



BLOOMFIELD BOARD OF EDUCATION - BLOOMFIELD BOARD OF EDUCATION
REGULAR MEETING

Bloomfield Board of Education Regular Meeting AT Tuesday, October 10, 2023

Bloomfield Board of Education 1133 Blue Hills Avenue Board Room, 1133 Blue Hills Avenue ,
Bloomfield, CT 06002

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D. Harris
3. Opening Statement
TBD
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D. Harris

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D. Harris

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D. Harris



BLOOMFIELD BOARD OF EDUCATION – SPECIAL MEETING

Tuesday, September 19, 2023 at 7:00 P.M.

Bloomfield Board of Education, Board Room

1133 Blue Hills Avenue

Bloomfield, CT 06002

Attendance: D. Harris, Chair	Present
H. Frydman, Vice Chair	Present
R. Ike	Present
L. Easmon	Present
T. Moore	Present
F. Bogle-Assegai	Present
K. Dunbar	Present

Also Present: J. Thompson, Superintendent of Schools
W. Guzman, Chief Operations Officer
D. Nesmith, Assistant Superintendent for Accountability and Performance
D. Moleti, Human Resource Coordinator
L. Lamenzo, Director of School Improvement
W. Shepard-Bannish, Director of Student Support Services
J. Titelbaum, District Data Systems Coordinator
S. Simpson, Director of Strategic Planning and Communications
J. White, Principal, Bloomfield High School

1. Establishment of a Quorum and Call to Order

D. Harris determined a quorum was present and the Bloomfield Board of Education Regular meeting was called to order at 7:00 p.m.

2. Pledge of Allegiance

All rose to recite the Pledge of Allegiance.

3. Opening Statement

Lynette Easmon, Board member, welcomed all attendees. The purpose and process of the Board of Education meeting were stated.

The Board Chair introduced Kimberly Dunbar and welcomed her to the Board of Education. Ms. Dunbar has been selected to replace Joseph Wilkerson.

4. Consent Agenda

- A. Approval of Minutes - Special Meeting – June 6, 2023**
- B. Approval of Minutes - Special Meeting – June 26, 2023**
- C. Approval of Minutes - Special Meeting – July 26, 2023**

A motion was made by H. Frydman and seconded by R. Ike for the Bloomfield Board of Education to approve the meeting minutes from the consent agenda, as presented.



D. Harris, Chair	Yea
H. Frydman, Vice Chair	Yea
R. Ike	Yea
L. Easmon	Yea
T. Moore	Yea
F. Bogle-Assegai	Yea
K. Dunbar	Abstain

The motion passed 6-0-1.

5. Public/PTO Comment

No public comment.

6. Superintendent's Report

A. Opening School Report

Dr. James Thompson, Jr. provided an update to the Board of Education members on the opening of schools. Dr. Thompson noted that the district's goals for the upcoming year:

- Implementing the Laurel Literacy Academy
- Strengthening and streamlining communication with the new Apptegy platform
- Creating a Welcome Center located within Central Office
- Implementing the District Plan of Excellence to ensure goals are achieved

An overview of convocation on August 28th and staff professional development on August 29th was given. Dr. Thompson shared that positive reports were provided from each of the schools regarding the first week of school.

H. Frydman inquired about the status of the water heater at Wintonbury Early Childhood Magnet school and an update was provided.

L. Easmon asked about the attendance rate for the start of school. Jason Titelbaum noted the PreK-12 school attendance is trending higher than this time last year, at 96% attendance.

B. Human Resources Update

Mr. Daniel Moleti, Human Resources Director provided an update on the number of new staff and vacancies within the district. He noted the district had over 12 vacant teaching positions, 2 are new positions, 4 are transfers and 6 are vacant. Of those 6, 5 are being covered by substitutes. We currently have 6-10 vacancies for non-certified instructional assistant positions. The district continues to actively recruit to fill those vacancies currently covered by long term substitutes.

R. Ike asked about the positions being covered by long-term substitutes. Mr. Moleti noted that 2 are Kelly Substitutes and 5 are building substitutes.



T. Moore inquired about the 2 vacancies that are new positions. Mr. Moleti noted these positions have been created by restructuring special education positions to meet the needs of student population. He further inquired about teacher interns. Mr. Moleti shared information about student teachers from local university partnerships and noted they are not exclusive teachers in the classrooms.

L. Easmon inquired about the world language teacher vacancy. Mr. Moleti noted certified teachers have been teaching an extra class at Bloomfield High School. She also inquired about the music teacher vacancies and Mr. Moleti noted they are being covered by building substitutes, staff who are familiar with the school.

7. Older Business

A. Laurel Elementary School Literacy Academy Update

Ms. Jennifer Dwyer, Principal at Laurel Elementary School and her team comprised of Lisa Lamenzo, Director of School Improvement, Lynne Dumas, First Grade Teacher, and Darcy Schuster, Second Grade Teacher shared the progress of the Laurel Literacy Academy.

The Laurel Literacy Academy has established a mission statement, with acronym FLIGHT. They shared the 3-year action plan.

This year they are implementing active learning centers for student, provide professional learning, and branding.

The action plan was based on information from the Literacy Scan, self-assessment of current literacy practices.

Upcoming events include a Ribbon Cutting ceremony on October 3, 2023. In 2023-2024, the Laurel Literacy Academy will implement active learning models, re-establish and expand partnerships, implement communication plan to families and the community and provide professional development to staff.

Ms. Lisa Lamenzo noted that we have to invest in professional learning so the district enrolled in the Science of Reading Masterclass. This is an intensive, year-long master class to develop capacity for comprehensive K-3 literacy instruction. Ms. Lamenzo reviewed the goals and intended outcomes for this work.

H. Frydman asked if the district created this program. It was noted the idea of a literacy academy is seen in other districts, but Bloomfield researched and made the academy their own. Mr. Frydman also inquired about measuring the action steps. The school looks forward to sharing data and growth.

R. Ike inquired where are Laurel students at right now. Ms. Dwyer noted there is not current data but last year they grew by 3.5%. Additional data was provided.



8. New Business

A. Redesigned District Website and New Mobile App

Mr. Desi Nesmith, Assistant Superintendent for Accountability and Performance and Ms. Lisa Lamenzo, Director of School Improvement presented an overview of the updated website and new mobile app.

Ms. Lamenzo noted that they heard last year from a survey and walkthrough, there is a need to streamline communication, redesign and update the website and easier access to what is happening in the schools. The vendor that was chosen was based on the services they can provide and the needs of our district.

Mr. Nesmith walked through the redesigned website. Ms. Lamenzo walked through scanning the QRL code to download the new mobile app. The app is a one-stop-shop. The user can customize the view to see the school they want. A promotional video was shown. This project has been worked on over the past several months.

L. Easmon asked if it connects to social media pages. They are able to connect and are continuing to work on the development.

H. Frydman asked who will manage the app and website. The district has been trained to upload information. There are parameters in place so that the principal has to approve a webmasters post.

K. Dunbar asked if support is an additional charge. Mr. Nesmith noted that support and training are part of the current contract.

B. Adoption of the Flexibilities for Implementing the CT Guidelines for Educator Evaluation for the 2022-2023 School Year

Mr. Dan Moleti, Human Resources Coordinator presented the State Board of Education approved recommendations to continue the flexibilities in 2023-2024. These flexibilities provide guidelines for teacher evaluations and will be utilized until the New Teacher Evaluation Guidelines are implemented in the 2024-2025 school year.

A motion was made by H. Frydman and seconded by R. Ike for the Bloomfield Board of Education to approve extending the flexibilities for implementing the Connecticut Guidelines for Educator Evaluation into the 2023-2024 school year.

The motion passed unanimously.

C. Review and Possible Action on the Naming of the Bloomfield High School Gymnasium

Mr. Jesse White, Principal Bloomfield High School, addressed the Board of Education with a request to rename the high school gymnasium. Mr. White read a recommendation letter and requested the Board consider renaming the



gymnasium in honor of Chairman Donald F. Harris, Jr. The letter was included in the Board of Education meeting materials.

A motion was made by R. Ike for the Bloomfield Board of Education to approve the naming of the Bloomfield High Gymnasium to the Donald F. Harris, Jr. Gymnasium. The motion was not seconded and the motion died.

D. Approval of Policy 5118.111 Request

Mr. William Guzman, Chief Operations Office presented an employee application under Policy 5118.111, Children of Out-of-Town Board of Education Employees.

Under the provision of the policy, children of Board of Education employees who live out-of-town may attend the Bloomfield Public Schools at a special tuition rate set annually by the Superintendent. The rate is 10% of the most recent per pupil expenditure determined by the State Department of Education.

A motion was made by H. Frydman and seconded by R. Ike for the Bloomfield Board of Education to approve the application of a non-resident employee to have their child attend Bloomfield Public Schools in accordance with Board of Education Policy 5118.111, as presented.

L. Easmon requested a review of this policy and more information relative to this agenda item. It was noted this policy would be reviewed at a future meeting and the policy and application letter would be shared with Board members.

The motion was postponed to a future meeting.

9. CUBE Updates

Mr. Donald Harris, Jr. reported he recently spent three days in Chicago at the Council of Urban Boards of Education (CUBE) Annual Conference. He also attended his last CUBE meeting last week.

He asked any Board of Education members interested in attending the CUBE/CAPSS Convention in November, to reach out to Krista Cherry.

10. Board Comments

R. Ike shared that it was his time to go after 20 years. He thanked his mentors Dr. James Thompson and Mr. Paul Coates. He thanked everyone and appreciated his time serving the Bloomfield community.

T. Moore welcomed Kimberly Dunbar. I appreciate the reports this evening. He is looking forward to the school year.

K. Dunbar stated she is excited to be a part of the Board. She was pleased to hear about the Literacy work at Laurel and the new mobile app.



F. Bogle-Assegai welcomed the newest Board member Ms. Dunbar. She also wished the returning teachers and staff a great school year.

L. Easmon welcomed Kimberly Dunbar. She thanked everyone for their presentations tonight. She is very excited for the literacy program at Laurel and noted the importance of providing a solid foundation. She is also pleased to see the introduction of a new mobile app.

H. Frydman noted he was in attendance at Convocation. It was exciting to see all the teachers in attendance. New cameras will be installed in the Board room. He was pleased to see how welcoming our staff is both at the Board and schools. He also like to have updates on upcoming events. Wished happy Rosh Hashanah.

D. Harris welcomed Kimberly Dunbar and wished her well in her term. He gave accolades to Anne Burrows, who was named the National Track Coach of the Year. He was in attendance at Carmen Arace on Friday, September 1, 2023 to welcome back students. He was also in attendance at Carmen Arace Talented and Gifted program, family orientation.

11. Adjournment

At 8:24 p.m. a motion to adjourn was made by R. Ike and seconded by L. Easmon.

The motion passed unanimously.

D. Harris, Board Chair

J. Thompson, Ed. D., Superintendent



Bloomfield Public Schools | Raising the Bar is Taking us Far



WE ARE

BLOOMFIELD HIGH SCHOOL





Bloomfield Warhawks Undefeated

4-0



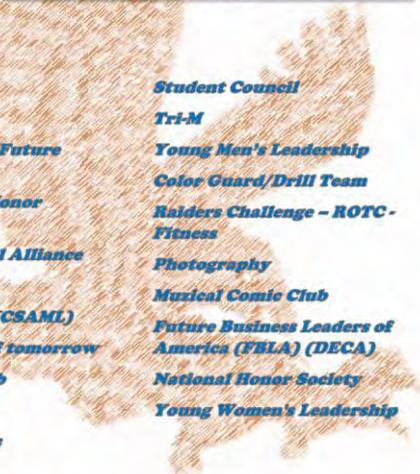
Currently Ranked #9 In The State



BHS Hosts Start of School Club Rush

BHS Club Rush

Fall Club Rush
Tuesday, September 26th
BHS Cafeteria & Library
during all lunch waves.
JOIN TODAY!
Prepare Yourself for Tomorrow!



Club Activity

Art Club	Student Council
Debate Club	Tri-M
Education Rising/Future Educators	Young Men's Leadership
French/Spanish Honor Society	Color Guard/Drill Team
Gender and Sexual Alliance	Raiders Challenge - ROTC - Fitness
Marching Band	Photography
Math Club/Team (CSAML)	Musical Comic Club
Medical Leaders of tomorrow	Future Business Leaders of America (FBLA) (DECA)
Multicultural Club	National Honor Society
Robotics Club	Young Women's Leadership
Student Activities	

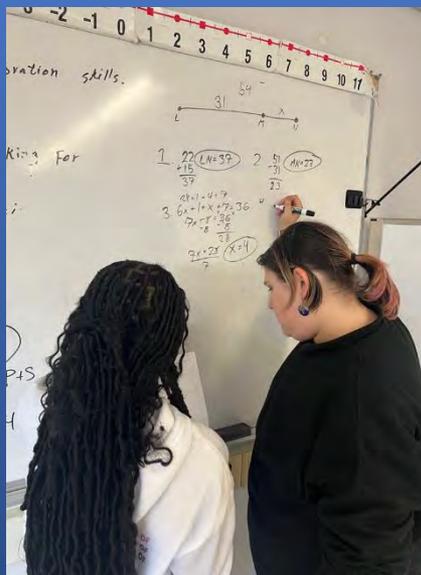
JOIN TODAY!
Prepare Yourself for Tomorrow!





Bloomfield Public Schools | Raising the Bar is Taking us Far

BHS Math Classes: Building Thinking Classrooms





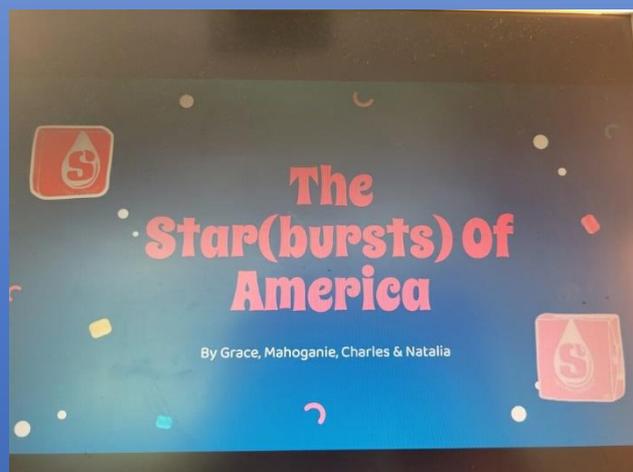
BHS Alum Jovan Huff Profiled On Fox 61 News National Black Business Month Segment



Visits BHS For Bloomfield vs Hartford Public Football Game



BHS AP Language Students Take Part In The Great Debate

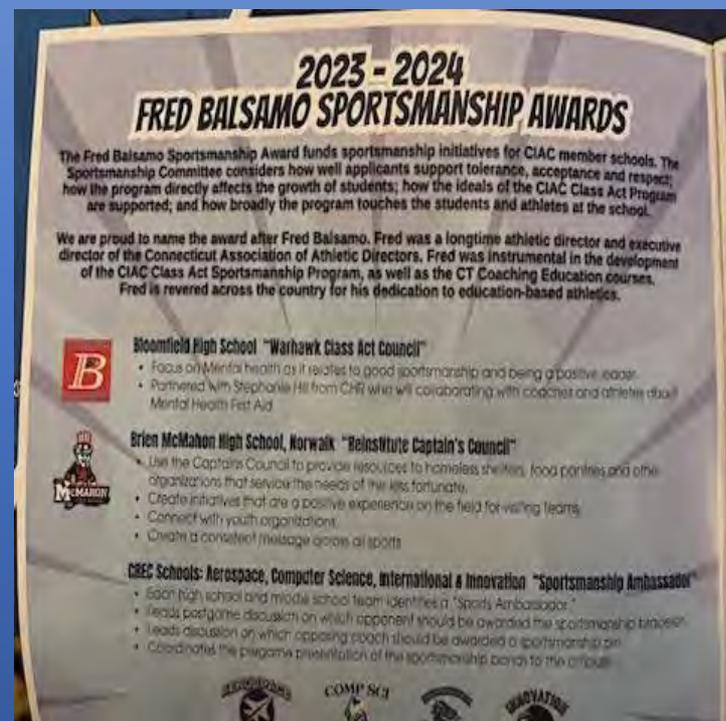


Skittles vs Starburst





BHS Athletic Department Attends CIAC High School Sportsmanship Conference



Wins Fred Balsamo Sportsmanship Award
2nd Year In A Row



BHS Student Council Conducts Student Body Elections



Kiara Smith
Student Body President



Asia Comrie
Senior Class President



Kiyah Williams
Junior Class President



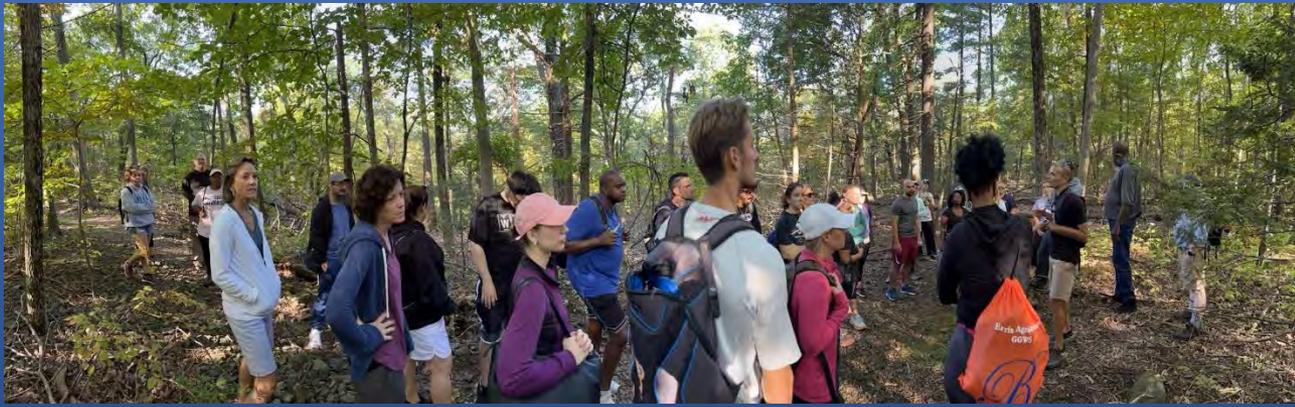
Shineil Gray
Sophomore Class President

Officers Not Pictured:

- Daisy Larbi – Freshman Class President
- Sarah Priemer – Junior Class Vice President
 - Sergio Rose Jr. – Junior Class Treasurer
- Kevin London – Sophomore Class Vice President
- Raysean Damon – Sophomore Class Treasurer

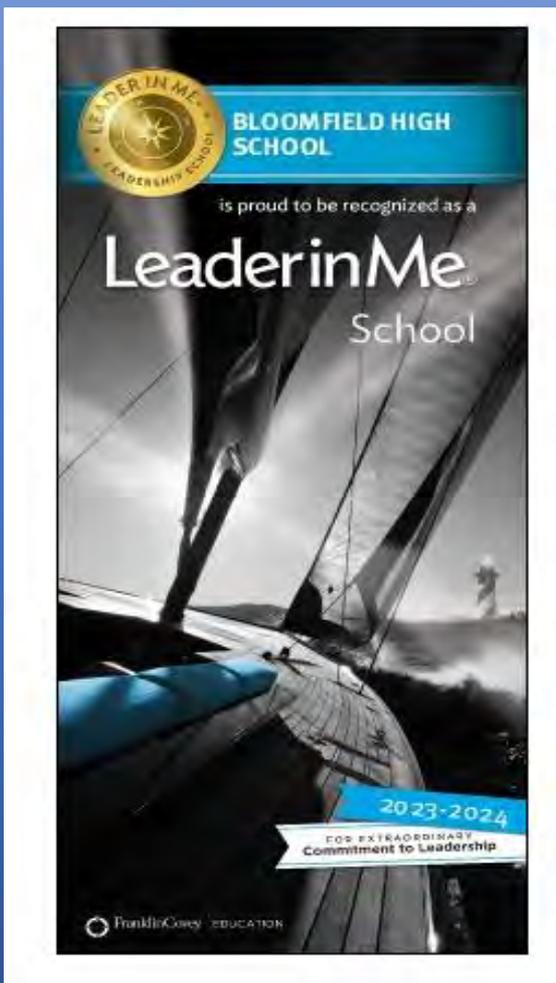


BHS Team Building Hike At Penwood State Park





Leadership Lab Wednesdays at BHS





What's Going On and Coming Up at BHS!



Check Out:

- Morning Announcements with Mahoganie
- Hawk Talk with Trezir, Amir and Jaden





Five BHS Juniors Awarded National Recognition From The College Board



Jaida Foster



Sergio Rose Jr.



Charles Fennell



Angel Calderon



Austin Davis





Coming up at BHS

- October 11, 2023: PSAT/SAT Day
 - All Day
- October 11, 2023: Girls Varsity Soccer Game vs East Hartford
 - Home at 3:45 p.m.
- October 13, 2023: Boys Varsity Soccer Game vs New Britain
 - Home at 3:45 p.m.
- October 13, 2023: Girls Varsity Volleyball Game vs Northwest Catholic
 - Home at 5:00 p.m.
- October 16-20, 2023: Homecoming Week
 - October 19, 2023: Homecoming Game vs Northwest Catholic at 7:00 p.m.
 - October 19, 2023: Pep Rally at 1:00 p.m.
 - October 20, 2023: Girls Flag Football Game at 7:00 p.m.
 - October 21, 2023: Homecoming Dance at 7:00 p.m.

Bloomfield

BOE EXPENDITURE REPORT BY MAJOR OBJECT

Account Number / Description	Revised budget	Expenses YTD	Encumbrances	Balance Before	Submitted	Balance After	Percent
	7/1/2023 - 6/30/2024	7/1/2023 - 6/30/2024	7/1/2023 - 6/30/2024	Req's Sub. 7/1/2023 - 6/30/2024	Requisitions 7/1/2023 - 6/30/2024	Req's Sub 7/1/2023 - 6/30/2024	Remaining 7/1/2023 - 6/30/2024
01 CERTIFIED SALARIES	\$15,851,786.00	\$2,641,315.51	\$13,357,545.49	\$(147,075.00)	\$0.00	\$(147,075.00)	(0.92)%
02 NON-CERTIFIED SALARIES	\$8,420,888.00	\$1,396,777.70	\$6,358,984.82	\$665,125.48	\$0.00	\$665,125.48	7.89%
03 EMPLOYEE BENEFITS	\$11,427,928.00	\$1,989,111.70	\$7,013,887.71	\$2,424,928.59	\$0.00	\$2,424,928.59	21.21%
04 CONTRACTED SERVICES	\$1,905,754.00	\$421,097.25	\$1,036,441.51	\$448,215.24	\$35,316.00	\$412,899.24	23.51%
05 PUPIL TRANSPORTATION	\$4,051,795.00	\$2,357,948.74	\$1,555,694.16	\$138,152.10	\$7,889.14	\$130,262.96	3.40%
06 INSURANCE	\$198,997.00	\$109,322.98	\$89,673.90	\$0.12	\$0.00	\$0.12	0.00%
07 COMMUNICATIONS	\$127,286.00	\$35,679.37	\$66,207.13	\$25,399.50	\$0.00	\$25,399.50	19.95%
08 TUITION	\$7,496,966.00	\$205,265.57	\$3,824,933.37	\$3,466,767.06	\$807,142.41	\$2,659,624.65	46.24%
09 OTHER PURCHASED SERVICES	\$81,354.00	\$12,761.97	\$35,739.35	\$32,852.68	\$558.00	\$32,294.68	40.38%
10 SUPPLIES	\$382,281.00	\$168,048.37	\$94,792.46	\$119,440.17	\$0.00	\$119,440.17	31.24%
11 OPERATION & MAINTENANCE OF BUILDINGS	\$1,553,615.00	\$215,262.71	\$1,315,409.58	\$22,942.71	\$0.00	\$22,942.71	1.47%
12 TEXTBOOKS/LIBRARY BOOKS/OTHER SUPPL	\$52,381.00	\$17,951.07	\$6,495.51	\$27,934.42	\$0.00	\$27,934.42	53.32%
13 EQUIPMENT	\$70,238.00	\$9,120.17	\$20,163.75	\$40,954.08	\$0.00	\$40,954.08	58.30%
14 MISCELLANEOUS	\$151,042.00	\$70,650.37	\$37,605.83	\$42,785.80	\$0.00	\$42,785.80	28.32%
GRAND TOTAL	\$51,772,311.00	\$9,650,313.48	\$34,813,574.57	\$7,308,422.95	\$850,905.55	\$6,457,517.40	14.11%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Revised Budget 7/1/2023 - 6/30/2024	Expenses YTD 7/1/2023 - 6/30/2024	Encumbrances 7/1/2023 - 6/30/2024	Balance Before Req's Sub. 7/1/2023 - 6/30/2024	Submitted Requisitions 7/1/2023 - 6/30/2024	Balance After Req's Sub	Percent Remaining 7/1/2023 - 6/30/2024
1110 SALARIES, TEACHER	\$13,398,161.00	\$2,001,146.42	\$11,714,368.45	\$(317,353.87)	\$0.00	\$(317,353.87)	(2.36)%
1115 SALARIES, ADMIN	\$2,453,625.00	\$640,169.09	\$1,643,177.04	\$170,278.87	\$0.00	\$170,278.87	6.93%
01 CERTIFIED SALARIES	\$15,851,786.00	\$2,641,315.51	\$13,357,545.49	\$(147,075.00)	\$0.00	\$(147,075.00)	(0.92)%
1210 SALARIES, PROFESSIONAL STAFF	\$410,862.00	\$86,367.35	\$369,783.97	\$(45,289.32)	\$0.00	\$(45,289.32)	(11.02)%
1215 SALARIES, JROTC	\$116,100.00	\$(48,496.04)	\$155,223.74	\$9,372.30	\$0.00	\$9,372.30	8.07%
1220 SALARIES, TUTOR	\$292,488.00	\$27,694.41	\$139,137.58	\$125,656.01	\$0.00	\$125,656.01	42.96%
1230 SALARIES, PARA	\$1,921,450.00	\$178,490.66	\$1,661,426.55	\$81,532.79	\$0.00	\$81,532.79	4.24%
1235 SALARIES, NURSES	\$405,659.00	\$74,323.45	\$268,602.60	\$62,732.95	\$0.00	\$62,732.95	15.46%
1240 SALARIES, CLERICAL	\$1,493,621.00	\$324,824.39	\$1,231,089.92	\$(62,293.31)	\$0.00	\$(62,293.31)	(4.17)%
1244 SALARIES, CLERICAL CAO	\$87,796.00	\$21,932.09	\$64,184.51	\$1,679.40	\$0.00	\$1,679.40	1.91%
1246 SALARIES, CLERICAL OFF INSTR LEAD.	\$6,516.00	\$6,515.04	\$0.00	\$0.96	\$0.00	\$0.96	0.01%
1250 SALARIES, BUSINESS OFFICE	\$554,372.00	\$114,078.85	\$418,672.15	\$21,621.00	\$0.00	\$21,621.00	3.90%
1255 SALARIES, TECHNICAL SUPPORT	\$357,766.00	\$93,323.14	\$254,715.86	\$9,727.00	\$0.00	\$9,727.00	2.71%
1257 SALARIES, RESIDENCY OFFICER	\$76,763.00	\$20,341.24	\$56,421.76	\$0.00	\$0.00	\$0.00	0.00%
1260 SALARIES, CUSTODIAN	\$1,431,274.00	\$301,244.97	\$1,048,825.52	\$81,203.51	\$0.00	\$81,203.51	5.67%
1265 SALARIES, MAINTENANCE	\$667,682.00	\$158,512.73	\$497,719.03	\$11,450.24	\$0.00	\$11,450.24	1.71%
1270 SALARIES, MONITOR	\$240,263.00	\$24,768.85	\$157,576.88	\$57,917.27	\$0.00	\$57,917.27	24.10%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

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1275 SALARIES, CROSSING GUARD	\$39,187.00	\$3,360.09	\$35,604.75	\$222.16	\$0.00	\$222.16	0.56%
1280 SALARIES, SUPPORT	\$26,433.00	\$1,971.16	\$0.00	\$24,461.84	\$0.00	\$24,461.84	92.54%
1290 OVERTIME, SUPPORT	\$292,656.00	\$7,525.32	\$0.00	\$285,130.68	\$0.00	\$285,130.68	97.42%
02 NON-CERTIFIED SALARIES	\$8,420,888.00	\$1,396,777.70	\$6,358,984.82	\$665,125.48	\$0.00	\$665,125.48	7.89%
2100 HEALTH INSURANCE	\$7,195,756.00	\$1,429,475.26	\$5,694,407.41	\$71,873.33	\$0.00	\$71,873.33	0.99%
2150 LIFE INSURANCE	\$241,987.00	\$59,961.80	\$170,725.20	\$11,300.00	\$0.00	\$11,300.00	4.66%
2170 INSURANCE BUY-OUT	\$62,438.00	\$14,100.00	\$46,300.00	\$2,038.00	\$0.00	\$2,038.00	3.26%
2200 SOCIAL SECURITY	\$1,258,066.00	\$223,040.29	\$946,080.10	\$88,945.61	\$0.00	\$88,945.61	7.07%
2300 PENSION	\$1,452,987.00	\$3,143.59	\$0.00	\$1,449,843.41	\$0.00	\$1,449,843.41	99.78%
2310 OPEB - MEDICAL	\$731,416.00	\$0.00	\$0.00	\$731,416.00	\$0.00	\$731,416.00	100.00%
2410 SEVERANCE	\$112,786.00	\$112,785.76	\$0.00	\$0.24	\$0.00	\$0.24	0.00%
2500 COURSE REMUNERATION	\$40,000.00	\$2,800.00	\$10,080.00	\$27,120.00	\$0.00	\$27,120.00	67.80%
2600 UNEMPLOYMENT COMP	\$46,342.00	\$1,245.00	\$3,735.00	\$41,362.00	\$0.00	\$41,362.00	89.25%
2700 WORKERS' COMP	\$285,150.00	\$142,560.00	\$142,560.00	\$30.00	\$0.00	\$30.00	0.01%
2800 PERSONAL PROPERTY LOSS - DISTRICT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
03 EMPLOYEE BENEFITS	\$11,427,928.00	\$1,989,111.70	\$7,013,887.71	\$2,424,928.59	\$0.00	\$2,424,928.59	21.21%
0141 TUITION	\$52,000.00	\$0.00	\$0.00	\$52,000.00	\$26,000.00	\$26,000.00	100.00%

Bloomfield

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Account Number / Description	Revised Budget 7/1/2023 - 6/30/2024	Expenses YTD 7/1/2023 - 6/30/2024	Encumbrances 7/1/2023 - 6/30/2024	Balance Before Req's Sub. 7/1/2023 - 6/30/2024	Submitted Requisitions 7/1/2023 - 6/30/2024	Balance After Req's Sub	Percent Remaining 7/1/2023 - 6/30/2024
3100 ADMIN SERVICES	\$42,657.00	\$22,735.77	\$14,854.27	\$5,066.96	\$0.00	\$5,066.96	11.87%
3200 PROF EDUCATIONAL SERVICES	\$793,637.00	\$68,423.41	\$470,682.09	\$254,531.50	\$9,316.00	\$245,215.50	32.07%
3260 TESTING	\$109,321.00	\$57,780.07	\$9,432.00	\$42,108.93	\$0.00	\$42,108.93	38.51%
3300 PROF DEVELOPMENT	\$15,473.00	\$47.10	\$0.00	\$15,425.90	\$0.00	\$15,425.90	99.69%
3400 OTHER PROF SERVICES	\$106,967.00	\$7,196.55	\$80,993.00	\$18,777.45	\$0.00	\$18,777.45	17.55%
3500 TECHNICAL SERVICES	\$190,563.00	\$169,200.66	\$45,360.00	\$(23,997.66)	\$0.00	\$(23,997.66)	(12.59)%
3520 COPIER COSTS	\$102,454.00	\$12,888.79	\$75,918.21	\$13,647.00	\$0.00	\$13,647.00	13.32%
4009 PURCH SERV NON-PUBLIC HEALTH SVCS	\$55,696.00	\$5,569.60	\$50,126.40	\$0.00	\$0.00	\$0.00	0.00%
4300 MAINTENANCE & REPAIR	\$48,956.00	\$1,235.00	\$23,670.00	\$24,051.00	\$0.00	\$24,051.00	49.12%
4310 PURCHASED SERVICES BUILDINGS	\$349,530.00	\$73,377.30	\$233,548.54	\$42,604.16	\$0.00	\$42,604.16	12.18%
4320 VEHICLE MAINTENANCE & REPAIR	\$38,500.00	\$2,643.00	\$31,857.00	\$4,000.00	\$0.00	\$4,000.00	10.38%
04 CONTRACTED SERVICES	\$1,905,754.00	\$421,097.25	\$1,036,441.51	\$448,215.24	\$35,316.00	\$412,899.24	23.51%
5100 TRANSPORTATION, PUPIL	\$3,999,442.00	\$2,357,948.74	\$1,553,577.76	\$87,915.50	\$7,889.14	\$80,026.36	2.19%
5820 FIELD TRIPS	\$52,353.00	\$0.00	\$2,116.40	\$50,236.60	\$0.00	\$50,236.60	95.95%
05 PUPIL TRANSPORTATION	\$4,051,795.00	\$2,357,948.74	\$1,555,694.16	\$138,152.10	\$7,889.14	\$130,262.96	3.40%
5200 PROPERTY/LIABILITY INSURANCE	\$178,534.00	\$88,859.98	\$89,673.90	\$0.12	\$0.00	\$0.12	0.00%
5290 OTHER INSURANCE	\$20,463.00	\$20,463.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Revised Budget 7/1/2023 - 6/30/2024	Expenses YTD 7/1/2023 - 6/30/2024	Encumbrances 7/1/2023 - 6/30/2024	Balance Before Req's Sub. 7/1/2023 - 6/30/2024	Submitted Requisitions 7/1/2023 - 6/30/2024	Balance After Req's Sub	Percent Remaining 7/1/2023 - 6/30/2024
06 INSURANCE	\$198,997.00	\$109,322.98	\$89,673.90	\$0.12	\$0.00	\$0.12	0.00%
5300 TELEPHONE	\$69,450.00	\$17,683.73	\$51,766.27	\$0.00	\$0.00	\$0.00	0.00%
5310 POSTAGE	\$28,954.00	\$11,695.92	\$3,110.85	\$14,147.23	\$0.00	\$14,147.23	48.86%
5400 ADVERTISING	\$3,633.00	\$2,898.00	\$0.00	\$735.00	\$0.00	\$735.00	20.23%
5500 PRINTING	\$25,249.00	\$3,401.72	\$11,330.01	\$10,517.27	\$0.00	\$10,517.27	41.65%
07 COMMUNICATIONS	\$127,286.00	\$35,679.37	\$66,207.13	\$25,399.50	\$0.00	\$25,399.50	19.95%
5600 TUITION, PUBLIC	\$4,450,032.00	\$115,733.28	\$3,076,729.59	\$1,257,569.13	\$807,142.41	\$450,426.72	28.25%
5630 TUITION, PRIVATE	\$986,022.00	\$89,532.29	\$748,203.78	\$148,285.93	\$0.00	\$148,285.93	15.03%
5690 TUITION, MAGNET	\$2,060,912.00	\$0.00	\$0.00	\$2,060,912.00	\$0.00	\$2,060,912.00	100.00%
08 TUITION	\$7,496,966.00	\$205,265.57	\$3,824,933.37	\$3,466,767.06	\$807,142.41	\$2,659,624.65	46.24%
5810 STAFF TRAVEL	\$44,162.00	\$8,867.70	\$33,406.75	\$1,887.55	\$0.00	\$1,887.55	4.27%
5814 CONFERENCES & MEETINGS	\$37,192.00	\$3,894.27	\$2,332.60	\$30,965.13	\$558.00	\$30,407.13	83.25%
09 OTHER PURCHASED SERVICES	\$81,354.00	\$12,761.97	\$35,739.35	\$32,852.68	\$558.00	\$32,294.68	40.38%
6110 INSTRUCTIONAL SUPPLIES	\$250,133.00	\$92,363.46	\$71,666.38	\$86,103.16	\$0.00	\$86,103.16	34.42%
6115 OFFICE SUPPLIES	\$37,414.00	\$9,717.68	\$8,265.08	\$19,431.24	\$0.00	\$19,431.24	51.93%
6116 LIBRARY / AV SUPPLIES	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
6117 COMPUTER SUPPLIES	\$7,000.00	\$478.24	\$1,948.00	\$4,573.76	\$0.00	\$4,573.76	65.33%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Revised Budget 7/1/2023 - 6/30/2024	Expenses YTD 7/1/2023 - 6/30/2024	Encumbrances 7/1/2023 - 6/30/2024	Balance Before Req's Sub. 7/1/2023 - 6/30/2024	Submitted Requisitions 7/1/2023 - 6/30/2024	Balance After Req's Sub	Percent Remaining 7/1/2023 - 6/30/2024
6120 SOFTWARE	\$66,037.00	\$63,275.19	\$0.00	\$2,761.81	\$0.00	\$2,761.81	4.18%
6900 OTHER SUPPLIES	\$21,447.00	\$2,213.80	\$12,913.00	\$6,320.20	\$0.00	\$6,320.20	29.46%
10 SUPPLIES	\$382,281.00	\$168,048.37	\$94,792.46	\$119,440.17	\$0.00	\$119,440.17	31.24%
6125 FACILITY SUPPLIES	\$119,905.00	\$38,358.78	\$61,752.64	\$19,793.58	\$0.00	\$19,793.58	16.50%
6130 FACILITY MATERIALS	\$94,350.00	\$16,324.07	\$74,876.80	\$3,149.13	\$0.00	\$3,149.13	3.33%
6200 HEAT	\$430,151.00	\$12,675.55	\$417,475.45	\$0.00	\$0.00	\$0.00	0.00%
6220 ELECTRICITY	\$816,094.00	\$138,412.92	\$677,681.08	\$0.00	\$0.00	\$0.00	0.00%
6290 WATER SERVICES	\$89,715.00	\$9,491.39	\$80,223.61	\$0.00	\$0.00	\$0.00	0.00%
7200 BUILDING IMPROVEMENTS	\$3,400.00	\$0.00	\$3,400.00	\$0.00	\$0.00	\$0.00	0.00%
11 OPERATION & MAINTENANCE OF BUILDINGS	\$1,553,615.00	\$215,262.71	\$1,315,409.58	\$22,942.71	\$0.00	\$22,942.71	1.47%
6410 TEXTBOOKS	\$46,715.00	\$17,272.11	\$5,224.45	\$24,218.44	\$0.00	\$24,218.44	51.84%
6420 LIBRARY BOOKS, PERIODICALS	\$916.00	\$0.00	\$499.95	\$416.05	\$0.00	\$416.05	45.42%
6430 PROF BOOKS	\$4,750.00	\$678.96	\$771.11	\$3,299.93	\$0.00	\$3,299.93	69.47%
12 TEXTBOOKS/LIBRARY BOOKS/OTHER SUPPL	\$52,381.00	\$17,951.07	\$6,495.51	\$27,934.42	\$0.00	\$27,934.42	53.32%
7300 NEW EQUIPMENT	\$13,131.00	\$2,712.22	\$0.00	\$10,418.78	\$0.00	\$10,418.78	79.34%
7320 REPLACEMENT EQUIPMENT	\$40,743.00	\$6,407.95	\$3,800.00	\$30,535.05	\$0.00	\$30,535.05	74.94%
7340 COMPUTER EQUIP	\$16,364.00	\$0.00	\$16,363.75	\$0.25	\$0.00	\$0.25	0.00%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Revised Budget 7/1/2023 - 6/30/2024	Expenses YTD 7/1/2023 - 6/30/2024	Encumbrances 7/1/2023 - 6/30/2024	Balance Before Req's Sub. 7/1/2023 - 6/30/2024	Submitted Requisitions 7/1/2023 - 6/30/2024	Balance After Req's Sub	Percent Remaining 7/1/2023 - 6/30/2024
13 EQUIPMENT	\$70,238.00	\$9,120.17	\$20,163.75	\$40,954.08	\$0.00	\$40,954.08	58.30%
8100 DUES & FEES	\$48,578.00	\$38,980.00	\$1,423.00	\$8,175.00	\$0.00	\$8,175.00	16.82%
8800 ATHLETIC PROGRAMS	\$78,369.00	\$30,644.36	\$27,588.84	\$20,135.80	\$0.00	\$20,135.80	25.69%
8900 STUDENT ACTIVITIES	\$24,095.00	\$1,026.01	\$8,593.99	\$14,475.00	\$0.00	\$14,475.00	60.07%
14 MISCELLANEOUS	\$151,042.00	\$70,650.37	\$37,605.83	\$42,785.80	\$0.00	\$42,785.80	28.32%
GRAND TOTAL	\$51,772,311.00	\$9,650,313.48	\$34,813,574.57	\$7,308,422.95	\$850,905.55	\$6,457,517.40	14.11%

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

ADMINISTRATIVE REGULATION

No. 5118.111

**RE: Children of Out-of-Town Board of Education Employees
Students**

Adopted: 12/10/2013

Approved: 10/6/2015

Approved: 7/30/2019

Welcoming children of Bloomfield employees into Bloomfield Schools is a privilege and an honor the Superintendent extends to all school-aged children of employees, including those residing outside of Bloomfield. Current employees in good standing wishing to enroll their children in a Bloomfield public school are invited to do so by the Superintendent.

The Superintendent will review applications for school enrollment for children of employees who are not residents of Bloomfield as they are submitted. Following endorsements by the Superintendent, students may enroll and begin attending Bloomfield schools.

The Bloomfield Public Schools employee who enrolls a child in a Bloomfield Public School will be responsible for the following:

1. transportation to and from school;
2. withdrawal of the student from the current school and registration at the attending school;
3. demonstrating proof of employment upon registration;
4. payment of annual tuition for non-magnet schools:
 - a. tuition will be calculated at 10% of the Per-Pupil-Expenditure as reported on the most recent District Profile and Performance Report published by the Connecticut State Department of Education.
 - b. tuition will need to be paid in full by December 31 of the academic year, or within 120 days of enrollment, whichever is first.

To be considered for a magnet school opening, employees seeking magnet school opportunities must participate in the lottery process established by the Regional School Choice Office.

Should a staff member discontinue employment during the school year, students of a non-resident employee enrolled in a Bloomfield school will be allowed to complete the school year.

The Board of Education reserves the right to revoke any attendance agreement at any time.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5118.111

**RE: Children of Out-of-Town Board of Education Employees
Students**

Adopted: 12/10/2013

Approved: 10/6/2015

The Board of Education believes that permitting the children of its non-resident employees to attend its schools may be advantageous in its recruitment efforts. This may be especially beneficial as the district competes for certain highly competitive teaching, administrative and support positions, and seeks a more diverse student population.

Accordingly, the children of Board of Education employees who live out-of-town may attend the Bloomfield Public Schools at a special tuition rate set annually by the Superintendent.

All requests to be included in this program must be endorsed by the superintendent and submitted to the Board for approval. Under normal conditions, students will be accepted only at the beginning of the school year. Notification of acceptance and tuition amount will be sent to out-of-town staff after Board approval. Attendance will be permitted only on a space available basis determined by the superintendent. The parent/guardian will be responsible for transportation to and from school.

From: Erica LaPlante (Acevedo) <eacevedo@blmfld.org>
Sent: Monday, July 10, 2023 1:39 PM
To: William Guzman <wguzman@blmfld.org>
Cc: Paul Guzzo <pguzzo@blmfld.org>; Krista Cherry (Borysewicz) <kcherry@blmfld.org>
Subject: Out of Town BOE Employee Student

Hello,

I'd like to request my daughter, [REDACTED] attend Kindergarten at Laurel School starting August 30, 2023. I have reviewed Policy No. 5118.111 and I understand:

1. I will be responsible for transportation;
2. Complete registration;
3. provide proof of employment;
4. payment of annual tuition calculated at 10% to be paid in full within 120 of enrollment, or by December 31, whichever is first.

Thank you,

Erica Acevedo LaPlante

Executive Administrative Assistant to Paul Guzzo, Principal

METACOMET ELEMENTARY SCHOOL

185 School Street Bloomfield, CT 06002

860-286-2660 ext. 5112

eacevedo@blmfld.org

mes.bloomfieldschools.org

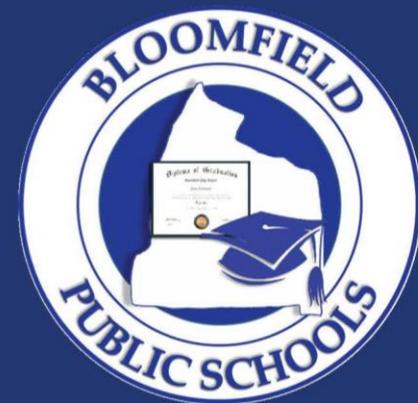
www.bloomfieldschools.org



Bloomfield Public Schools



2023 Summer Program Review



Making a Difference

Anne Marie Cullinan

Curriculum Specialist



Overview

Purpose

Provide our Board of Education and public an overview of the 2023 Summer Programs offered to our students.

Process

To present a PowerPoint to describe the summer programming

Payoff

Our Board of Education and public will learn about the rigorous and enriching academic program



Importance of Educational Opportunities over the Summer

Ease educational transitions - Summer learning can help students who struggle with transitions to help them feel prepared for the next step in their educational journey.

Discover new interests - Summer is an opportunity to explore educational interests children might not experience in the traditional school year.

Accelerate Education - Summer programs allow students to work ahead in preparation for a busy school year.

Build Confidence - Summer learning provides the opportunity to bridge the summer learning gap.

Beat boredom - Summer learning provides routine, encouraging students to continue healthy study-habits while combating boredom.



Funding for 2023 Summer Programming

- Thank you to our state legislative representatives Senator Doug McCrory, Senator Derek Slapp, and Representative Bobby Gibson for securing funding.



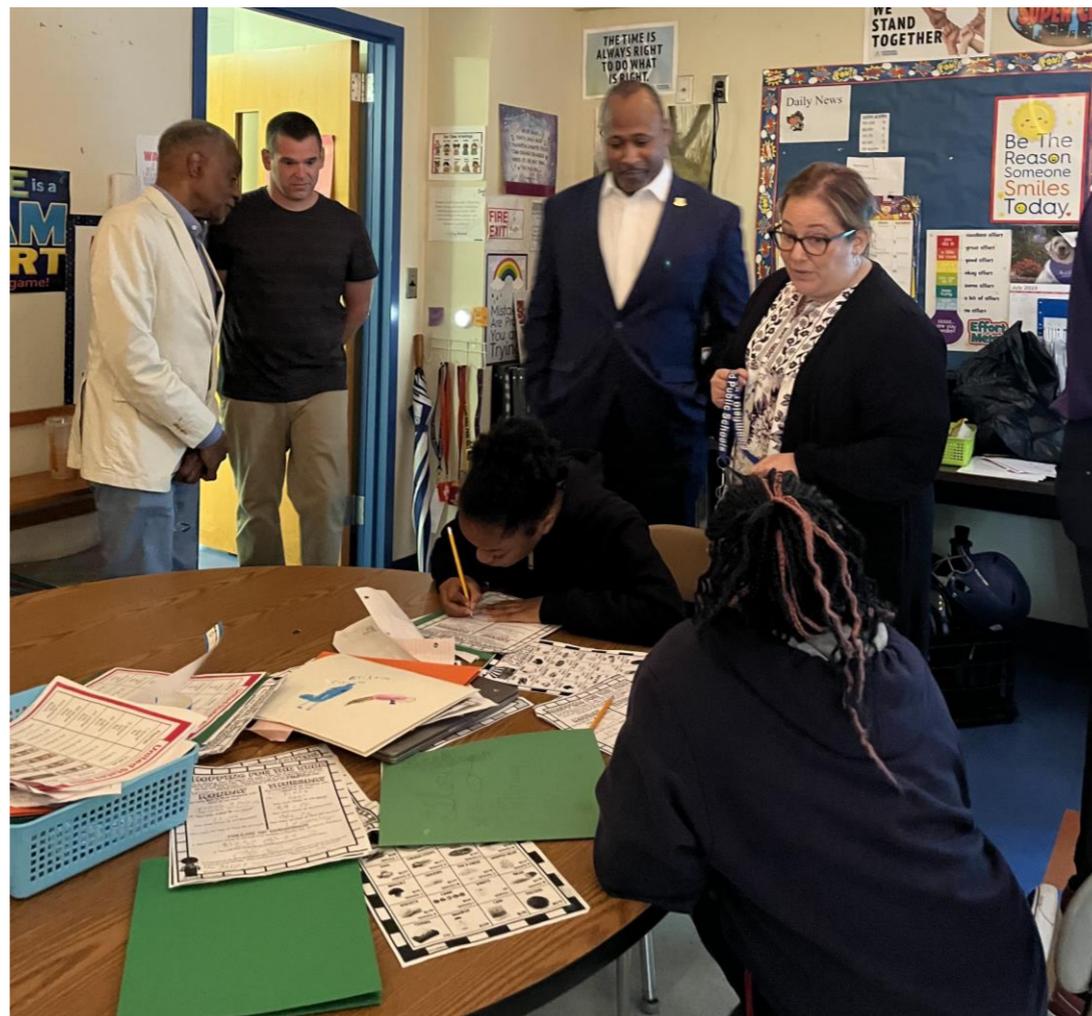
Overview of 2023 summer programming

- Programs were provided to students entering Grades 1 through 12
- Early Start was held at Laurel Literacy Academy (Grades 1-4) and Carmen Arace (Grades 5-8)
- Bloomfield High School hosted a bridge program for incoming Grade 9 students, as well as academic acceleration and attendance recovery programs for current students
- Global Experience Magnet School also held academic acceleration and attendance recovery programs for their students
- Extended School Year was offered to students with programming identified in their IEP



Overview of 2023 Early Start

- Early Start serves students entering Grades 1-8
- All students were provided learning opportunities in English Language Arts, Mathematics, and social/emotional learning.



Overview of 2023 Early Start

- Students entering Grades 1 and 2 received a well rounded academic program. All students received 120 minutes of instruction in Reading, 45 minutes of instruction in Mathematics, and 30 minutes of social emotional learning.
- Students entering Grades 3 and 4 also got a rigorous academic program. All students received 150 minutes of direct reading instruction, 30 minutes of Mathematics instruction, and 30 minutes of social emotional learning.



Overview of 2023 Early Start

- Students in Grades 5 and 6 had a focus on the use of social media platforms and the power of their voice. Students learned to formulate arguments and support their opinions on hot topics. Students also explored topics around financial literacy and money management skills such as developing budgets and calculating income from prospective jobs, and the impact on their daily lives.



Overview of 2023 Early Start

- Students in Grade 7 used a central theme of travel. Students selected a travel destination and planned logistics of getting to and from the location. They selected modes of transportation, lodging, food, and entertainment all while using math to determine the cost. Students also documented the plans for a future field trip
- Students in Grade 8 used a central theme of bridges. Students learned about the various types of bridges, and how they are supported. They are learned terms such as force, tension, and compression, as well as the geometric shapes in which bridges are built. As students created their end of summer projects, they discussed and wrote about the social, economic, and cultural affects bridges have on a community. They also discussed and wrote about building bridges with people in our community and the connection humans can make by building bridges.



Enrollment and Attendance

Entering Grade	Students Enrolled	Average Attendance Rate
Grade 1	50	83.0%
Grade 2	42	73.5%
Grade 3	39	83.8%
Grade 4	45	80.5%
Grade 5	32	81.4%
Grade 6	34	88.4%
Grade 7	27	71.8%
Grade 8	35	80.1%
Total Early Start	309	80.5%



Partnerships

- Prosser Library
- CT Humane Society
- Auerfarm
- Bloomfield High School Student Interns
- Bloomfield Public Schools Extension Program



Feedback from the Program

- *I witnessed students in tears because they did not want it to end. The in house field trips were experiential and students had fun learning. The three week program was a huge success!*
 - Summer School Teacher
- *Thank you for making the summer Early Start Summer program possible again this year. I appreciate your efforts in securing funding to ensure that this program was available to Bloomfield students.*
 - Parent of student attending Summer School
- *The highlihght of the week was when one student overcame his fear and swam for the very first time. He had a huge smile on his face when he called out; "Look at me, I did it, I'm swimming. I can do it!"*
 - Teacher feedback on student personal growth from the program



Thank you



Cover Page

Bloomfield School District (000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - Family Resource Center - Laurel School (011-000-SG00004) - - Continuation

RFP092 Family Resource Centers 2024

Family Resource Center Site:

School Name	* Laurel School
Address	* 1 Filley Street
Grade Levels	* preK-2

Estimated Program Budget and Matching Revenue

The administration of an FRC will likely incur costs well over the allocation provided to grantees through CSDE. Applicants for this grant should have developed revenues from other sources that will be used in partnership with state funds that provide a minimal amount of 25 percent in matching funds.

FRC State	* \$	112,629.00		
Fees	\$			
Local	\$		Cash	In-kind
Other	\$		Cash	In-kind
Total	\$	112,629.00		

Site Overview

	Lead Applicant	Partner Applicant
Organization	* Bloomfield Public Schools	
Contact Person	* Gail Nolan	
Address	* 1 Filley Street	
City, State, Zip Code	* Bloomfield, CT 06002	
Telephone	* 860-769-5518	
Email	* gnolan@blmfld.org	

Organization Type

*

School District

School District

Other

Other

If other type selected, enter type

Date Of Board Acceptance:

09/12/2023



This application requires the official approval and/or endorsement of any Board or like body (e.g., Board of Education, town council, etc.), the approval and/or endorsement of such body. This date represents the approval/endorsement of said body prior to submission of the grant application. If it is not possible to obtain Board or like approval prior to submission of the grant application, provide the intended date of approval. The official Board approval or like document must be maintained under separate cover and provided, upon request.

Site Plan and Program Description

Bloomfield School District (000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - Family Resource Center - Laurel School (011-000-SG00004) - - Continuation

RFP092 Family Resource Centers 2024

List the name, title, phone number and e-mail address for each person currently performing the following roles and responsibilities. If a position is currently vacant or a vacancy is expected in the upcoming program year, please indicate the program's intended plan for reemployment.

Staff

	Name	Title	Phone	Email	Comments
Building Principal	* Jennifer Dwyer	* Principal, Laurel School	* 860-286-2675	jdwyer@blmfld.org	
FRC Program Administrator	* Gail Nolan	* Director, Laurel FRC, Liaison SR & CDC	* 860-769-5518	gnolan@blmfld.org	

* Does the FRC Program Administrator meet the legislative qualifications outline in C.G.S. 10-4o: "at least two years of experience in child care, public administration or early care and education and a master's degree in child development, early care and education or a related field"?

Yes: Please indicate area of experience, level and area of degree and graduating college/university:

Director of FRC for 16 years, parent educator two years previous to hire at this center. MSW University of CT- Major in groupwork, casework minor, concentration in Children and Families.

No

In any FRC where a program administrator is responsible for multiple programs, please indicate:

	Name	Title	Phone	Email	Comments
FRC Site Coordinator					

Does this person meet the CSDE grant requirements: "hired for an individual FRC, employed full time and has obtained, at minimum, a bachelor's degree in early care and education, child development or a related field"?

Yes - Please indicate the level and area of degree and graduating university/college:

No

1. Community Need and Target Population(s) (maximum of 500 words)

* Describe the need for the FRC in this school. Use relevant, current data to make your case. Identify any needs assessment recently conducted by the school or community and the needs or gaps in services/supports identified.

According to Data Haven, Bloomfield has a 2021 population of 21,535. It is still in the category of priority school district through School Readiness Legislation, even though it has improved somewhat in status, and receives funding for 79 preschool slots, as well as quality enhancement funding, and 52 state funded center preschool slots and 40 Infant toddler slots from OEC. Estimated median household income in 2021: \$76,717 . It has a high minority population at 68%. This FRC will service the whole Bloomfield community because Laurel School is the Kindergarten through grade 2 school in Bloomfield. This past year they also added a preschool class funded through School Readiness to the building. This FRC will focus on the core components by providing personal visits, delivering early detection and well child developmental screenings using ASQ for all children enrolled in the program. Late or no prenatal care seems to have decrease since it is now at 3.5% in this report. We are working with ABC to develop messages for the importance of prenatal care in Bloomfield. We hope to continue to reach all expectant and new parents in Bloomfield to deliver messages and connect to prenatal and early childhood services. We work with preschools and the school system to ensure coordinated practices in transitioning children from early education to elementary school, continue to focus on parent engagement, parent leadership and family literacy through direct service and partnerships with other agencies and departments in Bloomfield. We fill in gaps needed in Bloomfield such as home daycare provider visits, network meetings and trainings; literacy and physical activity playgroups; positive youth development and resource and referral information for anyone in need.

2. Location/Space Requirements (maximum of 300 words)

* Provide a description of the FRC location and space. This must include the host elementary school and the classroom grades offered. Provide an overview of how the FRC is physically incorporated into the public elementary school and describe the designated space allocated for each of the following: - parent resource room (play space, parent activities, meetings and resource library); and - office space for FRC staff, including private meeting space.

The FRC is housed at Laurel School. The room will adequately house two staff desks and all materials needed for programming, keep files, play materials, art and office supplies, lending library for families, house the diaper bank etc. It has been set up to include space for individual and small group play groups. We will be partnering with Leisure Services to continue to do our larger playgroups in their gym and classroom area as we did the previous years. We are able to use a conference room if needed during the day for private meetings, or hosting provider meetings as we have done in the past. Larger rooms at Laurel School are available to us in the evenings to do meetings and trainings for parents and providers.

3. Delivery of Services

Provide a narrative for each of the following components (a-g). Each component must include:

- i. A brief description of the service(s); program performance objective(s) supported; and target population(s) to be served, including those deemed "high-risk."
- ii. The role the FRC will assume in the delivery of service(s) versus the role of any collaborative partners and the location(s) of where service(s) will be provided.
- iii. Data that will be collected by the FRC to measure:
 - participation in service(s);
 - program quality; and
 - participant level changes and outcomes.

Additionally, a memorandum of understanding or memorandum of agreement (MOU/MOA) must be provided for each collaborating partner identified in this application toward achieving any outcomes related to program performance objectives or the delivery of any service or activity of the FRC. All MOU/MOAs shall describe: name(s) of each party involved; a brief description of the scope of work, roles and responsibilities; any financial obligation of each party (if applicable); dates the agreement is in effect; and signatures of each party.

(a) Early Care and Education Component (maximum of 500 words)

- * In addition to the items described above (i., ii., and iii.), also include:
- status of compliance with all child day care licensing requirements, as defined under C.G.S., Section 19a-77;

- status of compliance with the standards for the School Readiness Programs pursuant to C.G.S. Section 10-16p; or
- status of accreditation by the National Association for the Education of Young Children (NAEYC), Head Start or criteria established by the other accrediting agencies recognized by the Office of Early Childhood.

Bloomfield still qualifies as a priority school district as it pertains to School Readiness legislation. We receive grant funds from The Office of Early Childhood (OEC) for 79 preschool School Readiness slots as well as 52 CDC preschool slots and 40 Infant toddler slots from OEC. The FRC Director is the liaison between OEC and Bloomfield for SR & CDC. The school readiness council is a committee of The Alliance for Bloomfield's Children. The CDC has oversight from Social and Youth Services. The school readiness/CDC office is the same as the FRC Office. Funds for both of these are held by the Town of Bloomfield. The liaison monitors the sub grantees of the school readiness grant and CDC contract on a quarterly basis, and reports findings to the committee. The preschools involved as sub grantees are Bloomfield Preschool & Childcare Center, The First Academy, The Nest At Laurel, and Creative Hearts Learning Academy. The School Readiness centers are licensed and accredited by NAEYC. The preschool at Laurel is under the public school and is not required to be licensed. They started In September 2023 and have 3 years to become accredited. These preschools are members of ABC and are involved in the community planning process in Bloomfield. Referrals are made between programs as space permits. We have a monthly group with the preschool directors and principal at laurel, Principal at the Public Preschool and Director of curriculum. We made a brochure and have an early childhood space on the school website to help all families find information about Bloomfield Preschools. Our hope is that all children in Bloomfield get preschool experience. All families and programs are made aware of FRC services. If they partake in services they are enrolled in Cayen and we collect data on participation, do surveys for program quality and pre and post as indicated in each service.

(b) School-Age Child Care Component (maximum of 500 words)

- * In addition to the items described above (i., ii., and iii.), also include:
- Separate descriptions for a before-school program, after-school program and vacation program with the status of compliance with child day care licensing requirements as defined under C.G.S. Section 19a-77.

In Bloomfield, there is a program called extension. It is located at the preschool and Laurel, (children from grades 3-8 are bussed) and is run by the Board of Education. They follow all licensing regulations. This program is available to children for before and after care. The program is also offered during summer vacation. The FRC makes referrals to this program if we are asked by parents for before and after school, as well as the preschool centers which offer before and after, and summer care. Referrals are made between programs. If families take part in our FRC services, they are enrolled in Cayen for participation, and we collect data on attendance, do surveys for program quality and pre and post as indicated in each service. We also make sure to offer free childcare for parents participating in trainings we offer. We make sure to have qualified staff and activities for the children and improve the program if any information is obtained to better it from surveys for continuous quality improvement.

(c) Adult Education and Family Literacy Component (maximum of 500 words)

- * In addition to the items described above (i., ii., and iii.), also include:
- name and location of the local designate responsible for administering adult education services governed by C.G.S. Sections 10-67 through 10-73d and Title II of the Federal Workforce Investment Act; and details that establishes the coordination of existing local structures in meeting the goals, objectives and long-term vision for local adult education programs.

Bloomfield has an Adult and Continuing Education program located at Carmen Arace School. They offer GED, ABE, citizenship and ESL. The contact person is Michael Bailey. They operate on a two semester schedule, spring and fall. The FRC Director has been in contact with the new person for information sharing. The public library offers raising readers and book clubs for children and adults, as well as incentive summer reading programs. The library also houses Literacy Volunteers, which is a class for adults who have trouble reading. We work with these programs in Bloomfield, and share referrals. We do a lot of planning together to avoid duplication of services, and plan our groups on different days of the week so that families can attend more things. ABC is the Lead agency in Parent Leadership Trainings. FRC staff are involved in the programs, and the FRC gives its space and time as in-kind funding. We have been coordinating with The Alliance for Bloomfield's Children (ABC) to write grants and host parent leadership and parent trainings. The FRC has hosted the trainings at the school, and has childcare in the FRC, with FRC staff recruiting and supervising childcare. We have also donated in-kind with grant writing, report writing, supplies and budgeting help. Trainings have included PSEE, PEP, PLTI parent Cafés, as well as work with Equity in Education and Undoing Racism. We have hosted parent trainings of Circle of Security and Mind in the Making. We also use the FRC space to hold ABC committee meetings of Equity and School Readiness. We also have a STEAM program in Bloomfield that we partner with to run parent trainings. We partnered with them last year

to do a parent workshop series. We track our data in Cayen when families enroll in programs like this. In Cayen we can track participation, do surveys for program quality and pre and post test to help learn about outcomes.

(d) Support and Training for Family Day Care Providers Component (maximum of 500 words.)

* Provide required items (i., ii, iii.) described above:

Laurel FRC hosts the Bloomfield network of family day care providers. They meet bi-monthly during the school year in the evening and we have trainings or activities coordinated for them at these network meetings. Providers are also notified for themselves and their families about scholarships to local conferences, and many other Early Childhood events and trainings, and do regularly participate in them. They come to playgroups, field trips, trainings, and an end of the year/promotion sponsored by the FRC. All providers can receive visits from our trained parent educators, and children in care can receive screenings, and can join PAT services if the parents are interested. This year providers were again eligible to apply for a quality enhancement grant for their center, through the school readiness committee. Providers report high satisfaction with these programs. We enroll and track these home providers in Cayen-our data system. We can track participation in programs, program quality- through surveys and outcomes through pre and post tests as well as feedback at meetings.

(e) Families in Training Component (maximum of 500 words)

* In addition to the items described above (i., ii., and iii.), also include:

• name and location of at least one Connecticut Birth to Three program that is a partner with the FRC and a description of activities that will include children with disabilities or developmental delays.

We regularly make referrals to CT Birth to Three and work with various programs that cover Bloomfield and the towns that our children attending home day care in Bloomfield live in. The Birth to Three at 120 Holcomb St in Hartford is one of those locations. Families and workers come to play groups and / or personal visits with our parent educator. The FRC is open 12 months, but does the majority of programming during the school days/hours. The director conducts groups and some personal visits in the summer, maintaining connections with the families and providers. The parent educator sees families twice a week at playgroups we offer, and offers personal visits as requested by families. We do refer families with very high needs to Child First and Nurturing Families Network/MIECHV, which are both funded in our community and members of ABC. We run parent trainings and personally recruit the families from our center, school and community. This past year we did People Empowering People and Circle of Security. We work closely with other home visiting programs who like to refer to our groups and trainings. We use the ASQ, ASQ-SE and enter all data in Cayen. We constantly analyze data and modify programs to reflect improvements according to the data. We share results with our stakeholders in this continuous loop. We use the Standards of Quality for Family Strengthening and Support- National Family Support Network model, as our guide to improving quality. We work on the Program Assessment Tool to look at our components for areas and suggestions to improve. The participant survey is used to ask families how we are doing, and help us find ways to improve.

(f) Positive Youth Development Component (maximum of 500 words)

* In addition to the items described above (i., ii., and iii.), also include:

• name and location of the local entity responsible for administering C.G.S. Section 10-19m, Youth Service Bureau (YSB), that was consulted to ensure that the alignment and relationship of PYD activities are consistent with the needs of local youth.

Since Laurel School is preK-2, we do this component with other entities in town. We have offered community service hours to students at Bloomfield High School for childcare in our parent trainings and parent leadership, as well as having them help us in activities at the FRC. The staff at the FRC supervise the volunteers. Our director has had high school interns the past two summers in a partnership with Bloomfield Social and Youth Services. They are the YSB for Bloomfield , and located at 330 Park Avenue in Bloomfield. The interns are paid by Capitol Workforce. Our parent educators is also a member of the Bloomfield Social and Youth Services Council. Through this group, she works with them to do programs with the middle and high school students, and helps design programs for the children to take part in. Since Laurel School is preK-2, we do this component with other entities in town. We have offered community service hours to students at Bloomfield High School for childcare in our parent trainings and parent leadership, as well as having them help us in activities at the FRC. The staff at the FRC supervise the volunteers. Our director has had high school interns the past two summers in a partnership with Bloomfield Social and Youth Services. They are the YSB for Bloomfield , and located at 330 Park Avenue in Bloomfield. The interns are paid by Capitol Workforce. Our parent educator is also a member of the Bloomfield Social and Youth Services Council. Through this group, she works with them to do programs with the middle and high school students, and helps design programs for the children to take part in. When the FRC is involved with the work, we enter data of

participation, survey participants for feedback and improvements. We enter relevant information into our Cayen data system for enrollment, attendance and survey participants for program satisfaction and suggestions for improvement. We use pre and post tests to look at outcomes.

(g) Resource and Referral Component (maximum of 500 words)

* Provide required items (i.,ii., and iii.) described above:

The FRC continues to receive calls from the community for resources, and steers them in the right direction by having trained staff to field questions. One of our parent leadership-PEP groups, authored the first Kid's Connection booklet. It is a parent's guide to family resources in Bloomfield. A second edition was printed in 2010, and a third edition in 2015. The booklet has hotlines, preschool and family care providers, parks, schools, community resources, healthcare, and recreation that pertain to families. It allows parents to compare services and hours, and gives contact information such as phone numbers emails and addresses. We are collaborating with ABC to house a document similar to this on the website. The website has been updates, and pages are being created this year with an updated version of this booklet using time from Parent Ambassadors. We hope to have it ready house it on the ABC website as a searchable database for families this coming year, as well as working on a community calendar for all town agencies to use. We track referrals by using a log, a The FRC hosts a diaper bank with support from the CT Diaper Bank for 100 families to receive diapers each month. We also have period supplies when they are available to offer families. We partner with Social and Youth Services to help their families by distributing diapers, and we house the formula and baby food that is collected from the food bank, since we see many families when they are picking up diapers. We partner with Senior Services to distribute adult incontinency products too. We maintain another grant from Hartford Foundation for Public Giving for \$3,000 each year to address basic human needs for our Bloomfield families. With this, we are able to purchase items for families in need or in crisis, such as diapers, bedding, clothing for children, coats, hats and mittens etc. We have The Laurel FRC Uniform Closet. We receive used uniform and children's clothes, shoes, coats etc. donations and partner with a local Dry Cleaner to launder them. We then are able to give to families who are in need as well as children at Laurel who have a need.

4. School Support and Project Alignment

* Describe a plan that coordinates with the public school district to examine and align resources to meet the unique needs of children with disabilities (a mental or physical impairment that substantially limits one or more major life activities) and creates access to FRC administered programs. This must include examining the legal foundation for inclusion in school based services under; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; and Individuals with Disabilities Education Act of 2004.

Laurel FRC welcomes all families to our program. Bloomfield Public School has Support Service Staff and related service providers that are assigned child find responsibilities for screening and assessing early childhood referrals from Birth-3 services, parents, the FRC, or our community early childcare centers.

Children who are found eligible for IDEA services through B3 or child find procedures are entered into school system and programed for at Wintonbury Early Childhood Magnet School. Children who are not found eligible however show a need for early intervention services due to a developmental delay, our Support Service staff will work with the facility and parents to develop a plan for early intervention strategies to implement in their current placement.

For some services such as the Diaper Bank we are limited to serve only Bloomfield Families, which includes those who attend preschool or childcare in Bloomfield. We work closely with Support Services, local churches and any referrals who come to us to be inclusive to families of any kind. Central registration staff have information to give to families who reach them looking for resources or referrals to preschools, screenings etc.

Along with the parent leadership mentioned previously, the FRC is involved in the Family Involvement Committee at Laurel School. This committee was sponsor of volunteer recognition program, and promotion of children from second to third grade at the next school-Metacomet. The FRC staffed 2 weeks of Scholastic Book fair this past year, and helped at PTO meetings/events.

Attach a letter of support from the school principal that, at minimum, provides:

- confirmation that FRC activities and services have been reviewed;
- details on how the CSDE FRC grant funding and activities are aligned with school improvement priorities and the district's overall strategy to improve academic achievement; and
- acknowledgement that fixed and adequate space requirements of the FRC will be maintained and preserved for the duration of the current grant.

Documents		
Type	Document Template	Document/Link
Family Resource Center Principal Letter of Support [Upload at least 1 document(s)]	N/A	Dated Laurel FRC Principal Letter FY24
<p>5. Fees and Funding (maximum of 300 words)</p> <p>* Describe any program fees that will be collected by the FRC lead applicant, including a sliding fee scale that takes into account the financial need of the students and families targeted for services. Any fee structure must provide a narrative that explains its administration, management and how the funds collected will subsequently be used in support of the FRC. Enter N/A if not applicable.</p> <p>Laurel FRC does not collect fees.</p>		
<p>6. Personnel Management (maximum of 500 words)</p> <p>* Describe the role(s) of personnel that are instrumental to the management design of the FRC, including how program staff will be supervised and evaluated. This section should include a management plan that provides details of personnel interaction at the district, school and FRC program site level. It should also include any internal or external management committees or advisory boards that represent systems of governance and decision-making deemed essential to the FRC program design. In any community that operates two or more FRC sites, this section must describe a management structure that aligns leadership, critical decision-making and coordinated staffing approaches for all FRCs within a centralized organizational structure.</p> <p>Laurel FRC is a part of Laurel School. The principal at Laurel School, Jennifer Dwyer, does the formal evaluations of all the staff for the school system. The director works closely with the parent educator to oversee case management and data collection, skills and other aspects of the work of the pe. ABC serves as our advisory board. The staff report programming at monthly meetings and take suggestions for trainings and programs needed in the community. It is a place to work with other community providers and strategize on community planning, both at the monthly meetings and on various committees.</p>		
<p>7. Data Collection and Evaluation (maximum of 500 words)</p> <p>* Describe a process for collecting, maintaining and reporting relevant program information on services, activities and participants of the FRC that includes staff roles, ability and experience to collect and analyze electronic data. Include any internal policies and procedures that safeguard the confidentiality and privacy in the storage or transfer or participant information. If selected for funding, agencies may be asked to develop a tailored logic model and formal evaluation plan.</p> <p>The parent educator goes in the system inputting data, and checking reports. We also keep paper folders for families with all relevant paperwork that PAT requires with a checklist to help maintain order and compliance. We all try to attend any trainings available to improve our data collecting. The only people who see the data are the 2 staff members. Cayen is accessed on the FRC computers which are password protected as well as passwords for Cayen, therefore ensuring confidentiality. The director is responsible for filing all reports to SDE and financial reports to the BOE business office in a timely manner. We use The National Family Support Network's Standards for Quality for Family Strengthening and Support to guide our work with families. We work on the center evaluation for continuous improvement for our work with families.</p>		

Budget

Bloomfield School District (000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - Family Resource Center - Laurel School (011-000-SG00004) - - Continuation

Object	Total
100 - Personal Services > Salaries	\$102,500.10
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$7,493.90
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$1,635.00
600 - Supplies	\$1,000.00
700 - Property	\$0.00
800 - Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$112,629.00
	Allocation \$112,629.00
	Remaining \$0.00

Budget Detail

Bloomfield School District (0000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - Family Resource Center - Laurel School (011-000-SG00004) - - Continuation
 100 - Personal Services > Salaries - \$102,500.10



Budget Detail	Narrative Description
Object: 100 - Personal Services > Salaries Purpose: 01 - Public School Activities LEA / School: Laurel School (011-000-SG00004)	FRC Director Salary \$68,340, 1 parent Educator @ 27.66 per hour for school year= \$34,160.10.
Quantity: 1.00 Cost: \$102,500.10 Line Item Total: \$102,500.10	
	Total for 100 - Personal Services > Salaries: \$102,500.10
	Total for all other Objects: \$10,128.90
	Total for all Objects: \$112,629.00
	Allocation: \$112,629.00
	Remaining: \$0.00

Budget Detail

Bloomfield School District (000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - Family Resource Center - Laurel School (011-000-SG00004) - - Continuation

300 - Purchased Professional and Technical Services - \$7,493.90 ▼

Budget Detail	Narrative Description
Object: 300 - Purchased Professional and Technical Services Purpose: 01 - Public School Activities LEA / School: Laurel School (011-000-SG00004) Quantity: 1.00 Cost: \$3,500.00 Line Item Total: \$3,500.00	Contracted intern for social media and outreach expansion. \$20 per hour for 175 hrs.
Object: 300 - Purchased Professional and Technical Services Purpose: 01 - Public School Activities LEA / School: Laurel School (011-000-SG00004) Quantity: 1.00 Cost: \$3,193.90 Line Item Total: \$3,193.90	Parent Activities. Supplies/activities for playgroups and field trips for providers and families. Food for provider meetings,
Object: 300 - Purchased Professional and Technical Services Purpose: 01 - Public School Activities LEA / School: Laurel School (011-000-SG00004) Quantity: 1.00 Cost: \$800.00 Line Item Total: \$800.00	PAT Dues \$300 FRC Alliance Dues \$500
Total for 300 - Purchased Professional and Technical Services: \$7,493.90	
Total for all other Objects: \$105,135.10	
Total for all Objects: \$112,629.00	

Allocation: \$112,629.00

Remaining: \$0.00

Budget Detail

Bloomfield School District (000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - Family Resource Center - Laurel School (011-000-SG00004) - - Continuation
 500 - Other Purchased Services - \$1,635.00

Budget Detail		Narrative Description	
Object: 500 - Other Purchased Services		Cayen \$635	
Purpose: 01 - Public School Activities		Staff travel \$1000	
LEA / School: Laurel School (011-000-SG00004)			
Quantity:	1.00		
Cost:	\$1,635.00		
Line Item Total:	\$1,635.00		
		Total for 500 - Other Purchased Services:	\$1,635.00
		Total for all other Objects:	\$110,994.00
		Total for all Objects:	\$112,629.00
		Allocation:	\$112,629.00
		Remaining:	\$0.00

Budget Detail

Bloomfield School District (000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - Family Resource Center - Laurel School (011-000-SG00004) - - Continuation
 600 - Supplies - \$1,000.00



Budget Detail		Narrative Description	
Object: 600 - Supplies		Office Supplies	
Purpose: 01 - Public School Activities			
LEA / School: Laurel School (011-000-SG00004)			
Quantity:	1.00		
Cost:	\$1,000.00		
Line Item Total:	\$1,000.00		
		Total for 600 - Supplies:	\$1,000.00
		Total for all other Objects:	\$111,629.00
		Total for all Objects:	\$112,629.00
		Allocation:	\$112,629.00
		Remaining:	\$0.00

Budget Overview

Bloomfield School District (000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - Family Resource Center - Laurel School (011-000-SG00004) - - Continuation

Filter by Location: 

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	102,500.10	102,500.10
300 - Purchased Professional and Technical Services	7,493.90	7,493.90
500 - Other Purchased Services	1,635.00	1,635.00
600 - Supplies	1,000.00	1,000.00
Total	112,629.00	112,629.00
	Allocation	112,629.00
	Remaining	0.00

Budget Overview Plus/Minus

Bloomfield School District (000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - Family Resource Center - Laurel School (011-000-SG00004) - - Continuation

Filter by Location: 

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	102,500.10	102,500.10
	+\$1,494.10	+\$1,494.10
300 - Purchased Professional and Technical Services	7,493.90	7,493.90
	-\$1,494.10	-\$1,494.10
500 - Other Purchased Services	1,635.00	1,635.00
600 - Supplies	1,000.00	1,000.00
Total	112,629.00	112,629.00
	Allocation	112,629.00
	Remaining	0.00

Family Resource Center Project Allocations

Bloomfield School District (000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - Family Resource Center - Laurel School (011-000-SG00004) - - Continuation

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Laurel School	\$112,629.00	\$0.00	\$112,629.00	\$112,629.00

Related Documents

Bloomfield School District (000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - Family Resource Center - Laurel School (011-000-SG00004) - - Continuation

Required Documents

Type	Document Template	Document/Link
Family Resource Center Principal Letter of Support [Upload at least 1 document(s)]	N/A	Dated Laurel FRC Principal Letter FY24

Optional Documents

Type	Document Template	Document/Link
Other Family Resource Center Documentation	N/A	

STATE OF CONNECTICUT DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

REVISION

1 Grant Recipient

Bloomfield School District - Laurel School
DUNS Number: 023540123

4 Award Information

Grant Type: STATE
Statute: C.G.S. 10-40(d)
CFDA #:
SDE Project Code: SDE000000000002
Grant Number: 011-000-SG00004 11000-16110-2024-82079-170003

2 Grant Title

Family Resource Center

5 Award Period

7/1/2023 - 6/30/2024

3 Education Staff

Program Manager:
Louis Tallaria (860) 807-2058
Payment & Expenditure Inquiries:
Jeff Lindgren (860) 713-6624

6 Authorized Funding

Grant Amount: \$112,629.00
Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2023 and June 30, 2024 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2024. For grants awarded for two-year periods beginning July 1, 2023, final second-year budget revision requests covering the entire two-year period must be received no later than February 1, 2025. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant has been approved.

8/28/2023

Louis Tallaria - CSDE Grant Contact

Standard Statement of Assurances for Grant Programs

Bloomfield School District (0000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - Assurances

*** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.**

- A.** The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B.** The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C.** The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant
- D.** The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E.** Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F.** Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G.** The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H.** The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I.** If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J.** The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K.** At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. REQUIRED LANGUAGE (NON-DISCRIMINATION)** References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.
 - (a) For purposes of this Section, the following terms are defined as follows:
 - (1) "Commission" means the Commission on Human Rights and Opportunities;
 - (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
 - (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;

- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons:
- (I) who are active in the daily affairs of the enterprise,
 - (II) who have the power to direct the management and policies of the enterprise, and
 - (III) 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;

	<p>(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;</p>
	<p>(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 46a68f; and</p>
	<p>(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.</p>
	<p>(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.</p>
	<p>(d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts</p>
	<p>(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.</p>
	<p>(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.</p>
	<p>(g)</p>
	<p>(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;</p>
	<p>(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</p>
	<p>(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</p>
	<p>(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.</p>

(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.

OTHER FRC PROGRAM ASSURANCES

O. The applicant agrees to comply with any additional data collection methods established by the CSDE for future program evaluation purposes. This includes, but is not limited to:

- Site information. Details of activities offered (e.g. start and end dates, type of activity), staff surveys, and staff demographics.
- Participant Data. State Assigned Student Identifier (SASID), participant demographics, program attendance, and participant surveys.

Affirmative Action Assurance

Bloomfield School District (000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - Assurances

ASSURANCE THAT A CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

* The applying organization/agency has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is, by reference, part of this application.

CSDE Application Review Status Checklist

Bloomfield School District (0000000011-00) Public School District - FY 2024 - Family Resource Center - Rev 1 - CSDE Application Review Status Checklist

This checklist is a means of communication between CSDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, CSDE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Attention Needed, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where CSDE may provide notes to explain those items. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If CSDE determines that the item has been corrected, Attention Needed will be changed to OK by the CSDE Reviewer. If the items that were marked Attention Needed still have not been corrected, the application will be returned again to the LEA with a status of not approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description [Collapse All](#) [Expand All](#)

Checklist Description	Status	Action	Reviewer	Timestamp
1. Family Resource Center	OK	▼	Louis Tallarita	10/5/2023 12:05:46 PM
1.01 Cover Page				
1.02 Site Plan and Description				
1.03 Budget				
1.04 Related Documents				
1.05 Assurances				

Talent

Bloomfield School District (0000000011-00) Public School District - FY 2024 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Click here to view the district's most recent data in Connecticut Report Card:

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place a check beside the district's 2022-23 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas which excludes spending under the Talent focus area.

- | | |
|--|--|
| <input type="checkbox"/> Recruitment and human capital pipelines | <input checked="" type="checkbox"/> Instructional coaching |
| <input type="checkbox"/> Hiring and placement processes | <input checked="" type="checkbox"/> District/school leadership development |
| <input checked="" type="checkbox"/> Professional learning | <input type="checkbox"/> Retention of top talent |
| <input type="checkbox"/> Evaluation | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's talent-related reform priorities (identified in 1). Following the sample below, summarize each district talent strategy using a number (eg. 1.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Talent Priorities:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2022.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2021-22 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2022.

Aligned SMART Goals:

Sample: 1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.

1.1 Instructional Coaching/Professional Development: Staff one (1) District Wide Director of School Improvement to create professional learning opportunities for teachers and administrators on instructional strategies to implement across all disciplines. The DSI will provide professional learning for on instructional leadership for all school leaders. The work will be done through the data team process, professional development opportunities, and school, grade or classroom level consultations. Rationale: The support from a district wide DSI will promote instructional leadership activities from all school leaders and provide in-district expertise on effective teaching strategies. Furthermore, implementation of district wide oversight of school improvement will mitigate issues related to numerous school transitions as a result of district school design.

1.1 - In alignment with ESSA goal targets, increase DPI for ELA from 55.9 in 2022-2023 to at least 68.4 in 2023-2024 and DPI for Math from 49.0 in 2022-2023 to at least 65.1 in 2023-2024. In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 87.1% in 2021-2022 to 92.9% in 2023-24.

1.2 Add a high school based Director Numeracy and Science that will focus on implementation of high school specific math and science support across all content areas. The high school Director Numeracy and Science will work closely with math and science teachers at the high school level, and support the middle to high transition by working with middle school math and science teachers. The high school based Director Numeracy and Science will attend school based Data Team, participate in SRBI implementation, and oversee teacher efficacy in math and science instruction. Rationale: By providing a designated high school level Director Numeracy and Science, the high school can address the specific needs of this population and the more content driven aspects of math and science proficiency with specific content area teachers.

1.2 - In alignment with ESSA goal targets, increase DPI for ELA from 55.9 in 2022-2023 to at least 68.4 in 2023-2024 and DPI for Math from 49.0 in 2022-2023 to at least 65.1 in 2023-2024. In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 87.1% in 2021-2022 to 92.9% in 2023-24.

1.3 Increase opportunities for staff professional development through the implementation of Bloomfield PD WINS (What I Need to Succeed), Laurel Literacy Academy and piloting Building Thinking Classrooms. Bloomfield PD WINS provides full-day professional learning for staff on various topics informed by data and staff identified need. PD sessions are facilitated by both internal staff leaders and external partners. Staff select from a menu of options provided to meet their role's unique needs. Each PD day culminates in a reflection session by school, in which staff share their new learnings and discuss a plan for implementation. The Laurel Literacy Academy provides PD aligned to the science of reading. The implementation of Building Thinking Classrooms includes staff PD on the 14 practices of establishing a thinking classroom. Rationale: By providing PD for staff development in the areas of need as identified by student performance results, the district is creating a culture of learning for all members, students and staff. PD is an essential part of staff capacity building and leadership development. Having staff become experts on the science of reading and the development of critical thinkers through the Thinking Classroom model, promotes student growth and supports staff development. Encouraging staff to have a say in the PD offered by the district through the Bloomfield PD WINS initiative, promotes staff self development and targets PD resources where it is most needed.

1.3 - In alignment with ESSA goal targets, increase DPI for ELA from 55.9 in 2022-2023 to at least 68.4 in 2023-2024 and DPI for Math from 49.0 in 2022-2023 to at least 65.1 in 2023-2024. In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 87.1% in 2021-2022 to 92.9% in 2023-24.

Bloomfield School District (0000000011-00) Public School District - FY 2024 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Click here to view the district's most recent data in Connecticut Report Card:

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school academic systems. Place a check beside the district's 2022-23 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Common Core-aligned curriculum | <input type="checkbox"/> Full-day kindergarten |
| <input type="checkbox"/> Assessment systems | <input type="checkbox"/> Pre-Kindergarten |
| <input checked="" type="checkbox"/> Supports for special populations (eg., EL, SPED) | <input type="checkbox"/> Pre-K - Grade 3 literacy |
| <input checked="" type="checkbox"/> SRBI and academic interventions | <input type="checkbox"/> Instructional technology |
| <input type="checkbox"/> College and career access | <input type="checkbox"/> Alternative/transitional programs |
| <input type="checkbox"/> Other | |

2. Identify a core set of no more than three strategies to advance the district's academic-related reform priorities (identified in 1). Following the sample below, summarize each district academic strategy using a number (eg. 2.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Academic Priorities:	Aligned SMART Goals:

Sample: 2.1 Pre-K Grade 3 Literacy - Academic interventionists will provide direct instruction and monitor student progress using research based interventions in reading. Staff will provide this support using the following tools: Leveled Literacy Intervention (LLI), Lexia Core 5 Reading, and Wilson Reading Foundations. Additionally, the district will offer a full day kindergarten program district-wide for all kindergarten students. As part of this program, and in alignment with the Reading Foundations Common Core State Standards, teachers will implement Foundations (Wilson Language), a structured, sequential and cumulative phonics/spelling program using multi-sensory teaching techniques.

Rationale: All of the components of this strategy are grounded in clear research on foundational literacy skills and are supported by research outlined in the CSDE Evidence-Based Practice Guide for Reading. To become successful readers, young students require targeted and purposeful instruction in the core elements of literacy foundations with focused and explicit phonemic awareness instruction and systemic phonics instruction.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**2.1 CORE DISTRICT PRIORITY #1 (or #2 or #3) - PreK Grade 3 Literacy**" ...

2.1 Multi-tiered System of Support, including the tenants of SRBI, and Academic Interventions: Staff three (3) Academic Interventionists for Grades K-6 to provide small group instruction and ensure implementation of SRBI tiered support for grades K-6. The Academic Interventionists will strengthen SRBI supports. Consequently, student outcomes will improve in district benchmark assessments, there will be a reduction in Tier III referrals, and improve statewide assessments results. Their work will include participation in Data Teams, SRBI meetings, and development of individual student intervention plans. Rationale: A robust SRBI process, can promote overall district student performance by strengthening foundational knowledge. Strengthening foundational knowledge promotes year-to-year growth target acquisition for all students. Ensuring vertical alignment is built into the design of the district's literacy and math programs and supports the necessity of a strong SRBI process early in a student's academic career.

Sample: 2.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.

2.1 - In alignment with ESSA goal targets, increase DPI for ELA from 55.9 in 2022-2023 to at least 68.4 in 2023-2024 and DPI for Math from 49.0 in 2022-2023 to at least 65.1 in 2023-2024.

2.2 Tutoring Support: Provide tutoring support for grades K-2, 5-6 and 9-12. At the high school, this support is targeted to the EL population and for credit recovery. For the K-2 and 5-6 students, tutoring is in reading and supports SRBI implementation for Tier II and III interventions. The Tutoring Support is with an emphasis on ELA - early literacy and literacy support. The tutors provide student support with guidance from the High School Level Director of Numeracy/Science at the high school. The K-2 and 5-6 tutors are supervised by the school's academic interventionist. Additional tutoring support will be for SAT prep for Bloomfield High School and grade 10-12 Global Experience Magnet School students. Rationale: Recent analysis of student performance in early reading indicate that there is additional support needed to successfully implement Tiered supports in reading. At the high school, additional support is needed for EL students and for those needing credit recovery options. The high school structure provides tutoring sessions linked to content area curriculum with support from the high school level Director of Numeracy and Science. Continued tutoring support is justified for EL students when taking into account the higher number of students enrolled in this program within the past three years. SAT prep is required based on recent outcome in student performance on the PSAT and SAT.

2.2 - In alignment with ESSA goal targets, increase DPI for ELA from 55.9 in 2022-2023 to at least 68.4 in 2023-2024 and DPI for Math from 49.0 in 2022-2023 to at least 65.1 in 2023-2024.

2.3 Math and Literacy PreK - 12 Improvement through tracking student performance throughout the school year using benchmark assessments and other tools that support the creation of individualized learning plans. Rationale: Using tools that are aligned to CT state standards to track on-going student progress can assist instructional staff in lesson development, including differentiation. Providing teacher this information can also guide staff in identifying PD needs for the Bloomfield PD WINS initiative. Information from these assessments can support the implementation of the SRBI process, help distribute tutoring resources, and inform interventionists of areas of support that need to be targeted.

2.3 - In alignment with ESSA goal targets, increase DPI for ELA from 55.9 in 2022-2023 to at least 68.4 in 2023-2024 and DPI for Math from 49.0 in 2022-2023 to at least 65.1 in 2023-2024.

Climate

Bloomfield School District (0000000011-00) Public School District - FY 2024 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Click here to view the district's most recent data in Connecticut Report Card:

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school climate systems. Place a check beside the district's 2022-23 climate-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Attendance/Chronic absenteeism | <input checked="" type="checkbox"/> Graduation/dropout prevention/on-track for graduation |
| <input checked="" type="checkbox"/> Suspension rate | <input checked="" type="checkbox"/> Family engagement |
| <input type="checkbox"/> Wraparound services | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in 1). Following the sample below, summarize each district climate strategy using a number (eg. 3.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Climate Priorities:

Aligned SMART Goals:

Sample: 3.1 CORE DISTRICT PRIORITY 3- Chronic

Absenteeism/Attendance: - Through the creation of a cross-functional District Attendance Team, the district will support schools in reducing chronic absenteeism by providing and hiring additional support staff and an external partner (e.g. Attendance Words) to develop and execute strategies to reduce absenteeism by recognizing good and improved attendance; engaging students and parents to determine root causes for attendance issues; monitoring attendance data and practice; and providing personalized early outreach. By using a tiered system of supports aligned to student/family needs, we will be able to increase student attendance, decrease chronic absenteeism and promote positive home-school partnerships. Each district and school attendance team meeting will include a review of bi-weekly chronic absenteeism data as a review of the effectiveness of tier I and II attendance interventions.

Rationale: Regular school attendance promotes academic, social, emotional, and behavioral success. Students who are chronically absent are at greater risk for lower achievement, engaging in risky behaviors, and potential for becoming off-track for graduation. A district level attendance team meeting will ensure consistent practices across the district, where schools can learn and implement successful strategies from those schools whose data shows a consistent decrease in chronic absenteeism rates over the last several years.

3.1 Support Positive School Climate: Through the creation of a Family Welcome Center. The Bloomfield Public School Welcome Center will be located within the central office building of the Bloomfield Board of Education. This will be a dedicated space that will provide families with access to technology and laptops as well as a location to conduct all central registration procedures. The goal is to promote a strong foundation for family to school collaboration. Rationale: When families and schools work together, students can benefit from a wrap-around support structure. This lowers the risk of chronic absenteeism and other behavioral problems that can arise when schools and families are not communicating. Studies show that daily school attendance supports positive student outcomes in academics and social/emotional development. Families have significant influence on student attendance patterns.

Sample: 3.1 In alignment with ESSA goal targets, decrease the district's Chronic Absenteeism indicator from 14.7 in 2020-21 to 12.0 in 2022-23.

3.1- In alignment with ESSA goal targets, decrease Chronic Absenteeism rates from 18.1% in 2022-2023 to at most 6.6% in 2023-2024. In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 87.1% in 2021-2022 to 92.9% in 2023-24.

3.2 Support Positive School Climate through the establishment of an Office of Family and Community Engagement and After School Programming (FCE/ASP) and a Bloomfield High School Career Specialist (BHS Career Specialist). The Coordinator of the Office of FCE/ASP will work with the local community to provide after school programming at 4 of the 7 schools. They will also develop and implement a Family Workshop series on topics of interest including planning for college, supporting literacy at home, etc. The Office will have resources to facilitate and promote family engagement including the ASPIRE Survey and Apptegy. The Coordinator will work closely with the District Improvement Specialist towards meeting the Family and Community Engagement Priority of the District Accountability Plan. The BHS Career Specialist will work with local businesses to find internships and apprenticeships that are aligned to career pathways under the Bloomfield Portrait of a Graduate initiative. These pathways are linked to course work at the high school, with elementary grades and middle school working to prepare students to find success in their chosen career path. Additionally, the internship program allows community-based employers to partner with the school district to ensure student success and ultimate graduation. Rationale: By prioritizing family/community engagement and after school programming, the district hopes encourage families to partner with the district in the education of their students. The Office of FCE/ASP, along with the development of a Welcome Center, is designed to show how important the family is in the educational experience of a child. By increasing the level of cooperation between the family and the school, issues related to absenteeism or behavior can be addressed quickly and effectively, avoiding any significant impact to student outcome. The BHS Career Specialist will facilitate the community's support in linking careers-to-school and graduation-to-jobs.

3.2- In alignment with ESSA goal targets, decrease Chronic Absenteeism rates from 18.1% in 2022-2023 to at most 6.6% in 2023-2024. In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 87.1% in 2021-2022 to 92.9% in 2023-24.

3.3 Support Positive School Climate through the implementation of Bloomfield Public School's (BPS) Literacy Celebration Week, scheduled for March 4-8. Throughout this week, BPS and community partners are coming together to celebrate literacy. Each of the district's schools are planning a series of events ranging from hosting spotlight authors from our community and beyond. Rationale: Creating a focused community effort on literacy is critical to ensuring all grade 3 students are reading on grade level. Through highlighting literacy at every school and inviting community partners and families to join in, further promotes reading competency and reduces the likelihood of student disengagement and consequent chronic absenteeism, putting students at a higher risk of dropping out.

3.3- In alignment with ESSA goal targets, decrease Chronic Absenteeism rates from 18.1% in 2022-2023 to at most 6.6% in 2023-2024. In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 87.1% in 2021-2022 to 92.9% in 2023-24.

Operations

Bloomfield School District (000000011-00) Public School District - FY 2024 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Click here to view the district's most recent data in Connecticut Report Card:

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school operations systems. Place a check beside the district's 2022-23 operations-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Budgeting and financial management | <input type="checkbox"/> Student enrollment processes |
| <input type="checkbox"/> School operations | <input type="checkbox"/> Extended learning time |
| <input checked="" type="checkbox"/> Technology integration | <input checked="" type="checkbox"/> Infrastructure for Assessment and Evaluation |
| | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in 1). Following the sample below, summarize each district operations strategy using a number (eg. 4.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Operations Priorities:	Aligned SMART Goals:

Sample: 4.1 Extended Learning Time: -The district will support an extended school day to students in grades 1-5. This program will serve approximately 150 students and offer Science and Math instruction and Co-Curricular Enrichment activities to raise present levels of academic performance for elementary level students. Program provides students an opportunity to receive additional instruction from certified teachers from 3-5 days a week. Program includes extensive experiential learning through project-based activities aligned with math and science standards, but also utilizes the "close reading" methodology as part of the non-fiction reading necessary for the preparation for each activity..

Rationale: Increasing learning time is a key lever in meeting performance targets for students across the district. The district has made significant investments in the expansion of learning time to include extended day and extended year. In order to increase performance on math and science, the district has implemented a STEAM focus extended day program across grades 1-5. Staff use science and math content to also advance literacy for participating extended day programs.

4.1 Infrastructure for Assessment and Evaluation: Support and refine key strategies of the District Plan of Excellence (DPoE) by providing staff, data systems, technical resources and professional learning resulting in increased academic performance for all students. The District Data Systems Coordinator and (2) two Data Specialist, work collaboratively to provide PD for teachers on student performance data systems utilized by the district. Performance data on high stakes testing and benchmarks assessments, along with attendance data and discipline data, are organized and presented through user-friendly reports that supports the development of individualized student learning plans. These reports are also shared with principals during monthly Accountability Meeting. Rationale: Investing in a comprehensive Accountability and Performance department (District Data Systems Coordinator and Data Specialists) for the district provides support to Priority 1 of the district accountability plan. The District Data Systems Coordinator coordinates all student data utilization across the district, supporting grade and content level data teams, as well as, school and district level data teams. The District Data Systems Coordinator, with support from (2) two Data Specialists, is responsible for monitoring student data entry, developing user-friendly reports shared throughout the district, and providing PD to staff on data system utilization. Data is used to identify staff professional development needs, inform student individualized learning plans, and address gaps in resources.

Sample: 4.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.

4.1 - In alignment with ESSA goal targets, increase DPI for ELA from 57.0 in 2021-2022 to at least 67.3 in 2022-2023 and DPI for Math from 48.5 in 2021-2022 to at least 63.4 in 2022-2023. In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 88.5% in 2020-2021 to 92.9% in 2023-24.

4.2 Support for District Reform Efforts: District Grant Specialist will work with District leadership to identify program gaps and funding needs in order to implement a grant procurement process that is aligned with district goals and objectives. The grant specialist also provides support at the teacher level for staff interested in seeking funds to support classroom level initiatives aligned to the overall School Accountability Plans. Rationale: Targeted resource allocation requires planning and fund development work. The District Grant Specialist ensures that funds utilization for existing grants are spent according to the approved plan and works with district staff to submit proposals for additional funds that support the work of the district. The work of this position is done in alignment with the district's four priorities. This ensures that funds are sought only to support the district's accountability plan, avoiding grant applications and awards that create a distraction from the agreed upon direction and goal of the district.

4.2 - In alignment with ESSA goal targets, increase DPI for ELA from 57.0 in 2021-2022 to at least 67.3 in 2022-2023 and DPI for Math from 48.5 in 2021-2022 to at least 63.4 in 2022-2023. In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 88.5% in 2020-2021 to 92.9% in 2023-24.

4.3 Addition of one (1) technology staff member to support high school level expansion of one-to-one computer usage, assistive technology use for EL students, and students needing additional support for credit recovery. The additional technology staff will work with school based staff to integrate the use of technology in the classrooms, support technology based PD, and provide troubleshooting for connectivity issues. Rationale: The high school level technology support will allow the school to become more responsive to end user needs from school staff, to teachers, to students. The additional support will allow the high school to expand the use of assistive technologies for EL students or students needing credit recovery and promote more seamless use of technology in the classroom.

4.3 - In alignment with ESSA goal targets, increase DPI for ELA from 57.0 in 2021-2022 to at least 67.3 in 2022-2023 and DPI for Math from 48.5 in 2021-2022 to at least 63.4 in 2022-2023. In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 88.5% in 2020-2021 to 92.9% in 2023-24.

Alliance District Grant Budget

Bloomfield School District (0000000011-00) Public School District - FY 2024 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$1,431,557.00
200 - Personal Services > Employee Benefits	\$259,440.00
300 - Purchased Professional and Technical Services	\$33,552.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$100,059.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
	Total \$1,824,608.00
	Allocation \$1,824,608.00
	Remaining \$0.00

Budget Detail

Bloomfield School District (0000000011-00) Public School District - FY 2024 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$1,431,557.00 

Budget Detail	Narrative Description
<p>Object: 100 - Personal Services > Salaries Purpose: 01 - Public School Activities Focus Area: Academics Goal 2.2 LEA / School: Bloomfield School District (0000000011-00) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$250,547.00"/> Line Item Total: <input type="text" value="\$250,547.00"/></p>	<p>6 High School Level Tutors @ \$41,757.50 each for a Total of \$250,547</p>
<p>Object: 100 - Personal Services > Salaries Purpose: 01 - Public School Activities Focus Area: Academics Goal 2.1 LEA / School: Bloomfield School District (0000000011-00) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$247,535.00"/> Line Item Total: <input type="text" value="\$247,535.00"/></p>	<p>3.0 FTE Academic Interventionists</p>
<p>Object: 100 - Personal Services > Salaries Purpose: 01 - Public School Activities Focus Area: Talent - Goal 1.2 LEA / School: Bloomfield High School (011-6111) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$165,208.00"/> Line Item Total: <input type="text" value="\$165,208.00"/></p>	<p>1.0 High School Based Director of Numeracy and Science</p>

<p>Object: 100 - Personal Services > Salaries Purpose: 01 - Public School Activities Focus Area: Talent - Goal 1.1 LEA / School: Bloomfield School District (0000000011-00) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$165,208.00"/> Line Item Total: <input type="text" value="\$165,208.00"/></p>	<p>1.0 FTE District Wide Director of School Improvement</p>
<p>Object: 100 - Personal Services > Salaries Purpose: 01 - Public School Activities Focus Area: Operations Goal 4.1 LEA / School: Bloomfield School District (0000000011-00) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$142,875.00"/> Line Item Total: <input type="text" value="\$142,875.00"/></p>	<p>2.0 FTE Data System Specialists</p>
<p>Object: 100 - Personal Services > Salaries Purpose: 01 - Public School Activities Focus Area: Operations Goal 4.1 LEA / School: Bloomfield School District (0000000011-00) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$118,781.00"/> Line Item Total: <input type="text" value="\$118,781.00"/></p>	<p>1.0 FTE District Data Systems Coordinator</p>
<p>Object: 100 - Personal Services > Salaries Purpose: 01 - Public School Activities Focus Area: Academics Goal 2.2 LEA / School: Bloomfield School District (0000000011-00)</p>	<p>3.0 FTE Reading Tutors for K-2 and 5-6 Reading intervention</p>

<p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$117,387.00"/></p> <p>Line Item Total: <input type="text" value="\$117,387.00"/></p>	
<p>Object: 100 - Personal Services > Salaries</p> <p>Purpose: 01 - Public School Activities</p> <p>Focus Area: <input type="text" value="Operations Goal 4.3"/></p> <p>LEA / School: Bloomfield High School (011-6111)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$74,309.00"/></p> <p>Line Item Total: <input type="text" value="\$74,309.00"/></p>	<p>1.0 FTE - Bloomfield High School, School-based Technology Support</p>
<p>Object: 100 - Personal Services > Salaries</p> <p>Purpose: 01 - Public School Activities</p> <p>Focus Area: <input type="text" value="Climate Goal 3.2"/></p> <p>LEA / School: Bloomfield School District (000000011-00)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$69,109.00"/></p> <p>Line Item Total: <input type="text" value="\$69,109.00"/></p>	<p>1.0 FTE Bloomfield High School Career Specialist - Develops internship and apprenticeship opportunities for high school students that are aligned with established career pathways under the Bloomfield Portrait of a Graduate initiative. this full time position will work with local businesses to establish summer and school year experiential learning opportunities for students interested in specific career tracks.</p>
<p>Object: 100 - Personal Services > Salaries</p> <p>Purpose: 01 - Public School Activities</p> <p>Focus Area: <input type="text" value="Operations Goal 4.2"/></p> <p>LEA / School: Bloomfield School District (000000011-00)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$45,598.00"/></p> <p>Line Item Total: <input type="text" value="\$45,598.00"/></p>	<p>Alliance Grant, annually funded, Grant Specialist Position which works on budget allocations, reporting and annual grant application. Works with Finance Department and Payroll to ensure timely spend down of grant funds.</p>

Object: 100 - Personal Services > Salaries Purpose: 01 - Public School Activities Focus Area: Academics Goal 2.2 LEA / School: Bloomfield High School (011-6111) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$20,000.00"/> Line Item Total: <input type="text" value="\$20,000.00"/>	Cost of 440 hours of SAT prep tutoring by Bloomfield High School teachers during after school or weekend hours for the 2023-2024 school year.
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Object: 100 - Personal Services > Salaries Purpose: 01 - Public School Activities Focus Area: Climate Goal 3.2 LEA / School: Bloomfield School District (0000000011-00) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$10,000.00"/> Line Item Total: <input type="text" value="\$10,000.00"/>	.1 FTE of Coordinator of Family/Community Engagement and Afterschool Programs.
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Object: 100 - Personal Services > Salaries Purpose: 01 - Public School Activities Focus Area: Academics Goal 2.2 LEA / School: Global Experience Magnet School (011-6311) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$5,000.00"/> Line Item Total: <input type="text" value="\$5,000.00"/>	Cost of 110 hours of SAT prep tutoring by Global Experience Magnet School teachers during after school or weekend hours for the 2023-2024 school year.
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Total for 100 - Personal Services > Salaries:		<input type="text" value="\$1,431,557.00"/>
Total for all other Objects:		<input type="text" value="\$393,051.00"/>
Total for all Objects:		<input type="text" value="\$1,824,608.00"/>
Allocation:		<input type="text" value="\$1,824,608.00"/>

Remaining:

\$0.00

Budget Detail

Bloomfield School District (000000011-00) Public School District - FY 2024 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

200 - Personal Services > Employee Benefits - \$259,440.00 ▼

Budget Detail	Narrative Description
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Object: 200 - Personal Services > Employee Benefits
Purpose: 01 - Public School Activities
Focus Area: Talent - Goal 1.1 Talent - Goal 1.2
 Academics Goal 2.1 Academics Goal 2.2
 Academics Goal 2.3 Climate Goal 3.1
 Operations Goal 4.1 Operations Goal 4.2
 Operations Goal 4.3
LEA / School: Bloomfield School District (000000011-00)
Quantity:
Cost:
Line Item Total:

Estimated cost of Benefits based on actuals:
 18.45% Benefits Rate for all salaried employees
 (\$259,440/\$1,406,557.00[Total Salary Cost] = .1845 X 100 = 18.45%)
 Positions Impacted Include:
 - 1.0 FTE Director of Numeracy and Science - High School - Talent
 - 1.0 FTE Director of School Improvement - District - Talent
 - 6.0 FTE BHS tutors - Academics
 - 1.0 FTE Data System Manager - Operations
 - 2.0 FTE Data System Specialist - Operations
 - 3.0 FTE Academic Interventionist - Academic
 - 3.0 FTE Reading Tutors - Academics
 - 1.0 FTE School to Career Specialist - Climate
 - 1.0 FTE Technology - Operations
 - .33 FTE Grant District Grant Specialist - Operations

Total for 200 - Personal Services > Employee Benefits:

Total for all other Objects:

Total for all Objects:

Allocation:

Remaining:

Budget Detail

Bloomfield School District (0000000011-00) Public School District - FY 2024 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

300 - Purchased Professional and Technical Services - \$33,552.00 ▼

Budget Detail	Narrative Description
<p>Object: 300 - Purchased Professional and Technical Services</p> <p>Purpose: 01 - Public School Activities</p> <p>Focus Area: Talent - Goal 1.3</p> <p>LEA / School: Bloomfield School District (0000000011-00)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$33,552.00"/></p> <p>Line Item Total: <input type="text" value="\$33,552.00"/></p>	<p>Contracted Services for PD for Building a Thinking Classroom (\$7,803), Bloomfield PD WINS (\$14,045), and Laurel Literacy Academy (\$11,704).</p>
<p>Total for 300 - Purchased Professional and Technical Services: <input type="text" value="\$33,552.00"/></p>	
<p>Total for all other Objects: <input type="text" value="\$1,791,056.00"/></p>	
<p>Total for all Objects: <input type="text" value="\$1,824,608.00"/></p>	
<p>Allocation: <input type="text" value="\$1,824,608.00"/></p>	
<p>Remaining: <input type="text" value="\$0.00"/></p>	

Budget Detail

Bloomfield School District (0000000011-00) Public School District - FY 2024 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

600 - Supplies - \$100,059.00 

Budget Detail	Narrative Description
<p>Object: 600 - Supplies Purpose: 01 - Public School Activities Focus Area: Operations Goal 4.2 LEA / School: Bloomfield School District (0000000011-00) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$87,059.00"/> Line Item Total: <input type="text" value="\$87,059.00"/></p>	<p>User licenses for iReady Assessment Software and mCLASS Software.</p>
<p>Object: 600 - Supplies Purpose: 01 - Public School Activities Focus Area: Climate Goal 3.1 LEA / School: Bloomfield School District (0000000011-00) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$7,500.00"/> Line Item Total: <input type="text" value="\$7,500.00"/></p>	<p>Supplies to stock Welcome Center.</p>
<p>Object: 600 - Supplies Purpose: 01 - Public School Activities Focus Area: Climate Goal 3.3 LEA / School: Bloomfield School District (0000000011-00) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$5,000.00"/> Line Item Total: <input type="text" value="\$5,000.00"/></p>	<p>Supplies for Literacy Week events.</p>

Object: 600 - Supplies

Purpose: 01 - Public School Activities

Focus Area: Climate Goal 3.2

LEA / School: Bloomfield School District (0000000011-00)

Quantity:

Cost:

Line Item Total:

Cost of software licence for ASPIRE Survey.

Total for 600 - Supplies:

Total for all other Objects:

Total for all Objects:

Allocation:

Remaining:

Alliance District Grant Budget Overview

Bloomfield School District (000000011-00) Public School District - FY 2024 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Filter by Location: 

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	1,431,557.00	1,431,557.00
200 - Personal Services > Employee Benefits	259,440.00	259,440.00
300 - Purchased Professional and Technical Services	33,552.00	33,552.00
600 - Supplies	100,059.00	100,059.00
Total	1,824,608.00	1,824,608.00
	Allocation	1,824,608.00
	Remaining	0.00

STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

Bloomfield School District
DUNS Number: 023540123

4 Award Information

Grant Type: STATE
Statute: C.G.S. 10-262k
CFDA #:
SDE Project Code: SDE000000000002
Grant Number: 0000000011-00 11000-17041-2024-82164-170002

2 Grant Title

Alliance District Grant

5 Award Period

7/1/2023 - 6/30/2024

3 Education Staff

Program Manager:
Iris White

Payment & Expenditure Inquiries:
Susan Shea

6 Authorized Funding

Grant Amount: \$1,824,608.00

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2023 and June 30, 2024 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2024. For grants awarded for two-year periods beginning July 1, 2023, final second-year budget revision requests covering the entire two-year period must be received no later than February 1, 2025. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant has been approved.

9/11/2023

Irene Parisi - CSDE Management Approver