, 7:00 p.m. at DePaolo Middle School
- Board of Finance/Board of Education Workshop, March 21, 6:30 p.m. at Town Hall
- Board of Finance adoption of budget, March 28, 7:00 p.m. at Town Hall
- Town Council Public Hearing, April 23, 7:00 p.m. at the Municipal Center
- Town Council adoption of budget, May 14, 7:00 p.m. at the Municipal Center
- Board of Finance setting of the Mill rate on May 16, 7:00 p.m. Town Hall

Mr. Goralski stated that the Board of Finance March 13 hearing is supposed to be followed by a special meeting but the Board of Finance members are having second thoughts about a special meeting where the Mitigation Plan can be presented to them by Mr. Connellan and Mr. Sciota. Mr. Goralski thought that the Mitigation Plan should be a public discussion.

b. Budget 2017-2018

Mr. Goralski referenced an email that was sent to staff in the district that represented some things that were said by the Board members, but the Board never had a public discussion on what was in the email. He reiterated that he takes responsibility for the letter that he wrote regarding not using the Rainy Day Fund to pay for staff, which in his opinion, was not appropriate. He stated that one thing they needed to talk about, as a Board, was teamwork because nothing gets solved alone in isolation. Mr. Goralski explained that he was a state employee for 21 years and a union leader for 15 years and had to take multiple furlough days. He believed that it was one possible solution that employees offer to take a furlough day to alleviate the loss colleagues. He encouraged all employees in the district to offer some suggestions or ideas and attend Board of Education meetings and share ideas with building administrators. However, the final decision is by the Superintendent and the Board of Education working collaboratively.

MOTION: by Mrs. Clark, seconded by Mr. Oshana:

“Move that the Board of Education authorize and direct the Superintendent to formally request that each of the Board Bargaining Units agree to take one (1) unpaid furlough day during the remainder of the 2017-2018 fiscal year in an effort to address the projected budget shortfall for the 2017-2018 fiscal year.”

Mr. Goralski reiterated as mandated by the Board of Finance, that the Board of Education needs to give them a Mitigation Plan by March 13, 2018. Mr. Connellan stated that it would be

appropriate to request responses in time for the next Board of Education meeting on March 8, 2018.

Mr. Goralski announced that the Superintendent surprised the Board with a memo in Executive Session that read, *“In the spirit of every member of this organization helping to solve the current situation, my intention is to implement a furlough day, one day within my own schedule, and the selected day will be chosen so that it has the least impact possible on the day to day operations of the school district.”* Mr. Goralski believed that this was a sign of good leadership.

Mr. Goralski pointed out that the unaffiliated group that included cabinet administrators, some secretaries, crossing guards, and many other nonunion people did not get a raise until December 1, 2017, and it was not retroactive to July 1, 2017, when every union employee did receive a raise. The nonunion group also will be taking a zero percent (0%) raise in the 2018-2019 fiscal budget. He thanked the unaffiliated employees for already sacrificing some of their salary and pay. Because of this, he is not asking the unaffiliated employees to take a furlough day unless they choose to.

Mr. Brown explained that there was a teacher tax in January that applied to administrators and teachers; therefore, they actually took a pay cut in January. He did not like the furlough day but there was no better option available except laying off a lot of people, which would be the most devastating thing to do. He urged the unions to accept the furlough day. Mrs. Carmody did not like Furlough days either because they already ask a lot from the teachers, but the alternative was horrible. She asked the membership to accept the furlough day. She pointed out that the Board had to accept their answer without too much criticism.

ROLL CALL VOTE: YES – Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mr. Brown, Mr. Baczewski, Ms. Cammuso, Mr. Oshana, Mrs. Queen and Mr. Goralski.

Motion carried unanimously

Mrs. Queen addressed the “structural change” concept where she heard at a Board of Finance meeting that they want to reduce the size of government. She stated that in 2017-2018 the Board of Education is providing less services than in 2016-2017 and lost a number of positions as well as programs. She thought it would help for administration to share some of the consequences from these reductions. Mr. Madancy stated that in the 14 Full-Time Equivalents (FTEs) lost, it has impacted the course offerings at the high school, elementary class sizes have increased, and less Paraeducator Kindergarten support for the incoming students.

Mrs. Queen added that everything is different this year and will be next year because of the reductions in revenue from the state. She hoped at the upcoming workshops the public would attend and have a discussion on what they value in government on the town side and Board of Education side. She requested that an open letter be sent to the local newspapers encouraging the public to attend the hearings and have a community conversation around what the community values. Mr. Oshana gave the definition of a “structural change”, which means it goes away now and never comes back. If a program is eliminated, then it never comes back.

Mr. Derynoski recommended having a combined Board of Education and Town Council Town Hall meeting at the high school and publicize that they need to address, as a community, the situation the town is in because of the lack of funding from the state. Mr. Goralski will propose the idea at the next Committee of the Chairs meeting on March 7 that they host a Town

Hall meeting. Mr. Goralski requested that Mrs. Queen write a letter to the editor of local newspapers based on the Board's discussions and that they work together to publicize it. Ms. Cammuso thought to advertise to the younger generation to attend that they look into social media, email groups, websites and the student representatives.

11. NEW BUSINESS

a. Leonard & Gladys Joll Scholarship Committee Appointment

Mr. Goralski appointed Ms. Cammuso, Mr. Derynoski, Mr. Brown and Mrs. Carmody to serve on the committee.

b. UPSEU, Local 424, Unit 113, Occupational & Physical Therapists Contract Approval

MOTION: by Mrs. Queen, seconded by Mr. Derynoski:

“Move to approve the tentative agreement between the Southington Board of Education and the UPSEU Occupational and Physical Therapists, as presented.”

Motion carried unanimously by voice vote.

c. AFSCME, Local 1303-0072 and 123, Maintenance & Custodians Contract Approval

MOTION: by Mr. Brown, seconded by Mrs. Queen:

“Move to approve the tentative agreement between the AFSCME Custodial and Maintenance Employees and the Southington Board of Education, as presented.”

Motion carried unanimously by voice vote.

Mr. Goralski pointed out that these bargaining units agreed to help the community move forward by taking a zero percent (0%) raise in the 2018-2019 school year. He thanked them for their sacrifice. He asked Mrs. DiNello to extend that appreciation to the union representatives.

12. ADJOURNMENT

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 9:57 p.m.

Respectfully submitted,
Linda Blanchard
Recording Secretary

Board of Education

Administrative Report

March 8, 2018



- 1. ALTA Bingo Event Held on February 23rd for Bread for Life**
- 2. Healthy & Wise Update**
- 3. American Legion Grant**

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 8, 2018

Decision Requested X Agenda Code 7. a.

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2017 – 2018.

Background: The attached report lists personnel activity from February 1, 2018, through February 28, 2018.

Alternative Strategies: _____

Cost (if applicable): N/A **Funding Source:** Board of Education

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Recommend that the Personnel Report be approved as submitted.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

Agenda – March 2018

PERSONNEL ACTIVITY REPORT
FOR: March 2018

APPOINTMENTS

Certified

Name	Position	School	FTE if Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Ponte, Kate	World Language Teacher	JAD		March 1, 2018	BA +30	University of St. Joseph	\$50,058.00 prorated

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Stafko, Karen	Principal's Secretary, Elementary & Middle School, Class I	JAD	37.50	February 5, 2018	\$25.46
Wright, Debra	ABA Therapist	Hatton	17.50	March 5, 2018	\$15.36

ASSIGNMENT CHANGE

Certified

Name	From Position	To Position	School	Effective Date
No certified assignment change in the month of February				

Classified

Name	From Positon	Hours per Week	To Positon	Hours per Week	School	Effective Date
Hughes, Michael	Custodian, Evening Shift	40.00	Assistant Head Custodian	40.00	SHS	February 1, 2018
Beach, Gerri	Special Ed Paraeducator	27.50	Special Ed Paraeducator	31.25	Hatton	February 5, 2018
Barretta, Christina	Special Ed Paraeducator	19.50	Special Ed Paraeducator	27.50	JFK	February 20, 2018
Lubrico, Linda	Special Ed Paraeducator	19.50	Special Ed Paraeducator	27.50	JFK	February 21, 2018
Danko-Mangiafico, Jennifer	Special Ed Paraeducator	25.00	Special Ed Paraeducator	27.50	Hatton	March 5, 2018

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Arroyo, Michelle	World Language Teacher	JAD	February 17, 2018 revised	10 years	No
Sisson, John	Social Studies Teacher (.40 FTE)	SHS	March 10, 2018	2 years	No

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Stafko, Karen	Elementary & Middle School Secretary, Class II	JAD	February 3, 2018	3 years	No
Voorhees, Cynthia	Clerk, Pre-School Program	Hatton	March 10, 2018	4 years	No
Fiondella, Mark	Head Custodian	Flanders	June 1, 2018	28 years	Yes
Moleski, Marybeth	Production Secretary, Class II	Central Office	June 30, 2018	21 years	Yes
Plawecki, Sherlee	Secretary Class II, Purchasing Department	Central Office	June 30, 2018	20 years	Yes

TRANSFERS

Certified

Name	From Position	From School	To Position	To School	Effective Date
No certified transfers in the month of February					

Classified

Name	From Position	From School	To Position	To School	Effective Date
No classified transfers in the month of February					

UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
Sauro, Jessica	Grade 2 Teacher	DES	August 27, 2018	January 1, 2019	Child rearing

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
Palko, Sarah	Assistant Coach, Indoor Track	SHS	February 13, 2018	\$3,308.00

Resignations

Name	From Position	School	Effective Date
Belardinelli, Eve	Assistant Coach, Girls Lacrosse	SHS	February 22, 2018
Steinberg, Jennifer	Student Council Advisor	SHS	July 1, 2018

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date March 8, 2018

Decision Requested _____ Agenda Code 8 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

Summary of Issue: Communications (when applicable) will be discussed.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____

Board Meeting Date March 8, 2018

Decision Requested _____

Agenda Code 8.b

AGENDA REPORTING FORM

Agenda Topic BUDGET 2017-2018

Summary of Issue: The 2017-2018 Board of Education Operational Budget was funded with an expectation that special education revenues in the Educational Cost Sharing (ECS) Grant were being directed to the Board of Education and not the Town as in previous years.

Background: The 2017-2018 budget was reduced by the Board of Finance and Town Council with revenues of \$6,898,970 because of the change in how state revenues were going to be directed based on the Governor's original budget.

The Board of Education originally budgeted to receive \$1,461,796 in the Special Education Excess Cost Grant; consequently, netting that amount from the outplaced tuition account. The Educational Cost Grant revenues were directed to the Town in the past, but the change made in the original Governor's budget had \$8,360,766 being sent to the BOE. The Southington Board of Finance and Town Council netted those two figures together and adjusted the Board of Education's operational budget by the \$6,898,970. Appropriations in the amount of \$2,580,289 and \$850,000 were approved leaving a shortfall of \$3,468,681.

Alternative Strategies: _____

Cost (if applicable): _____ **Funding Source:** _____

Beginning Date of Program or Project: _____

Ending Date of Program or Project: _____

Recommendation or Comment: Informational



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 8, 2018

Decision Requested X Agenda Code 9 a

AGENDA REPORTING FORM

Agenda Topic: **Out of State:** Field Trip Approval

Summary of Issue: The Board of Education must give approval to field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented with this packet is the following trip:

- SHS Key Club – Springfield, MA ~ Bronx, New York ~ April 6-8, 2018

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A Funding Source: _____

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the field trip request for students to travel to Springfield, MA as presented by the administration.

Titles of Attachments:

1. Field Trip Application


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

**Southington High School
Key Club
New England and Bermuda District of Key Clubs Educational Conference
Tower Square (Marriott) Hotel; Sheraton Hotel
Springfield, MA
April 6-8, 2018**

April 6, 2018

2:30 pm	Departure from SHS
3:00 pm	Registration at Conference Hotels
4:30 pm	Candidates' Meeting
5:15 pm	Governor's Reception
6:30 pm	Opening Session
8:00 pm	State Caucuses
9:30 pm	Various Meetings
11:00 pm	Sergeant-At-Arms Meeting
12:00 am	Curfew

April 7, 2018

8:00 am	House of Delegates
9:00 am	Workshops
10:45 am	Lunch/Service Fair
11:45 am	Workshops
2:00 pm	State Caucuses
6:00 pm	General Session
9:00 pm	Evening Activities
11:00 pm	Sergeant-At-Arms Meeting
12:00 am	Curfew

April 8, 2018

7:45 am	Interfaith Service Available
9:00 am	House of Delegates II
10:30 am	Hotel Checkout
11:30 am	General Session: Governor's Farewell Luncheon
2:00 pm	Arrival at SHS

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 8, 2018
Decision Requested X Agenda Code 9 a

AGENDA REPORTING FORM

Agenda Topic: Out of State: Field Trip Approval

Summary of Issue: The Board of Education must give approval to field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented with this packet is the following trip:

- Kelley Elementary School – CyberShamrocks Robotics Team – VEX IQ Challenge World Championship April 29 – May 2, 2018 Kentucky Exposition Center, Louisville, KY

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A Funding Source: N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the field trip request for students to travel to Louisville, KY as presented by the administration.

Titles of Attachments:

1. Field Trip Application

Steve Madanes
Signature of Staff Member Submitting Report
Timothy J. Connellan
Signature of Superintendent of Schools

Southington Public Schools
Southington, Connecticut

APPLICATION FOR FIELD TRIP
Out-of-State/In-State/Overnight

Submit In Duplicate to Assistant Superintendent

Date: 3-6-18

Out of State: Yes No
Overnight: Yes No

Kelley Elementary School Cyber Shamrocks Robotics April 28 - May 2, 2018
School Class/Group Date of Trip

Vex IQ World Championships, Louisville, KY
Complete name and address of destination

Miles Round Trip _____ Departure Time 5/4/28/18 TBD Return Time 5/2/18 AM

of Students 2-8 # of Teacher/Chaperones 1 teacher # of Buses _____
All children will travel with at least one parent/guardian.

Itinerary Attached

Reasons for Field Trip Vex IQ Robotics World Championship

Has a definite appointment been made at the field trip destination? Yes No

Met with nurse to address student health needs: Yes No Date: 3-6-18

Nurse's Signature: C. O'Hara Date: 3-6-18

Destination is handicap accessible: Yes No Lift Van Needed? Yes No

COST AND FINANCING

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$ _____	
Board of Education Contribution	\$ _____	
Other	\$ <u>2500.00</u>	<u>PTO Contribution for Team</u>
Fundraising Activity	(\$ _____)	<u>registration fees & cost of</u>
BALANCE	\$ _____	<u>Team Coach to attend</u>
Student Contribution		
Transportation	\$ <u>TBD</u> <u>(based on travel costs & lodging)</u>	Students @ \$ _____
Entrance Fees, Room & Board	\$ _____	Students @ \$ _____
TOTAL Cost of Trip to Each Student	\$ <u>TBD</u>	

Teacher's Name: Valerie Moriarty

Teacher's Signature: Valerie Moriarty Date: 3-6-18

Principal's Signature: Margaret M. Hall Date: 3-6-18

Comments: Parent will accompany each child who attends. Commitment will be needed from parents by 3/12/18

Assistant Superintendent's Signature: [Signature] Date: 3/6/18 Approved Not Approved

Board of Education Approval (if applicable) YES NO Date _____

**Kelley Elementary School
CyberShamrocks Robotics Team
VEX IQ Challenge World Championship – Elementary School
Kentucky Exposition Center
Louisville, KY
April 29 – May 2, 2018**

Sunday, April 29, 2018

1:00 – 7:30 pm	Pre-event Check In
1:30 – 7:30 pm	Practice Fields Open
2:00 – 7:00 pm	Skills Challenges Rounds Open
2:30 – 6:30 pm	Meetings
5:30 – 7:00 pm	Practice Matches
Evening	Parent Supervision

Monday, April 30, 2018

7:30 am	Team Load In – Pit Area Opens
7:45 am	Practice Fields Open
8:30 – 10:00 am	Opening Ceremony
10:30 am–12:00pm	Qualifying & Skills Challenge Rounds
12:00 – 1:00 pm	Lunch
1:00 – 6:30 pm	Qualifying & Skills Challenge Rounds
7:00 pm	Pit Area & Venue Close
Evening	Parent Supervision

Tuesday, May 1, 2018

7:30 am	Pit Area, Practice & Skills Open
8:30 – 8:45 am	Opening Ceremonies (In Divisions)
8:45 am – 12:30 pm	Qualifying & Skills Challenge Rounds Open
12:30-1:30 pm	Lunch Break
1:30 - 3:00 pm	Qualifying Rounds
3:30 – 4:30 pm	Division Teamwork Finals & Awards
5:00 – 6:15 pm	Finals, Game Unveil, Closing Ceremony & Awards
6:15 pm	Pit Area & Venue Close
Evening	Parent Supervision

Wednesday, May 2, 2018

Travel back to Southington

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date March 8, 2018

Decision Requested X Agenda Code 9.b

AGENDA REPORTING FORM

Agenda Topic: Lawn Mowing Bid Award – BID-2018-15

Summary of Issue: Four (4) sites, Flanders, Hatton, Strong and Thalberg Elementary Schools went out to bid for Lawn Mowing and Trimming Services and Fall and Spring Grounds Debris Clean Up and Removal Services. The attachment includes the recommendation based on price, past performance, and the total number of sites for which a vendor will be responsible.

Background: Bids were accepted for four (4) sites for pricing of Lawn Mowing and Trimming Services for the 2018, 2019 and 2020 growing seasons. In addition, bids for optional pricing for the Fall and Spring Grounds Debris Clean Up and Removal at these four sites beginning with the fall of 2018.

Alternative Strategies: N/A

Cost (if applicable): \$42,859 **Funding Source:** Operating Budget

Beginning Date of Program or Project: 2018

Ending Date of Program or Project: 2020

Recommendation or Comment: Move that the Board of Education award Bid #BID-2018-15, Lawn Mowing and Trimming Services and Fall and Spring Grounds Debris Clean Up and Removal at Flanders, Hatton, Strong and Thalberg Elementary Schools, as recommended.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Bid Award Request
2. Bid Compilation Spreadsheet

**Southington Public Schools
Purchasing Department**

**BID AWARD REQUEST – BID 2018-15
LAWN MOWING AND TRIMMING SERVICES and
GROUNDS DEBRIS CLEAN UP AND REMOVAL SERVICES**

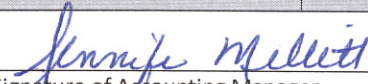
The above bid is submitted for AWARD by the Superintendent of Schools, Board of Education Finance Committee and the Board of Education.

PROPOSED SUMMARY: This request seeks to award Lawn Mowing and Trimming services and Grounds Debris Clean up and Removal services at four (4) sites. The bid was advertised in three newspapers and posted to our website. Six vendors submitted bids, including one vendor new to the Southington Public Schools. The bid was opened on March 2, 2018. The bid compilation sheets are attached.

The recommendation is to award the bid for three years as follows:

SITE	Lawn Mowing and Trimming Services	Grounds Debris Clean up and Removal Services
Flanders Elementary	BMS Property Maintenance	BMS Property Maintenance
Hatton Elementary	SM Lawn Care	Schmidt Lawn Care
Strong Elementary	L&G Landscape	L&G Landscape
Thalberg Elementary	SM Lawn Care	SM Lawn Care

Beginning Date of Project:	April 2018	Ending Date of Project:	November 2020
Funding Sources:	Accounts 32900	Proposed Cost of Project:	Year 18 cost \$12,813 Three year cost - \$42,859
		Budgeted Amount	Year 18 budget \$15,535 Three year budget - TBD



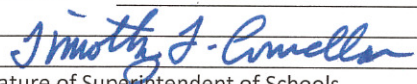
 Signature of Accounting Manager

 3/6/18
 Date

Superintendent's Direction:

Approved As Submitted (release to prospective bidders)
 Hold (pending future action)
 Rejected _____ all _____ part (adjust as directed below)

Direction: _____



 Signature of Superintendent of Schools

 3-7-18
 Date

Finance Committee's Direction:

Approved As Submitted (release to prospective bidders)
 Hold (pending future action)
 Rejected _____ all _____ part (adjust as directed below)

Direction: _____

 Signature of Finance Committee Chairperson

 Date

Board of Education's Direction:

Approved As Submitted (release to prospective bidders)
 Hold (pending future action)
 Rejected _____ all _____ part (adjust as directed below)

Direction: _____

 Signature of Board of Education Chairperson

 Date



SOUTHTINGTON PUBLIC SCHOOLS

*JENNIFER MELLITT
ACCOUNTING MANAGER
PURCHASING DEPARTMENT*

MEMO

TO: Board of Education Finance Committee

Date: March 6, 2018

RE: **Recommendation for Bid Award for BID 2018-15**
Lawn Mowing and Trimming Services and
Grounds Debris Clean up and Removal Services at four sites

BID 2018-15 sought pricing for Lawn Mowing and Trimming Services and optional pricing on Grounds Debris Clean up and Removal Services at four school (4) sites. The bid was opened on March 2, 2018. Six vendors submitted bids, including one vendor new to Southington Public Schools (L&G Landscape LLC). The bid compilations are attached.

Our goal in combining the two services in this bid (mowing and clean up) was to allow one vendor to be accountable for the grounds of a school site. In the fall of 2017, three of our schools did not have the fall clean up performed due to the late leaf drop this year and the limits on not performing the work while school is in session. Our lawn mowing bid allows for two mowings during October and one mowing in November. Awarding these services to one vendor may allow the vendor to address a portion of the fall grounds debris clean up during their normal mowing visits. Similarly, in April 2019, three mowings are part of the lawn bid and may allow for the spring clean up work to be addressed during those visits.

L&G Landscape was the low bidder for lawn mowing and trimming services at two sites. However, L&G is a newly established company. The sole proprietor has ten years of lawn mowing experience. He previously worked for one of our existing experienced vendors and he was encouraged by that vendor to start his own business. Our existing vendor provided a positive reference for L&G. In an effort to grow our vendor base with local businesses, we are recommending an award of one site to this new vendor.

BID 2018-15's pricing falls within our budgeted amounts for these sites, therefore we recommend awarding the Lawn Mowing and Trimming Services and the Grounds Debris Clean up and Removal Services for a three year period (2018-2020) as follows:

Site	Lawn Mowing and Trimming Services	Grounds Debris Clean up and Removal Services
Flanders Elementary	BMS Property Maintenance	BMS Property Maintenance
Hatton Elementary	SM Lawn Care	Schmidt Lawn Care
Strong Elementary	L&G Landscape	L&G Landscape
Thalberg Elementary	SM Lawn Care	SM Lawn Care

NOTE: The remaining seven (7) school sites (not part of the current bid) are entering year two of three on their previously awarded lawn mowing and trimming services bid. These sites are being serviced by:

Schmidt Lawn (5 sites) - Southington High, DePaolo, Kennedy, Derynoski and Kelley

SM Lawn Care (2 sites) - Plantsville and South End

The grounds debris clean up and removal services at these seven sites will be bid separately this fall.

**SOUTHINGTON PUBLIC SCHOOLS
LAWN MOWING AND TRIMMING SERVICES & GROUNDS DEBRIS CLEAN UP AND REMOVAL
BID 2018-15 COMPILATION**

SITE	VENDOR	LAWN MOWING AND TRIMMING SERVICES			THREE YEAR MOWING COST (Based on 24 mowings per year)	RECOMMENDED BIDDER
		2018 GROWING SEASON	2019 GROWING SEASON	2020 GROWING SEASON		
FLANDERS	BMS PROPERTY MAINT	\$104	\$104	\$104	\$7,488	BMS
	CHESHIRE CONCRETE	\$375	\$375	\$375	\$27,000	
	GREEN MEADOW	\$145	\$145	\$145	\$10,440	
	L&G LANDSCAPE	NO BID	NO BID	NO BID	NO BID	
	SCHMIDT LAWN CARE	\$110	\$115	\$120	\$8,280	
	SM LAWN CARE	\$110	\$110	\$110	\$7,920	
HATTON	BMS PROPERTY MAINT	NO BID	NO BID	NO BID	NO BID	(A)
	CHESHIRE CONCRETE	NO BID	NO BID	NO BID	NO BID	
	GREEN MEADOW	\$135	\$135	\$135	\$9,720	
	L&G LANDSCAPE	\$113	\$113	\$113	\$8,136	
	SCHMIDT LAWN CARE	\$120	\$125	\$130	\$9,000	
	SM LAWN CARE	\$115	\$115	\$115	\$8,280	
STRONG	BMS PROPERTY MAINT	NO BID	NO BID	NO BID	NO BID	L&G
	CHESHIRE CONCRETE	NO BID	NO BID	NO BID	NO BID	
	GREEN MEADOW	\$130	\$130	\$130	\$9,360	
	L&G LANDSCAPE	\$113	\$113	\$113	\$8,136	
	SCHMIDT LAWN CARE	\$120	\$125	\$130	\$9,000	
	SM LAWN CARE	\$115	\$115	\$115	\$8,280	
THALBERG	BMS PROPERTY MAINT	NO BID	NO BID	NO BID	NO BID	SM LAWN
	CHESHIRE CONCRETE	\$225	\$225	\$225	\$16,200	
	GREEN MEADOW	\$135	\$135	\$135	\$9,720	
	L&G LANDSCAPE	NO BID	NO BID	NO BID	NO BID	
	SCHMIDT LAWN CARE	\$109	\$114	\$119	\$8,208	
	SM LAWN CARE	\$110	\$110	\$110	\$7,920	

TOTAL YEAR 2018 GROWING SEASON COST (@ 24 MOWINGS/SITE) \$10,608
TOTAL LAWN MOWING AND TRIMMING SERVICES THREE YEAR COST \$31,824

(A) - Although L&G was the low bid at this site, we recommend awarding this site to SM Lawn Care, the 2nd low bidder at this site. Although the sole proprietor of L&G has 10 years of lawnmowing experience, L&G's business was only established in 02/2018. In our effort to expand our vendor base, we recommend awarding only one site to L&G at this time (Strong).

Vendors:

BMS Property
272 Mandel Dr
Southington

Green Meadow
174 Birch Drive
Cheshire, CT

Schmidt Lawn Care, Inc.
102 West Center Street
Southington, CT

Cheshire Concrete
87 Chapel Hill
Plantsville, CT

L&G Landscape LLC
35 Eastwood Drive
Plantsville, CT

SM Lawn Care & Maint
157 Meriden Ave
Southington, CT

**SOUTHINGTON PUBLIC SCHOOLS
LAWN MOWING AND TRIMMING SERVICES & GROUNDS DEBRIS CLEAN UP AND REMOVAL
BID 2018-15 COMPILATION**

SITE	VENDOR	Did Vendor bid on Lawn Mowing?	GROUNDS DEBRIS CLEAN UP AND REMOVAL					TOTAL COST 2018-2020	RECOMMENDED BIDDER	
			FALL 2018	SPRING 2019	FALL 2019	SPRING 2020	FALL 2020			
FLANDERS	BMS PROPERTY MAINT	YES	\$530	\$530	\$530	\$530	\$530	\$2,650	BMS	
	CHESHIRE CONCRETE	YES	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID		
	GREEN MEADOW	YES	\$600	\$600	\$600	\$625	\$625	\$3,050		
	L&G LANDSCAPE	NO	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID		
	SCHMIDT LAWN CARE	YES	\$535	\$535	\$535	\$540	\$540	\$2,685		
	SM LAWN CARE	YES	\$550	\$550	\$550	\$550	\$550	\$2,750		
HATTON	BMS PROPERTY MAINT	NO	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID		
	CHESHIRE CONCRETE	NO	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID		
	GREEN MEADOW	YES	\$475	\$500	\$500	\$500	\$500	\$2,475		
	L&G LANDSCAPE	YES	\$500	\$500	\$500	\$500	\$500	\$2,500		
	SCHMIDT LAWN CARE	YES	\$405	\$405	\$405	\$410	\$410	\$2,035		SCHMIDT
	SM LAWN CARE	YES	\$450	\$450	\$450	\$450	\$450	\$2,250		
STRONG	BMS PROPERTY MAINT	NO	\$620	\$620	\$620	\$620	\$620	\$3,100	(A)	
	CHESHIRE CONCRETE	NO	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID		
	GREEN MEADOW	YES	\$650	\$650	\$650	\$675	\$675	\$3,300		
	L&G LANDSCAPE	YES	\$725	\$650	\$720	\$650	\$725	\$3,470		(A) L&G
	SCHMIDT LAWN CARE	YES	\$655	\$655	\$655	\$660	\$660	\$3,285		
	SM LAWN CARE	YES	\$650	\$650	\$650	\$650	\$650	\$3,250		
THALBERG	BMS PROPERTY MAINT	NO	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID		
	CHESHIRE CONCRETE	YES	\$925	\$625	\$925	NO BID	NO BID	\$2,475		
	GREEN MEADOW	YES	\$750	\$750	\$750	\$750	\$750	\$3,750		
	L&G LANDSCAPE	NO	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID		
	SCHMIDT LAWN CARE	YES	\$650	\$650	\$650	\$655	\$655	\$3,260		
	SM LAWN CARE	YES	\$650	\$650	\$650	\$650	\$650	\$3,250		SM LAWN

TOTAL DEBRIS CLEAN UP AND REMOVAL YEAR 2018 COST (FALL CLEAN UP ONLY) \$2,205
TOTAL DEBRIS CLEAN UP AND REMOVAL SERVICES THREE YEAR COST 2018-2020 \$11,035

(A) - L&G was the low vendor for lawn mowing services at Strong. BMS did not bid on lawn mowing services at Strong. L&G verbally agreed to match the low bid at that site.

Vendors:

BMS Property
272 Mandel Dr
Southington

Green Meadow
174 Birch Drive
Cheshire, CT

Schmidt Lawn Care, Inc.
102 West Center Street
Southington, CT

Cheshire Concrete
87 Chapel Hill
Plantsville, CT

L&G Landscape LLC
35 Eastwood Drive
Plantsville, CT

SM Lawn Care & Maint
157 Meriden Ave
Southington, CT

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date March 8, 2018

Decision Requested X

Agenda Code 9 c

AGENDA REPORTING FORM

Agenda Topic: Perkins Supplemental Enhancement Grant Approval

Summary of Issue: There is an application for a Perkins Supplemental Enhancement Grant to upgrade some of the equipment in our Plant Science, Animal Science and Aquaculture laboratories. The proposed equipment would better reflect industry standards for student placement. Examples include climate controlled growth systems, an ultrasound for animal diagnostics, and other hardware and software for our aquaculture lab. Some of the software included in this proposal can replicate real world environmental conditions in our laboratories.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Recommend for Board Approval


Signature of Staff Member Submitting Report

Titles of Attachments:
1. Grant Proposal Supporting Documents
Attachments Part 1 and Part 2


Signature of Superintendent of Schools

District Name Southington Schools

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Academic Office

Career and Technical Education



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006**
20 U.S.C. §2301 et seq.

**CAREER AND TECHNICAL
EDUCATION**

2018

Purpose: To prepare the next generation of students with the knowledge and skills to compete in the global economy.

Applications Due: March 1, 2018

Published: January 2018

RFP #818



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Dianna R. Wentzell
Commissioner of Education

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

**SECONDARY SUPPLEMENTAL ENHANCEMENT GRANT APPLICATION 2018
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**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006
20 U.S.C. §2301 et seq.**

SECONDARY SUPPLEMENTAL ENHANCEMENT APPLICATION

I. Overview

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV) sets a new vision of career and technical education (CTE) for the 21st century. Perkins IV promotes reform, innovation and continuous improvement in CTE to ensure that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards. It prepares students for postsecondary education, further learning and a wide range of opportunities in high-skill, high-wage or high-demand occupations in emerging professions.

Perkins IV supports the alignment of CTE with state and local efforts to reform secondary schools and improve postsecondary education. The implementation of Perkins IV promises to make CTE programs an integral part of these efforts.

II. Purpose of the Act

The purpose of Perkins IV is to further develop the academic, career and technical skills of secondary students and postsecondary students who elect to enroll in CTE programs by:

- building on the efforts of states and localities to develop challenging academic and technical standards within career pathways aligned with state economic projections;
- assisting students in meeting standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction and link secondary and postsecondary education for participating students;
- increasing state and local flexibility in providing services and activities designed to develop, implement and improve linkages between CTE and postsecondary options, including College Career Pathways;
- conducting and disseminating national research, providing professional development and disseminating information on best practices that improve CTE programs, services and activities;
- supporting partnerships among secondary schools, postsecondary institutions, baccalaureate-degree-granting institutions and business and industry;
- providing technical assistance that promotes leadership, initial preparation and professional development and improves the quality of CTE teachers, administrators and counselors; and
- providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

In accordance with this purpose, Perkins IV funding will be utilized for students in secondary and postsecondary programs only.

III. Purpose of the Secondary Supplemental Enhancement Grant

The Perkins IV legislation allows states to distribute a portion of the local funds (legislative reference P.L. 109-270 Sec. 112) to achieve an equitable balance of funding in the state. The supplemental enhancement concept has been created to balance the needs of districts statewide through

supplemental Perkins IV funding. Only those districts having received Perkins funds during the 2017-18 school year may apply for the Secondary Supplemental Enhancement Grant.

IV. Secondary Supplemental Enhancement Grant Eligible Recipients

Eligible recipients must:

- hold an approved local five-year Perkins Secondary Plan to be eligible to apply for the 2018 Secondary Supplemental Enhancement Grant; and
 - have a high percentage and high number of career and technical students (at least 40 percent, unduplicated CTE enrollment on October 1, 2017);
 - OR
 - be located in a rural area as listed in table below.

Table of Rural Towns in Connecticut*

Andover	Deep River	Lyme	Salisbury
Ashford	Durham	Marlborough	Scotland
Barkhamsted	Eastford	Middlebury	Sharon
Bethany	East Granby	Middlefield	Sherman
Bethlehem	East Haddam	Morris	Sprague
Bolton	Easton	New Hartford	Sterling
Bozrah	Franklin	Norfolk	Thompson
Bridgewater	Goshen	North Canaan	Union
Brooklyn	Haddam	North Stonington	Voluntown
Burlington	Hampton	Old Lyme	Warren
Canaan	Hartland	Pomfret	Washington
Canterbury	Harwinton	Portland	Westbrook
Chaplin	Hebron	Preston	Willington
Chester	Kent	Putnam	Woodbridge
Colebrook	Lebanon	Redding	Woodbury
Columbia	Lisbon	Roxbury	Woodstock
Cornwall	Litchfield	Salem	

*From <http://www.ruralhealthct.org/towns.htm>

This funding source should assist in the advancement of goals established by the Connecticut State Board of Education and Perkins IV legislation to close the achievement gap for CTE students in eligible districts by offering an opportunity for program development.

This grant is being provided to develop or improve programs in CTE.

V. Program Standards and Accountability

All CTE initiatives must be designed to meet performance levels of the core indicators that include:

- academic attainment in mathematics and reading;
- CTE skill attainment;
- increase graduation rate;
- placement in military, employment and postsecondary education;
- nontraditional participation; and
- nontraditional completion.

VI. Available Competitive Funding

Selected districts will be awarded **a minimum of \$5,000 up to a maximum of \$35,000**. See obligation and liquidation dates on page 3, Section X. This funding will be made available contingent upon the availability of Carl D. Perkins grant funding from the U.S. Department of Education. A sustainability plan must be developed and submitted with the grant application showing how grant initiatives will continue with local funding. Also, please note that funding can be used for students participating in CTE courses in **Grades 9-12 only**.

VII. Eligibility Requirements

The following must be met in order for a district to be eligible to apply for funding:

- size, scope and quality consistent with the approved local five-year Perkins Secondary Plan must be adhered to and administered under all projects funded by the Supplemental Enhancement Grant;
- programs are taught by certified CTE teachers or are interdisciplinary/team curriculum projects involving both CTE and academic certified staff; and
- career pathway(s) must be established or improved in the area(s) funded by the 2018 Secondary Supplemental Enhancement Grant.

Note: this is a competitive grant and is not an entitlement

VIII. Management Control of the Program and Grant Consultation Role of the State

The grantee has overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or subgrantee.

IX. Grant Awards

The Connecticut State Department of Education (CSDE) reserves the right to make grant and contract awards under this program without discussion with the applicants; therefore, proposals should represent the applicant's best effort to ensure a quality proposal from both a technical and cost standpoint. All awards are subject to the availability of federal funds. Grants are not final until the award letter is executed. The manager of the CTE unit will issue notification of the grant award. The level of funding and effective dates of the project will be set forth in the notification of the grant award.

X. Grant Period

Grants will be awarded on or after March 1, 2018. All funds must be obligated by September 30, 2018, and liquidated by November 30, 2018. There are no exceptions or waivers to this requirement.

XI. Technical Assistance by Cluster/Pathway

For content-specific information on career pathways and the application to the specific project area, contact the CSDE cluster leader below.

Harold Mackin (State Director Career Technical Education)	<ul style="list-style-type: none"> • Agriculture, Food and Natural Resources • Agricultural Science • Architecture and Construction • Arts, Audio/Video Technology and Communications • Engineering • Manufacturing • Science, Technology, Engineering and Mathematics (STEM) • Transportation, Distribution and Logistics • Family and Consumer Sciences • Education and Training • Human Services 	860-713-6779 harold.mackin@ct.gov
Suzanne Loud	<ul style="list-style-type: none"> • Business, Management and Administration • Finance • Information Technology • Marketing Education, Sales and Services • Cooperative Work Education/Diversified Occupations • Health Sciences • Sciences, Medical Careers (Biomedical) 	860-713-6746 suzanne.loud@ct.gov

XII. Obligation of Grant Recipients

Recipients of this competitive grant will be required to provide technical assistance and/or participate in statewide workshops or conferences for other local school districts requesting help in developing replicable programs.

XIII. End-of-Year Reports

Grant recipients will be required to complete an end-of-year report. An evaluation of progress may include on-site reviews.

XIV. Application Submission Requirements

Proposals, *irrespective of means of transmittal or postmark date*, must be received by 3 p.m. on Thursday, March 1, 2018. The application is available on the CSDE Web site under QuickLinks “Request for Proposals.” Submitted proposals become the property of the CSDE and a part of the public domain. Grants will not be accepted electronically. **One** grant application with original signatures and **one** hard copy of all sections of the grant, including the ED114 and budget narrative, must be sent to:

Mailing Address

Harold Mackin
Connecticut State Department of Education
Academic Office
P.O. Box 2219
Hartford, CT 06145-2219

Delivery Address

Harold Mackin
Connecticut State Department of Education
Academic Office
450 Columbus Blvd., Suite 603
Hartford, CT 06103-1841

SECONDARY

Supplemental Enhancement
Grant
2018

Program Title:

Career and Technical Education Secondary Supplemental Enhancement Grant

Program Area:

All CTE Pathways

Funding Available:

Grant awards minimum of \$5,000 to a maximum of \$35,000

Purpose:

The Secondary Supplemental Enhancement Grant is for districts to enhance, improve and to innovate in their current career and technical education programs. Grant expenditures must meet the criteria set forth in the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Below are a few program examples that the grant could fund. *This list is not meant to be exhaustive nor is it meant to limit funding options.*

Examples:

- Computer programming application/software development;
- Development of programs that lead to industry certification;
- Projects to engage students in 3-D design;
- Projects to create biotechnology program;
- Technology improvement;
- STEM programs;
- New courses (e.g., Veterinary Science, Certified Nurse Aide (CNA), Engineering, Finance, Culinary, etc.); and
- School-based enterprise.

Grant Application Packet

Secondary Supplemental Enhancement Grant Application Checklist

Town/Agency: Southington Public Schools

After completing the grant application, fill out the checklist to ensure that all necessary information has been provided and submit with the application.

Place a check where information has been completed:

- All pages are sequentially numbered;
- Grant Application Cover Sheet (original signature) is completed and signed;
- Plan Summary;
- Local Plan Narrative (**use template on page 5**);
- Sustainability Plan including local board of education minutes*;
- ED114 Budget Form;
- Equipment Request Form; and
- Budget Narrative.

The following forms are completed and signed by the superintendent:

- Statement of Assurances (original signatures);
- Carl D. Perkins Career and Technical Education Improvement Act Assurances; and
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions.

*If you are unable to obtain the board of education minutes before the application deadline, you may submit the minutes after the next local board of education meeting.

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
Academic Office**



**CARL D. PERKINS – SECONDARY SUPPLEMENTAL ENHANCEMENT GRANT
APPLICATION
RFP #818**

**GRANT PERIOD
March 1, 2018, to September 30, 2018**

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

<u>Applicant</u> (<i>Fiscal Agent</i>)	<u>Contact</u>	<u>Program Funding Dates:</u>
Name:	Name: Owen McLaughlin	From March 1, 2018, to September 30, 2018
Address:	Address: Southington High School 720 Pleasant Street Southington, CT	<u>Amount requested:</u>
Telephone:	Telephone: (860) 628-3229 ext. 11415	\$ 31,106
E-mail:	E-mail: omclaughlin@southingtonschools.org	

To be eligible for this grant the school must have at least 40% unduplicated CTE enrollment and/or be located in a rural area, (see page two of the grant announcement). Check the appropriate box(es) below.

- 40% Unduplicated enrollment; Total High School enrollment 2,041 Unduplicated CTE enrollment 1,018
- School resides in a rural area.

I, _____, the undersigned authorized chief administrative official, submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this proposal, if funded, will comply with all relevant requirements of the state and federal laws and regulations.

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

Signature of Authorized Administrative Official: _____

Name (typed): _____ Date: _____

Town/Agency: Southington Schools

Plan Summary

Write a brief summary describing the purpose, objectives, strategies, and outcomes initiated through the Secondary Supplemental Enhancement Grant.

Purpose: Connecticut's changing face of agriculture has created a demand for high paying jobs within the fields of aquaculture, animal care and horticulture. Technology has improved greatly to allow Connecticut to become an agricultural leader in these fields. Concurrently, throughout recent years, Southington has experienced a shift in demographics and interests, as our incoming classes have been from more of a suburban and urban background. By updating our laboratories to reflect the interests of this changing demographic that is more interested in nontraditional areas of agriculture, it would allow us to improve our curriculum content in order to attract and retain this new generation of student. Our proposal for these Perkins funds would allow us to improve our aquaculture, small animal and horticultural labs that reflect these improvements in technology and prepare students to support the needs of the workforce within the state. Specific *objectives* of the innovative improvements to our labs would include the following:

- The purchase of and installation of a 100 gallon open cold-water specimen saltwater aquarium that would allow us to house species native to the Long Island Sound. As our incoming prospective applicants have noted through pre-application surveys, one of the highest areas of interest across the board in our entire program is marine biology, a course we currently do not offer. The focus of adding this high tank system, manufactured by Marine Ecological Habitats in Maine, would be the handling, diagnostic, programming and care for the advanced systems that students may encounter in higher education and careers in aquaculture and marine science. This would expand our curriculum while at the same time update this lab to reflect the STEM skills necessary to excel within this field.
- Lighting and mechanical enhancements to our existing non-reef saltwater tank to facilitate marine fish husbandry in an effort to lead the way in creating sustainable, cultured species that would no longer be required to be taken from the wild. This reflects shifts in policy such as the new *Hawaiian Environmental Policy Act*, which prohibits wild species from being removed from state waters for the private sector, with many other governments likely to follow suit. These lighting and mechanical enhancements would also enable wifi and automated settings which students need to master if they are to enter this high-end retail component that is currently emerging. This also would provide *excellent* opportunities for student-driven Agriscience research projects.
- The purchase of and installation of a freshwater display tank that directly reflects the controls, mechanical features and handling of pet store aquarium displays that would better prepare students for identification, care, husbandry and handling of species. This will be an asset for placement positions in retail settings as well as increasing connections between the aquaculture, agricultural mechanics and animal science pathways. This proposal would also include funding to purchase new freshwater fish for basic freshwater husbandry and research.
- The purchase of and installation of a wall mounted gunnite fixture fitted with differing families of surface-bearing roots, *epiphytes*, with necessary lighting, hardware and misting systems for our plant science laboratory. The base would contain a pool that would allow us to grow aquatic plants as well. A second similar structure would also be added as a Orchidarium. These will serve as visual teaching aides and make connections to medicinal research being carried out by Pfizer and other Connecticut-based pharmaceutical companies. Our current greenhouse system does not allow for propagation of plants that require high humidity, and adding innovative growing structures would expand our curriculum and add exciting new cultivation practices to our plant science laboratories.

- The purchase of a handheld ultrasound machine to enhance our animal science laboratories. Our curriculum currently offers college credit through a local community college, and having this machine would greatly enhance authentic instruction related to diagnosis as part of the course. This would garner students hands-on training for placement within this field upon graduation of the program.

Through these innovative enhancements to our program, the grant would support the following goals and trends our staff have noted within the industry. Our expected *outcomes* to achieve would be to address the following:

- Aquaculture of marine species is an exponentially growing industry in Connecticut and abroad. With current unsustainable methods of taking species from the wild, coupled with governments now restricting the transfer of fish from their waters, there is a definitive need to aquaculture marine species of both vertebrates and invertebrates. Recent medicinal research has also begun to unfold the unlimited potential of marine species for cures to disease, and provides an unlimited basis for research in Agriscience.
- Students will have the opportunity to gain complete mastery of complex marine aquatic systems that are required for the care of animals in the Long Island Sound, perhaps the most difficult of all marine systems to major. Allocation of this new 100 gallon tank would add additional courses to the curriculum and make students well adept for placement positions.
- Lower enrollments in the subject of plant science shows a problematic trend, especially when juxtaposed against the multitude of high-paying jobs in horticulture available across the state. Connecticut, a longtime leader in horticulture for the country, has countless lucrative career offerings in horticulture and plant propagation, and recent innovations in horticultural digital advancements need to be translated to within our plant laboratory in order to satisfy this high demand for a skilled workforce. This would help students in placement positions as well because many horticultural practices are being moved indoors in order to facilitate year-round agriculture through these recent technological advances. Advances to our plant science laboratory would also attract and retain this new generation urban and suburban student within our program.
- Through our mandatory Supervised Agricultural Experience, many students obtain employment in the retail setting and need initial training from their placement supervisors in new retail hardware and software. Implementing these through our curriculum would better prepare students for the workforce and better our Career and Technical Education for students.

The *strategy* following receipt of the grant, if accepted, would be to secure and purchase the items noted above. The agricultural instructors could install most of the components as part of their work responsibilities; with more difficult, technical aspects being completed by school maintenance employees. These innovative enhancements would immediately be utilized within our existing curriculums of small animal science, aquaculture, horticulture and sustainable agriculture for our Sophomore, Junior and Senior students and provide an enhanced setting for more hands-on, immersive learning. A new unit, focused on *marine aquacultural systems and biology*, would be thereby implemented into our growing aquaculture curriculum. These innovative enhancements would improve our curriculum, add onto our existing curriculum, and better prepare students for the aptitude necessary for evolving agricultural job markets in Connecticut.

Local Plan Narrative

Secondary Supplemental Enhancement Grant Application

Describe how the Secondary Supplemental Enhancement Grant implementation will:

1. Improve and enhance CTE programs.

Throughout recent years, Southington has experienced a shift in demographics and interests, as our incoming classes have been of a suburban and urban background. By updating our laboratories to reflect the interests of this changing demographic that is more interested in unconventional forms of agriculture, it would allow us to adapt and expand our curriculum to reflect the interests of this new demographic in order to attract and retain this new generation of student. Thus, if this grant was awarded to Southington, it would improve our aquaculture, small animal, and high-tech horticultural laboratories and curricula with an emphasis on the retail side of these industries. Even with high levels of applicants and relatively low attrition rates, intensity and interest in agriculture sometimes wanes due to perception and their expectations of today's technology within our laboratory setting. The improvements proposed in this grant would keep students engaged and have more ties to contemporary skills required to excel within these fields, thus improving our career and technical education program.

2. Enhance, improve and/or implement a career pathway(s).

The Southington Agricultural Science and Technology Program has many contacts in the agricultural industry. These contacts are regularly brought in as guest lecturers and as field contacts during tours on field trips, and it is during this time direct lines of communication, exchanging of contact information, and internship or job opportunities are openly discussed and offered for student placement. This then transitions into the program's required Supervised Agricultural Experience component, which these real-world placement opportunities would satisfy. If this grant for innovation within the field of agriculture were to be approved, students will enter their placement pathway with an advanced information of hands-on, mastery based knowledge of aquaculture, small animal and high-tech horticulture with an emphasis on technological upgrades. This will set students up for immediate and long-term success within these placements due to improvements and exposure within these improved, innovative labs. With rapidly growing numbers of aquaculture, marine studies, and horticultural studies being offered at the post-secondary level in the United States and abroad, the renewed focus on aquaculture and horticulture to feed a growing population, and research toward currently unknown cures for disease, this will greatly expand students' interest and knowledge of nontraditional career pathways in agriculture.

3. Improve district, state and local adjusted levels of performance.

The Southington Agricultural Science and Technology Program currently draws many urban and minority students, and we would like to continue our mission to bring diversity and a multi-cultural perspective to Southington High School. However, we are not currently meeting the expectations of potential careers in agriculture by not incorporating and emphasizing new technologies and new progressive fields, which draw more and more away from traditional to alternative agriculture. With the focus of study on aquaculture and marine biology alone, adding this new equipment will provide authentic experiences for students who do not live along the coastline.

The same holds true for small animal and high-tech horticulture. Although other programs may offer formal training in appropriate retail functions and expectations, there is no other program within our territory that connects the customer service career path with agricultural science. Enhancement of these laboratories would improve district, local and state levels of performance by offering

additional coursework and an expanded STEM curriculum for our students and prospective students.

4. Improve students' academic and technical skill development through integration.

The Southington Agricultural Science and Technology Program is currently outdated in its STEM offerings. In such a fast-moving and dynamic career area, this is not a hard designation to self-diagnose. We wish to be more cutting-edge in our laboratory settings, and within these expose students to current industry practices, technologies, and digitally automated maintenance and diagnostic systems. The requested innovative improvements to our lab settings will help us retain and make relevant our labs for cutting-edge technical skills now required in the Connecticut Agricultural workforce. For example, many of the items proposed in this grant are completely automated. With the newest offerings in this technology, incorporating their use into our direct instruction would support students in their technical and academic skill development.

5. Provide students with strong experience in, and understanding of, all aspects of an industry.

The goal of enhancing the innovative aspect of our laboratories would be to give students a strong and comprehensive experience of the varying industries our laboratories are set up to replicate. While we currently have the basic components of various aquaculture, pet retail, horticultural and hydroponic pieces, which represent and replicate these industries, the technological aspect is quite visibly missing and not giving students the entire experience as they would have in the industry. By adding these technological upgrades, students would have a better understanding of all aspects of the industry. Students would be able to extrapolate what they have learned in the classroom laboratory, and replicate it at home through entrepreneurship, or be able to immediately secure a job within one of these industries and with the knowledge they have gained and immediately be successful within that field. This would support a variety of Supervised Agricultural Experiences.

6. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.

Many of the core STEM skills required to excel in horticulture and aquaculture require a mastery of water chemistry, biology and pathogen study. This will not only fall in line but mandate a comprehensive expansion of foundational skill sets in the sciences that will be applied through both traditional class lecture and hands-on learning within the classroom. Being given the privilege of working in these innovative laboratories will require mastery of these challenging and core academic subjects in order to ensure their success.

7. Provide opportunity for professional development in this initiative.

There are several interesting symposiums at the Maritime Aquarium in Norwalk that would be valuable professional development, supporting the agriculture instructors who would be using this new equipment in our laboratories. By attending these and possessing a system very similar to the one that they and other aquariums have, the agriculture teachers would be able to troubleshoot and gain the appropriate skills necessary to teach it to others. We also frequently have guest lecturers come in who would be able to utilize the technological upgrades outlined in this grant proposal to make better connections to professionals within the field and for our educators' own professional development.

8. Ensure that the supplemental enhancement plan is of sufficient size, scope and quality to bring about improvement in CTE.

The innovative enhancements to our laboratories would be a significant improvement to the quality of our lab facilities. By improving our laboratories with additional equipment, and enhancing our existing equipment with the latest digital and automated technologies, it would allow an expansion of our existing curriculum while allowing for new course content to be offered to our ever-diversifying student body. These enhancements would also make our STEM offerings and core subjects relevant, and would keep students up to date with the industry's technological needs for these emerging job markets. Our laboratories have in essence not been updated in well over a decade, and as the current workforce demands a mastery of technical and digital skills in Connecticut's alternative agriculture, this would be of sufficient size, scope and quality to pay valuable dividends to our students, the program and the future workforce.

9. Develop a process to be used to evaluate the effectiveness of the initiative.

Tracking student placement through their Supervised Agricultural Experience and follow-up site visits and discussions with employers would be perhaps the greatest way of informally evaluating the effect these improved laboratories would have. Employers consistently give our instructors honest feedback regarding student performances, and on the job career preparedness through their placement would help us gauge how effective these improvements to our labs have been, and to make adjustments if necessary. Graduate surveys would be another way to measure effect of these updated, innovative improvements to our plant science, small animal and aquaculture labs. These surveys would track what career students decided to pursue, track their college or other higher education major, and provide thorough and constructive feedback. In this manner, the instructors within our program would be able to see if the students made full use of our newly innovatively enhanced laboratories for their career preparedness.

Working with our Consulting committee and other industry contacts as well as continuous review of our coursework within our department will help us use this equipment to its best advantage. Teachers will also participate in professional development to keep abreast of changes that can be made to improve/expand laboratory activities using these upgrades.

10. Ensure that individuals who are members of special populations will not be discriminated against based on this status.

Making innovative enhancements to our laboratories would be completely inclusive to our students. Many of our students come from single-parent households, low-income and other non-traditional families, and from diverse ethnic and social backgrounds. One of the noted observations of emerging alternative agricultural opportunities from one of our urban sending districts, Waterbury, is the proliferation of indoor aquaculture and hydroponic systems and businesses that could serve as placement opportunities for students within our program. Having visited many of these facilities and businesses, they reflect the latest in technological trends necessary to excel in this workforce. For example, Great American Aquaculture in Waterbury utilizes the latest in lighting and automated digital controls within their facility to replicate temperature, wave and lunar cycles in order to raise European Sea Bass. Almost all horticulture facilities noted throughout the area supplement their growing with the latest in lighting and structural system technologies, misters, reverse osmosis watering and timers. Training and readying students to be technologically and mechanically prepared to work for and run these cutting edge systems requires our labs be innovatively enhanced, in order to give these students of varying background the opportunity to excel. Our emphasis on training students for new technology within the retail setting also will ensure all students have the opportunity to excel in retail based agricultural work placements.

11. Promote preparation for nontraditional training and employment.

Aforementioned, the emerging trends in interest and opportunities in nontraditional agriculture lead to a specific need to update and innovate our laboratories to reflect placement in these nontraditional agricultural opportunities. This would provide hands-on, immersive learning as students balance pH, set lighting and misting systems, and set up new innovative wireless devices to monitor, maintain and diagnose these new systems. This would directly prepare them for emerging markets that students are frequently exposed to as part of the program, and get them placed in a setting as part of our Supervised Agricultural Experience.

12. Provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.

An important component to our Agricultural Science and Technology Program is providing career and academic guidance for our CTE students, not only through their Supervised Agricultural Experience, but through the numerous guest lecturers, field trips and college presentations. Our curriculum already addresses this in earnest, and updating our laboratories to better reflect the technology that is being utilized in the industry would be the best way to provide these linkages and counseling to students.

Secondary Supplemental Enhancement Grant Sustainability Plan

Each school district should include approval of local board minutes* to apply for the Supplemental Enhancement Grant and commitment to continue the initiatives developed with this grant award.

Please use the space below for your sustainability plan:

The Agriculture Science and Technology department will use designated local budget accounts to purchase the biotic and abiotic supplies needed to maintain the new equipment proposed in this grant. Our teaching supply account will be used to purchase plants that relate to specific instructional goals (for the units in the horticulture lab) as well as aquatic plants and animals that can be adapted to different agricultural content areas. Annual teaching supply funds will also support the salts, plant nutrients and other related chemicals needed for the production systems. We also budget for annual needs for feed and bedding for animals in the proposed new animal housing units. The service of equipment budget account can be used for potential repair and replacement of mechanical components (lighting, etc) of any of the proposed systems.

Students will do routine maintenance of all of these systems as part of their laboratory skill development. Our Agriculture teachers have always been committed to taking the time to learn the specifics of 'agricultural mechanicals and technology' in order to be prepared to use new equipment for instruction. When needed, our district maintenance staff is available for more complex installation and/or repair tasks.

***If you are unable to obtain the board of education minutes before the application deadline, you may submit the minutes after the next local board of education meeting.**

Instructions for ED114 Budget Form

- GRANTEE NAME: _____
- TOWN CODE: Enter three-digit local education agency code assigned by the Connecticut State Department of Education.
- AUTHORIZED AMOUNT: Enter total amount of grant allotment.
- BUDGET: Enter amount of proposed expenditures on appropriate object code lines. Note: Round all amounts to the nearest whole dollar.
- TOTAL: Enter the total of proposed expenditures. Note: This figure should equal the AUTHORIZED AMOUNT.
- EQUIPMENT NOTE: Funds expended for Code 700. Single items under \$5,000 should not be charged to equipment unless they are an integral part of a larger piece of equipment. Items under \$5,000 should be listed as instructional supplies. **COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.**
- PROGRAM CATEGORIES: List the amount of the grant that is being expended for each of the program areas. The total amount should equal the authorized amount and the amount listed on the total line above.

GRANTEE NAME: Southington Schools		TOWN CODE: 131
GRANT TITLE: <u>CARL D PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT</u>		
PROJECT TITLE: SECONDARY SUPPLEMENTAL ENHANCEMENT GRANT		
CORE-CT CLASSIFICATION:	FUND: 12060	SPID: 20742 PROGRAM: 84010
BUDGET REFERENCE:		CHARTFIELD1: 170003 CHARTFIELD2:
GRANT PERIOD: <u>3/1/2018-9/30/2018</u>		REQUESTED AMOUNT: <u>\$ 31,106</u>
AUTHORIZED AMOUNT BY SOURCE:		CURRENT DUE: \$
	DESCRIPTIONS	BUDGET AMOUNT
111A	NON-INSTRUCTIONAL	\$0
111B	INSTRUCTIONAL	\$0
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	\$0
320	PROFESSIONAL EDUCATION SERVICES	\$0
322	IN SERVICE	\$0
323	PUPIL SERVICES	\$0
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	\$0
510	STUDENT TRANSPORTATION SERVICES	\$0
580	TRAVEL	\$0
600	SUPPLIES	\$15,331
700	PROPERTY	\$15,775
	TOTAL	\$31,106

_____ ORIGINAL REQUEST DATE

_____ REVISED REQUEST DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF
APPROVAL

ED 114 Budget Form Object Code Descriptions and Budget Narrative Instructions

In preparing the budget narrative, provide a complete description of the expenditure for each of the codes being used and identify the program area and course(s) of the required use of funds to which the expenditure applies. Please refer to the Perkins Budget Buddy Guide found at [Budget Buddy Guide.pdf](#) in preparing the budget narrative.

- 1) Each line item in the budget narrative must identify the school(s) that will receive funds.
- 2) Program improvement line items in the budget narrative must stipulate the CTE program area and the course(s) being funded.
- 3) Each line item in the budget narrative must give a detailed description of the item(s) that will be purchased, including quantity and unit cost. Personnel costs should be shown by the number of positions, time involved and hourly rate.
- 4) No more than 5 percent of the grant may be used for administrative purposes including approved indirect costs. Only school districts and regional educational service centers that have submitted indirect cost proposals for fiscal year 2016-17 may apply indirect costs.
- 5) Compute all expenditures to the nearest dollar by line item. Do not include cents.

ED114 Budget Form Object Code Descriptions and Budget Narrative

Code	Object			Amount of Code Line
111A	Non-Instructional			
<p>Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.</p> <p>No more than 5% of the total grant may be used for administrative purposes including indirect costs (917). Line item 111A is considered an administrative cost, and administrative expenses in other budget code lines such as 200, 322, and 580 must be calculated into the 5% administrative cap.</p>				
Position Name/Name of Individual	Description of Duties	Hourly Rate x Total Hours	How will this improve the CTE program?	Total
Position Name: Individual Name:				
Position Name: Individual Name:				
Position Name: Individual Name:				
Code	Object			Amount of Code Line
111B	Instructional			
<p>Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals <u>while they are on the grantee payroll</u> including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Individuals whose services are acquired through a contract are <u>not included</u> in the category. A person for whom the grantee is paying employee benefits and who is on the grantee payroll is included in this budget code; a person who is paid a fee (such as a private consultant) with no grantee obligation for benefits is not.</p>				
Position Name/Name of Individual	Description of Duties	Hourly Rate x Total Hours	How will this improve the CTE program?	Total
Position Name: Individual Name:				
Position Name: Individual Name:				
Position Name: Individual Name:				

Code	Object			Amount of Code Line
200	Personal Services - Employee Benefits			
<p>Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and while not paid directly to employees, these payments are nevertheless part of the cost of personnel services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.</p> <p>Benefits may not exceed 25 percent of the total salary/stipend paid.</p>				
Position Name/Name of Individual	Career Cluster/ CTE Program Area	Type of Benefits	Compensation Formula	Total
Position Name: Individual Name:				
Position Name: Individual Name:				
Position Name: Individual Name:				
Code	Object			Amount of Code Line
320	Professional Education Services			
<p>Service supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, contracted instructional services and substitute services.</p>				
Individual and/or Organization Providing Service	Description of Service	How will this improve the CTE program?	Total Cost	
Individual/Organization Name:				
Individual/Organization Name:				
Individual/Organization Name:				
Individual/Organization Name:				
Individual/Organization Name:				
Individual/Organization Name:				

Code	Object			Amount of Code Line
322	In-service (Instructional Program Improvement Services) Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll. List each contractor separately.			
Individual/Organization Providing Service	Name of Staff Receiving In-Service.	Title of Event, Location and Date	How will this improve the CTE program?	Per Person x Cost=Total
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		

Code	Object			Amount of Code Line
330	Employee Training and Development Services Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.			
Individual/Organization Providing Service	Name of Staff Receiving In-Service.	Title of Event, Location and Date	How will this improve the CTE program?	Per Person x Cost=Total
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		

Code	Object			Amount of Code Line
510	Student Transportation Services Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.			
Name of Faculty Supervisor(s)	Courses Utilizing Student Transportation & Estimated Number of Students	Title of Event, Date and Location	How will this improve the CTE program?	Transportation Company Cost/per unit =Total
Name:	Course: Number of Students:	Title of Event: Location: Date:		
Name:	Course: Number of Students:	Title of Event: Location: Date:		
Name:	Course: Number of Students:	Title of Event: Location: Date:		
Name:	Course: Number of Students:	Title of Event: Location: Date:		
Name:	Course: Number of Students:	Title of Event: Location: Date:		
Name:	Course: Number of Students:	Title of Event: Location: Date:		
Name:	Course: Number of Students:	Title of Event: Location: Date:		

Code	Object			Amount of Code Line
580	Travel			
Expenditures for transportation, hotel and other expenses associated with staff travel. <ul style="list-style-type: none"> • Travel must be for instructional purposes, otherwise it is an administrative cost subject to the 5 percent cap. • Travel for CTSO advisors to National CTSO Conferences cannot utilize Perkins funds. • Perkins cannot pay for parking, rental cars, boat slips or docking fees. Meals are not fundable expenses.				
Staff Name Receiving Travel Funds	Courses to be Improved by Travel	Title of Event, Date and Location	How will this improve the CTE program?	Cost per unit- (list hotel, transportation, shuttles, etc.) x pp =Total
Name:	Course:	Title of Event: Location: Date:		
Name:	Course:	Title of Event: Location: Date:		
Name:	Course:	Title of Event: Location: Date:		
Name:	Course:	Title of Event: Location: Date:		
Name:	Course:	Title of Event: Location: Date:		

Code	Object			Amount of Code Line
600	Supplies			
Expenditures for non-consumable items purchased for instructional use. <u>List each item separately.</u>				
Career Pathway or Program Area	Name of Course	List each item, including description of item and vendor	How will this improve the CTE program?	Quantity x Cost per Unit = Total
Career Pathway or Program Area: Horticulture	Course: Plant Science and Horticulture	Item Name: Orchidarium Description: Fully Automated Orchidarium with 11 mister zones, 3 exhaust and recirculating fans and wifi and lighting sync. Vendor: Acme Orchidariums	This product, a fully digitally automated orchidarium with wifi linkup with lighting, humidity, reverse osmosis watering system, will allow students to garner appropriate skills in hi-tech horticulture. Students will be expected to program unit and become familiar with technology to fully automated horticulture systems. This will also allow students to grow and study rare plants for training in botanical sciences and other horticultural pathways.	1 x \$4585 = \$4585
Career Pathway or Program Area: Veterinary Technician	Course: Middlesex Community College Vet Tech Early College Experience	Item Name: Eco1 Vet Portable Ultrasound Description: Handheld ultrasound machine Vendor: Chison	This handheld ultrasound machine would expand the curriculum currently offered through our program, which is an Early College Experience through Middlesex Community College. Students who have mastered ultrasound skills will be better prepared for careers in veterinary science and related research careers.	1 x \$4499 = \$4499
Career Pathway or Program Area: Aquaculture and Small Animal Science	Course: Introduction to Aquaculture, Employment Skills	Item Name: Aquarium Retail Display Description: 4' Single Unit 3-tiered aquatic retail display system with sump and lighting Vendor: Marineland Commercial Systems	This unit would train students for the appropriate mechanical skills and for retail settings in the pet trade. This is a large focus area for many of our students from urban and diverse backgrounds. Many students are employed in this industry for their Supervised Agricultural Experience.	1 x \$3975 = \$3975
Career Pathway or Program Area: Aquaculture and Natural Resources	Course: Aquaculture and Marine Systems and Biology	Item Name: Nanobox Mini Tide Description: Twin 27 Phillips LED bulb	This amazing unit features a twin 27 Phillips LED light fixtures, capable of multiple spectrums and settings. The advanced feature of built-in bluefish LED controller allows lighting fixture wi-fi	1 x \$565 = \$565

		light fixture with built-in bluefish wireless LED wifi controller Vendor: Nanobox Reef	capability and can be programmed to simulate marine conditions in real time anywhere in the world, with complete lunar cycle settings, storm and cloud cover. The unit would be operated and programmed wirelessly to provide valuable student experiences.	
Career Pathway or Program Area: Natural Resources	Course: Aquaculture, Marine Systems and Biology, Natural Resources	Item Name: iPad Description: Standard iPad with wall mount to be hooked up to Nanobox Vendor: Apple	This device would be programmed to feature wifi setting of Nanobox reef Mini Tide to automate and simulate water, weather and lunar cycles for our existing saltwater tank. Upgraded software capabilities would provide extensive exhaustive agriscience opportunities for students as well.	1 x \$315 = \$315
Career Pathway or Program Area: Natural Resources	Course: Natural Resources, Aquaculture, Marine Systems and Biology	Item Name: Classic 90 HOB Protein Skimmer Description: Protein Skimmer utilized to remove organic waste before it turns into nitrate gas Vendor: Reef Octopus	Our existing saltwater tank has no protein skimmer and is chronically dirty. We struggle to maintain healthy fish in this environment. By adding this unit, it would remove organic waste before it dissolved into nitrate gas and conditions will be better for the fish. It would also provide students hands-on operational skills of this necessary piece of saltwater aquarium care and handling.	1 x \$228 = \$228
Career Pathway or Program Area: Natural Resources	Course: Natural Resources, Aquaculture, Marine Systems and Biology	Item Name: 9w UV Sterilizer Description: Inline UV sterilizer Vendor: Turbo-Twist	This inline UV sterilizer would be utilized to kill algae spores and pathogens in our existing saltwater tank. Over the past two years, we have lost many fish to pathogens and it is important to teach students how to utilize this tool that is required in the aquarium and retail industries.	1 x \$115 = \$115
Career Pathway or Program Area: Natural Resources	Course: Natural Resources, Aquaculture, Marine Systems and Biology	Item Name: Barracuda Reverse Osmosis Unit Description: Reverse Osmosis Unit used to purify city water. Vendor: AquaFX	Southington has high amounts of dissolved minerals and minerals in our water. This reverse osmosis unit would be installed in the aquaculture lab and utilized for proper water changes, salt mixing and to provide the sterile water required for the new orchidarium. Including instruction in water quality and related chemistry and biology concepts will enhance STEM connections in our curriculum.	1 x \$197 = \$197

<p>Career Pathway or Program Area: Horticulture</p>	<p>Course: UConn Horticulture, Introduction to Plant Science, UConn Floral Art</p>	<p>Item Name: Various rare Orchids</p> <p>Description: Various differing species of orchids selected for our orchidarium and gunnite epiphyte and aquatic plant fixture.</p> <p>Vendor: J&L Orchids, Easton CT</p>	<p>This s a quotation I got for roughly 30 rare orchids that favor a humid environment for our new orchidarium proposed in the grant. This also includes new epiphytic air rooting plants and aquatic plants for our new gunnite fixture that would display both.</p>	<p>30 x \$25 = \$750</p>
<p>Career Pathway or Program Area: Natural Resources</p>	<p>Course: Natural Resources, Aquaculture, Marine Systems and Biology</p>	<p>Item Name: Cable Protective Cover Ramp</p> <p>Description: Industrial power cable cover</p> <p>Vendor: Pilepro</p>	<p>Industrial cable cover for the floor of the aquaculture lab. As proposed touch tank would be in center of laboratory, extension power cable would be installed in this industrial floor cover to ensure student and equipment safety.</p>	<p>2 x \$51 = \$102</p>

Code	Object			Amount of Code Line
700	<p align="center">Property</p> <p>In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment with a value of over <u>\$5,000</u> and the useful life of more than one year. All computers and peripherals (regardless of unit cost) should be listed in this category. No vehicles or drive-able equipment may be purchased with Perkins funds.</p> <p>Appendix B: Equipment Request Form must be completed for requested property by pathway or program area.</p>			
Career Pathway or Program Area	Name of Course	List each item, including description of item and vendor	How will this improve the CTE program?	Quantity x Cost per Unit = Total
Career Pathway or Program Area: Natural Resources and Marine Systems and Biology	Course: Introduction to Aquaculture, Natural Resources of Connecticut, and Introduction to Marine Biology	Item Name: Saltwater Touch Tank Description: Acrylic display and propagation tank, 1'x 4'x 8' with built in sump and full mechanical and technological system and ABS blue plastic undercarriage housing for all mechanical functions. Vendor: Marine Ecological Habitats	The expectation of incoming students is that we offer a marine biology component to our curriculum, which we currently do not. This self-contained system is designed as an educational tool to teach students the mechanical components of a system that is designed to house animals native to Long Island Sound. Expanding our aquaculture curriculum to include marine in addition to freshwater ecosystems will build upon the students' expressed interests while at the same time make additional career connections. This system is already being utilized by both of Connecticut's aquariums, as well as the burgeoning residential high-end marine market offering lots of opportunities for placement. This unit would also enhance our presentation to prospective applicants who visit our building.	1 x \$9050 = \$9050
Career Pathway or Program Area:	Course: Plant Science and Horticulture	Item Name: Mangrove Monitor Terrarium Description: Gunnite wall fixture with nooks for epiphyte plants, misting system, waterfall and lower aquarium pool for growing aquatic plants.	This self contained, multi-tiered unit will allow expansion of curriculum to aquatic and air rooted plants. Will also expand student knowledge in plant systems. Current plant laboratory is a basic production structure with little technology to grow additional plants requiring extra humidity or other specific environmental conditions. Prominent location of this self contained unit would also attract students into	1 x \$6725 = \$6725

		Vendor: Dutch Aquarium Systems	the STEM areas of horticulture during orientations and tours.	
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Instructions for Equipment Request Form

Equipment purchases must be part of an overall program improvement proposal for the CTE program. Equipment requests must be accompanied by a description of curriculum improvement/development within the program area where the equipment will be used.

In the budget narrative, indicate the amount of funds to be expended on equipment. Single items under \$5,000 should not be charged to equipment in this grant unless they are an integral part of a larger piece of equipment, such as a computer system. These items should be listed as instructional supplies.

COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.

Complete the Equipment Request Form as follows:

- A. GRANTEE - Enter grantee's name.
- B. ADDRESS - Enter grantee's address.
- C. DATE SUBMITTED - Enter date submitted.
- D. NAME OF PERSON - Indicate the name, title and telephone number of person completing the form.
- E. PATHWAY or PROGRAM AREA - Submit a *SEPARATE* equipment form for each pathway or program area. Indicate the pathway or program area for which equipment is being requested.
- F. REQUEST FOR EQUIPMENT - The state program area consultant will review the equipment for appropriateness. Freight and installation costs and instructor training are permissible under this section. Leasing of equipment is allowable under Perkins IV. Equipment requiring accessories to become operational is to be grouped with other equipment that requires accessories and listed as a single unit.
- G. List only one type of equipment on each line. Describe the equipment, give the manufacturer's number, model number, quantity, unit cost, freight, installation (if any) and total cost for each item. State the intended location of equipment and indicate the number of such existing items on hand and give the estimated number of students who will use the equipment per day.
- H. Add the total cost for all line items and enter the total on the Equipment Request Form.

**Equipment Request Form 03/01/2018-09/30/2018
Secondary Supplemental Enhancement Grant**

1. Prepare a separate Equipment Request Form for each pathway or program area.
2. Single component items under \$5,000 (with the exception of computers) should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one year or more. Items that do not meet the definition of equipment are to be coded as instructional supplies.

Grantee: Southington Schools	Address: 720 Pleasant Street Southington, Connecticut
Name of Person Completing Forms: OWEN MCLAUGHLIN	Title: AGRICULTURE INSTRUCTOR
Date Submitted: FEBRUARY 28 TH , 2018	
E-mail: omclaughlin@southingtonschools.org	

Check the Career Cluster for which equipment is being requested. Check one program area only. For shared resources, indicate the primary cluster.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Agriculture, Food and Natural Resources | <input type="checkbox"/> Engineering and Technology |
| <input type="checkbox"/> Arts, Audio/Video Technology and Communication | <input type="checkbox"/> Finance |
| <input type="checkbox"/> Business, Management and Administration | <input type="checkbox"/> Health Sciences |
| <input type="checkbox"/> Architecture and Construction | <input type="checkbox"/> Hospitality and Tourism |
| <input type="checkbox"/> Education and Training | <input type="checkbox"/> Human Services |

- | |
|---|
| <input type="checkbox"/> Information Technology |
| <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Marketing, Sales and Service |
| <input type="checkbox"/> Transportation, Distribution and Logistics |

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

Item No.	Description	QTY	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment (What CTE area/room)
100TTVAS	100 G TOUCH TANK W LID	1	\$8700	\$350	\$9050	AQUACULTURE LABRATORY
603480	TERRARIUM MANGROVE MONITOR	1	\$5900	\$825	\$6725	PLANT SCIENCE LABRATORY

TOTAL EQUIPMENT REQUEST: \$15,775

TOTAL EQUIPMENT APPROVED: \$ _____

Local Uses of Funds

Those in bold are new in Perkins IV

Required Uses of Funds to:

1. Strengthen the academic, career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. **Link CTE at the secondary level and the postsecondary level, including offering the relevant elements of not less than one Program of Study described in Section 122(c)(1)(A).**
3. Provide students with strong experience in, and understanding of, all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to all teachers, faculty, administrators, career guidance and academic counselors who are involved in integrated CTE programs on topics including: effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement and effective use of scientifically-based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry, involve internship programs that provide relevant business experience and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope and quality to be effective.
9. **Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.**

Permissible Uses of Funds to:

1. Include parents, businesses and labor organizations in the design, implementation and evaluation of CTE programs.
2. Provide career guidance and academic counseling, **which may include information described in Section 2328 of Perkins IV, for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options and provides assistance for postsecondary students and adults.**

3. **Develop and support local education and business partnerships**, including work-related experiences for students, **adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.**
4. Provide programs for special populations.
5. Assist career and technical student organizations.
6. Provide mentoring and support services.
7. Lease, purchase, upgrade or adapt equipment, including instructional aides and **publications (including support for library resources) designed to strengthen and support academic and technical skills achievement.**
8. Develop teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
9. **Develop and expand postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.**
10. **Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.**
11. **Provide activities to support entrepreneurship education and training.**
12. **Improve or develop new CTE courses, including the development of Programs of Study/Student Success Plan for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.**
13. **Develop and support small, personalized career-themed learning communities.**
14. Provide support for family and consumer sciences programs.
15. **Provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.**
16. Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or in finding an appropriate job.
17. Support training and activities (**such as mentoring and outreach**) in nontraditional fields.
18. **Provide support for training programs in automotive technologies.**
19. **Pool a portion of such funds with a portion of funds available to other recipients for innovative initiatives.**
20. Support other CTE activities consistent with the purpose of Perkins IV.

**CARL D. PERKINS CAREER AND TECHNICAL
EDUCATION IMPROVEMENT ACT ASSURANCES**

1. Individuals, who are members of special populations preparing for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency, shall be provided with equal access to recruitment, enrollment, and placement activities and equitable participation in Perkins funded CTE programs. Such populations shall be provided with equal access to the full range of applied education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs and comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations. [Sec. 2354 (b) (9)]
2. The progress of special population students participating in programs receiving Perkins funds shall be assessed to ensure their successful participation in CTE programs in the most integrated setting possible. Strategies to overcome any barriers encountered by special populations shall be implemented. [Sec. 2354 (b) (8)]
3. An annual evaluation of CTE programs funded under this Act shall be conducted and shall include an assessment of the needs of special populations and whether such programs enable special populations to meet local levels of performance and prepare them for further learning or for high-skill, high-wage careers. [Sec. 2354 (b) (8) (B)]
4. The grantee shall develop, improve or expand the use of technology in CTE programs and ensure that CTE personnel are trained to use state-of-the-art technology and effective techniques and practices. [Sec. 2355 (b) (4)]
5. The grantee shall provide CTE students with the academic and career and technical skills (including the math and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields. Schools shall collaborate with technology industries to offer work-based learning programs. [Sec. 2355 (b) (4) (B)]
6. The grantee shall encourage parental and community involvement in its career and technical programs. [Sec. 2355 (5) (A) (iii)]
7. The grantee shall provide a CTE program that is of sufficient size, scope, and quality to bring about improvement in the quality of CTE programs. [Sec. 2354 (b) (6)]
8. Equipment purchased, when not being used to carry out the provisions of the Perkins Act, may be used for other instructional purposes currently or previously supported by the federal government, if it does not interfere with the use of that equipment for programs funded under the Act; and does not add to the cost of using that equipment. (34 CFR Sec. 80.32)
9. All equipment purchased under the Act must comply with Education Department General Administrative Regulations. (34 CFR Sec. 74.34)
10. The grantee shall develop strategies to promote nontraditional training and employment for students participating in CTE programs. [Sec. 2354 (b) (10)]
11. The grantee shall provide sufficient information to the SDE to enable them to comply with the provisions of this Act. (20 U.S.C. §2301 *et. seq.*)

12. The CTE curriculum shall be planned, ongoing and systematic. (C.G.S. Sec. 10-16b)

13. The funds made available under the Act shall be used to supplement not supplant non-federal funds used to provide CTE activities.

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

Signature: _____

Name (typed): _____

Title (typed): _____

Date: _____

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Enhancements in Innovation to the Southington Agricultural
Science and Technology Program

THE APPLICANT: _____ **HEREBY ASSURES THAT:**

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the

applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. Non-discrimination.

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

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- (10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

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

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, 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; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining

agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature: _____

Name (typed): Timothy Connellan

Title (typed): Superintendent of Schools

Date: February 19, 2018

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

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

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary takeover~ transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of roles implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. **The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.**
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by *this* clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

Name of Applicant

PR/AWARD Number and/or Project Name

Printed Name and Title of Authorized Representative

Signature

Date

APPENDIX A
Perkins Supplemental Enhancement Grant
Proposal Scoring Rubric

Connecticut State Department of Education
 Academic Office, Career & Technical Education

Total Score: ___/67

District Name: _____

Address: _____

Contact: _____

Evaluator: _____ Date Reviewed: ___ / ___ / ___

Area	Total Points Possible	High Points 3	Medium Points 2	Low Points 1-0	Points Earned
Grant Cover Page	3 Points	Form is complete and includes: <ul style="list-style-type: none"> • Fiscal agent name, address, telephone and e-mail; • Contact name, address, telephone and e-mail; • Amount requested; • Enrollment numbers if required; or • Typed name and signature of authorized administrator. 	Form is missing one of the following elements: <ul style="list-style-type: none"> • Fiscal agent name, address, telephone and e-mail; • Contact name, address, telephone and e-mail; • Amount requested; • Enrollment numbers if required; or • Typed name and signature of authorized administrator. 	Form is missing more than one of the following elements: <ul style="list-style-type: none"> • Fiscal agent name, address, telephone and e-mail; • Contact name, address, telephone and e-mail; • Amount requested; • Enrollment numbers if required; or • Typed name and signature of authorized administrator. 	_____

Area	Total Points Possible	High Points 10-8	Medium Points 7-4	Low Points 3-0	Points Earned
Plan Summary	10 points	<ul style="list-style-type: none"> Plan summary precisely describes the purpose of the proposal. The objectives and outcomes initiated through the proposal are clear and have the potential to improve career and technical education programs. Strategies described relate to the purpose, objectives and outcomes. 	<ul style="list-style-type: none"> Plan summary describes the purpose of the proposal. The objectives and outcomes initiated through the proposal are not always clear and have only some have the potential to improve career and technical education programs. Strategies described have a vague relation to the purpose, objectives and outcomes. 	<ul style="list-style-type: none"> Plan summary is vague and/or it is hard to understand the purpose of the proposal. The objectives and outcomes initiated through the proposal are not clear and have only little to some potential to improve career and technical education programs. Strategies described have a little to no relation to the purpose, objectives and outcomes. 	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 1	3 points	The narrative is clear, concise and measurable on how the proposal will improve and enhance career and technical pathways or programs.	The narrative is not always clear on how the proposal will improve and enhance career and technical pathways or programs.	The narrative is vague and describes few if any measurable statements on how the proposal will improve and enhance career and technical pathways or programs.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 2	3 Points	The narrative is clear, concise and measurable on how the proposal will enhance, improve and/or implement career pathway(s).	The narrative is not always clear on how the proposal will enhance, improve and/or implement career pathway(s).	The narrative is vague and describes few if any measurable statements on how the proposal will enhance, improve and/or implement career pathway(s).	_____

Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 3	3 Points	The narrative is clear, concise and measurable on how the proposal will improve district, state, and local adjusted levels of performance.	The narrative is not always clear on how the proposal will improve district, state, and local adjusted levels of performance.	The narrative is vague and describes few if any measurable statements on how the proposal will improve district, state, and local adjusted levels of performance.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 4	3 Points	The narrative is clear, concise and measurable on how the proposal will improve students' academic and technical skill development through integration.	The narrative is not always clear on how the proposal will improve students' academic and technical skill development through integration.	The narrative is vague and describes few if any measurable statements on how the proposal will improve students' academic and technical skill development through integration.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 5	3 points	The narrative is clear, concise and measurable on how the proposal will provide students with strong experience in, and understanding of, all aspects of an industry.	The narrative is not always clear on how the proposal will provide students with strong experience in, and understanding of, all aspects of an industry.	The narrative is vague and describes few if any measurable statements on how the proposal will provide students with strong experience in, and understanding of, all aspects of an industry.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 6	3 points	The narrative is clear and concise on how the proposal will encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.	The narrative is not always clear on how the proposal will encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.	The narrative is vague and describes few if any measurable statements on how the proposal will encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.	_____

Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 7	3 points	The narrative is clear and concise on how the proposal will provide opportunity for professional development.	The narrative is not always clear on how the proposal will provide opportunity for professional development.	The narrative is vague on how the proposal will provide opportunity for professional development.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 8	3 points	The narrative is clear, concise and measurable on how the proposal will ensure that the plan is of sufficient size, scope and quality to bring about improvement in CTE.	The narrative is not always clear on how the proposal will ensure that the plan is of sufficient size, scope and quality to bring about improvement in CTE.	The narrative is vague and describes few if any measurable statements on how the proposal will ensure that the plan is of sufficient size, scope and quality to bring about improvement in CTE.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 9	3 points	The narrative is clear, concise and measurable on how the proposal will develop a process to be used to evaluate the effectiveness of the plan.	The narrative is not always clear on how the proposal will develop a process to be used to evaluate the effectiveness of the plan.	The narrative is vague and describes few if any measurable statements on how the proposal will develop a process to be used to evaluate the effectiveness of the plan.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 10	3 points	The narrative is clear, concise and measurable on how the proposal will ensure that individuals who are members of special populations will not be discriminated against based on this status.	The narrative is not always clear on how the proposal will ensure that individuals who are members of special populations will not be discriminated against based on this status.	The narrative is vague and describes few if any measurable statements on how the proposal will ensure that individuals who are members of special populations will not be discriminated against based on this status.	_____

Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 11	3 points	The narrative is clear, concise and measurable on how the proposal will promote preparation for nontraditional training and employment.	The narrative is not always clear on how the proposal will promote preparation for nontraditional training and employment.	The narrative is vague and describes few if any measurable statements on how the proposal will promote preparation for nontraditional training and employment.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 12	3 points	The narrative is clear and concise on how the proposal will provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.	The narrative is not always clear on how the proposal will provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.	The narrative is vague and describes few if any measurable statements on how the proposal will provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.	_____
Area	Total Points Possible	High Points 5-4	Medium Points 3-2	Low Points 1-0	Points Earned
Sustainability Plan	5 points	<ul style="list-style-type: none"> • Sustainability plan precisely describes how the proposal will be maintained at the end of the grant life. • Sustainability plan includes how the proposal will receive financial support at the end of the grant life. • Sustainability plan includes strategies for continual improvement and growth. 	<ul style="list-style-type: none"> • Sustainability plan describes the purpose of the proposal. • Sustainability plan is vague on how the proposal will receive financial support at the end of the grant life. • Strategies that describe continual improvement and growth are vague. 	<ul style="list-style-type: none"> • Sustainability plan is vague and/or it is hard to understand. • Sustainability plan has a brief statement or no information on how the proposal will receive financial support at the end of the grant life. • There are no strategies that describe continual improvement and growth. 	_____

Area	Total Points Possible	High Points 3	Medium Points 2	Low Points 1-0	Points Earned
ED 114 Form	3 points	Form is complete and includes: <ul style="list-style-type: none"> • Grantee name; • Town code; • Requested Amount; or • Budget amounts total requested amount. 	Form is missing one of the following elements and/or the budget amounts do not equal the requested budget: <ul style="list-style-type: none"> • Grantee name; • Town code; or • Requested Amount. 	Form is missing more than one of the following elements and/or the budget amounts are incorrect. <ul style="list-style-type: none"> • Grantee name; • Town code; or • Requested Amount. 	_____
Area	Total Points Possible	High Points 10-8	Medium Points 7-4	Low Points 3-0	Points Earned
Budget Narrative	10 points	Form is complete and includes: <ul style="list-style-type: none"> • All requested information for each code line; • Descriptions that precisely describe what is being requested when asked; • All position, staff and individual names are included; • The description on how the request will improve the CTE program is clearly answered; • When requested all event titles, locations and dates are included; and • Requested career pathway, program area, courses and vendor information is included. 	Form is missing more than one, but less than four of the following list below and/or the descriptions when requested are vague. <ul style="list-style-type: none"> • Requested information for each code line; • Descriptions that precisely describe what is being requested when asked; • All position, staff and individual names are included; • The description on how the request will improve the CTE program is clearly answered; • When requested all event titles, locations and dates are included; and • Requested career pathway, program area, courses and vendor information is included. 	Form is missing more than four of the following list below and/or the descriptions when requested are vague. <ul style="list-style-type: none"> • Requested information for each code line; • Descriptions that precisely describe what is being requested when asked; • All position, staff and individual names are included; • The description on how the request will improve the CTE program is clearly answered; • When requested all event titles, locations and dates are included; and • Requested career pathway, program area, courses and vendor information is included. 	_____
Total Points - 67					

APPENDIX B

ANNIE E. CASEY FOUNDATION

All Request for Proposals for competitive grants related to at risk youth must contain the uniform language that follows:

Applicants that are part of a collaborative effort funded in whole or in part by the Annie E. Casey Foundation must submit documentation that:

- The collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the CSDE.
- The proposal or application submitted provides information detailing the activities, which assure priority access to services to children, youth and families referred by the collaborative oversight entity.
- The application shall designate someone to act as liaison for the referral process.



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



DATE: 2/28/2018 TIME: 12:56 pm

DISTRICT: Southington

ITEM: (S):

- Title III Part A. English Language Acquisition
- Bilingual Education Grant
- Title I Part A.
- Title II Part A.
- Perkin Secondary Supplemental Enhancement Grant
- Perkins Postsecondary Supplemental Enhancement Grant
- Perkins Secondary Grant
- Perkins Postsecondary Grant
- ESEA Grant
- Immigrant Grant

RECEIVED BY:

- Suzanne M. Alicea
- Harold Mackin
- Suzanne Loud
- Regina Gaunichaux
- Terry Jo Pitter
- Yolanda Medina