

**BRIDGEPORT BOARD OF EDUCATION
AGENDA OF IN-PERSON REGULAR MEETING OF THE BRIDGEPORT BOARD OF
EDUCATION**

**MONDAY, AUGUST 24, 2026 - 6:30 PM
BRIDGEPORT REGIONAL AQUACULTURE SCIENCE & TECHNOLOGY EDUCATION
CENTER
60 ST. STEPHENS ROAD
BRIDGEPORT, CT 06605**

- 1. Call to Order**
- 2. Pledge of Allegiance**
- 3. Roll Call**
- 4. Student Representative Reports**
- 5. Public Comment**
- 6. Chairperson's Report**
 - a. Update on the Board of Education's Progress to State Intervention
- 7. Committee Reports/Referrals**
 - a. Operations Committee
 - b. Instruction & Support Services Committee
 - c. Policy Committee
 - d. Ad Hoc Committees
 - e. CABA Report
- 8. Superintendent's Report**
- 9. Consent Agenda**
 - a. Approval of the August 10, 2026 Special Meeting Minutes
 - b. Approval of the August 17, 2026 Special Meeting Minutes
- 10. Old Business**
- 11. New Business**
 - a. Review and Approval of the FY27 Family Resource Grants
 - b. Discussion and Possible Action Related to the Ad Hoc Lottery Committee Proposal
 - c. Discussion and Possible Action Regarding the 2026 CABA/CAPSS Convention, November 20th & 21st at the Mystic Marriott Hotel and Spa in Groton, CT
- 12. Additional Public Comment (As Needed)**
- 13. Adjourn**

Monday, August 10, 2026

MINUTES OF THE SPECIAL MEETING OF THE BRIDGEPORT BOARD OF EDUCATION, held August 10, 2028, at City Hall, 45 Lyon Terrace, Bridgeport, Connecticut.

Present were Chair Jennifer Perez, Vice Chair Joseph Sokolovic, Secretary Maritza Estremera Jimenez, Albert Benejan Grajales, Willie Medina*, Robert Traber, Jowanne Burks Jennings*, and Lamond Daniels*. Andre Woodson* joined the meeting subsequently as noted.

*Remote participation

Interim Supt. Royce Avery was present.

The meeting was called to order at 6:05 p.m.

PUBLIC COMMENT:

Genita Hayes, mother of two district students, said she was on the state blue ribbon commission for K-to-12 education funding and accountability. She said the commission was surveying respondents, including children, for the purpose making recommendations to the governor. She said Dr. Avery was coming up on his second year as interim superintendent, and he had provided much-appreciate leadership.

Loretta Montero, a district teacher for 18 years, said she was in support of Dr. Avery continuing his role as superintendent because of the amazing job he has done. She noted Dr. Avery is very visible in schools, at events, and in the community, which says a lot about his character. She pointed to his work in tightening things up in special education, work for multilanguage learners, and advocacy efforts.

Steve Nelson said he has been around since Mr. Connelly was the superintendent, and Bridgeport has been through a host of different personalities. He said he was now supporting his daughter with her four young kids. He said he, the community he represents in the 135th District, and his family support Dr. Avery. He commended Dr. Avery for meeting with him and always being positive.

Mr. Traber said a few of us went to the CABA summer leadership event. He said it was discussed there that it was important for people to respond to the survey, and he urged there be a robust effort to get responses from Bridgeport.

Ms. Estremera Jimenez said Bridgeport needed to be heard. She noted the survey was not available in Spanish and other languages, which puts us at a disadvantage.

The next agenda item was on approval of a proposed settlement agreement regarding a minor. Dr. Avery was invited to participate.

Mr. Sokolovic moved to go into executive session. The motion was seconded by Mr. Traber and unanimously approved.

The executive session began at 6:18 p.m.

The board resumed in public session at 6:35 p.m.

Ms. Estremera Jimenez moved *“to approve the proposed settlement involving a minor as discussed in executive session and to authorize Dr. Avery to sign the settlement agreement.”* The motion was seconded by Mr. Benejan Grajales and unanimously approved.

The next agenda item was on the Disability Resource Network contract.

Jessica Staroba, the executive director of the Disability Resource Network (DRN) was present. She said her father, John Esteves, was the director of DRN. She described the past career of Mr. Esteves and his work with high school students with disabilities. Services provided are academic support to students who don't thrive in a traditional environment and as a transition center to provide education to 18-to-21-year-old students who are working on things such as independent living, vocational skills, and further education.

Ms. Staroba said the program for the 2026-27 school year has 24 students that have services recommended to continue. She said a proposal was developed breaking out costs. She noted some students require a 2-to-1 or 1-to-1 paraprofessionals.

Dr. Avery said last year and the year before 34 students were serviced in the program, and it has been dropped down to 24. He said there are varying costs based on tuition, transportation, or paras, which is based on the PPT decision. He said The University School and DRN are two separate entities.

In response to a question, Ms. Staroba said DRN only does contracts on an individualized student basis, so there is only a charge if the student goes to DRN. The University School contract is based on reserving a certain number of seats.

In response to a question, Dr. Avery described how the price of enrolling students is determined based on the individual situation. Ms. Staroba said the program tries to reintegrate students back into the district.

Dr. Avery said in the past there was free-flowing movement of students between the district and out-of-district placements. He

said there is protocol in place to look at how and why students are sent out of district. He said there about 250 to 260 out-of-district placements, which costs millions of dollars. He said district personnel visits to the placements have been increased in the last two years to increase the checks and balances.

Mr. Woodson* joined the meeting.

In response to a question, Dr. Avery said through the contracts the district knows exactly how many teachers, paras, and other services we're paying for. He said a more detailed cost breakdown could be provided.

In response to a question, Nestor Nkwo, chief financial officer, said district paraprofessional rates are inclusive of health insurance and pension contribution, so the outside para rate is way cheaper. He said the average salary for a district paraprofessional is about \$36,000.

In response to a question, Dr. Avery said the special education division supervises out-of-district placements.

Mr. Traber moved "*to approve the Disability Resource Network contract.*" The motion was seconded by Mr. Benejan Grajales and approved by a 8-0 vote. Voting in favor were members Perez, Estremera Jimenez, Benejan Grajales, Traber, Burks-Jennings, Daniels, Woodson, and Medina. Mr. Sokolovic abstained.

The next agenda item was on the qualified purchase/single source for sprinkler system maintenance.

Jaimie McCarvill, facilities department finance manager said this for the Brake Fire contract for \$45,000 for this fiscal year. She said Brake Fire is a vendor that has been used since at least

2010. They provide inspections of sprinkler systems in the district and also perform repairs of sprinkler head if needed. She said the qualified purchase was used because they've been in the district for so long, they have such knowledge of the district, and they extend their pricing every year.

In response to a question, Ms. McCarvill said there has been no increase in the cost for inspections. Parts and labors have increased in cost.

Ms. Estremera Jimenez asked if a request for information (RFI) has been done to check on prices. Ms. McCarvill said an RFI would require walking vendors through every floor with sprinklers with costs in time and resources. She said the RFI would have to be advertised, and the cost would require a bid. She described increases with other contracts that had to be rebid. She said the \$45,000 includes estimated costs of repairs.

Ms. Estremera Jimenez moved *"to approve the qualified purchase/single source for sprinkler system maintenance."* The motion was seconded by Mr. Benejan Grajales and unanimously approved.

The next agenda item was discussion of and possible action in concerning Dr. Avery's employment, performance, and evaluation as interim superintendent, including possible increase of annualized salary for Dr. Avery as the interim superintendent and amendment of the employment agreement between Dr. Avery and the board to reflect such salary adjustment. Invited to participate, if needed, were Mark Anastasi of the city attorney's office and Dr. Avery.

Mr. Traber moved *“to go into executive session for this matter.”* The motion was seconded by Mr. Sokolovic and unanimously approved. Mr. Benejan Grajales abstained.

The executive session began at 7:05 p.m.

The board resumed in public session at 8:50 p.m.

Mr. Sokolovic moved *“to table item number 5 until our next meeting.”* The motion was seconded by Mr. Benejan Grajales and approved by an 8-1 vote. Voting in favor were members Perez, Estremera Jimenez, Sokolovic, Traber, Burks-Jennings, Woodson, Daniels, and Benejan Grajales. Mr. Medina was opposed.

Mr. Medina moved to adjourn the meeting. The motion was seconded by Mr. Benejan Grajales and unanimously approved.

The meeting was adjourned at 8:51 p.m.

Respectfully submitted,

John McLeod

Monday, August 17, 2026

MINUTES OF THE SPECIAL MEETING OF THE
BRIDGEPORT BOARD OF EDUCATION, held August 17,
2028, via Microsoft Teams, Bridgeport, Connecticut.

Present were Chair Jennifer Perez, Vice Chair Joseph Sokolovic, Secretary Maritza Estremera Jimenez, Albert Benejan Grajales, Willie Medina, Robert Traber, Jowanne Burks-Jennings, Andre Woodson, and Lamond Daniels

Interim Supt. Royce Avery was present.

The meeting was called to order at 6:05 p.m.

There was no one signed up for public speaking.

The next agenda item was approval of minutes of the Special Meeting of July 27, 2026. Mr. Sokolovic moved approval. The motion was seconded by Mr. Benejan Grajales and unanimously approved.

The next agenda item was discussion and possible action concerning Dr. Avery's employment, performance and evaluation as interim superintendent, including possible increases of the annualized salary for Dr. Avery as interim superintendent and amendment of employment agreement between Dr. Avery and the board to reflect such salary adjustment.

Dr. Avery and Atty. Mark Anastasi were invited to participate if requested by the board for a portion of the meeting.

Mr. Sokolovic moved to go into executive session. The motion was seconded by Mr. Benejan Grajales and unanimously approved.

The executive session began at 6:07 p.m.

The board resumed in public session at 7:09 p.m.

Ms. Estremera Jimenez moved *“to amend the documented entitled ‘Agreement: Interim superintendent of Schools Between the Board and Dr. Avery,’ by amending the annualized salary amount from 250,000 to 275,000 in Section 3, Compensation.”*

The motion was seconded by Mr. Traber.

The motion was approved by a 5-4 vote. Voting in favor were members Perez, Estremera Jimenez, Burks-Jennings, Daniels, and Traber. Voting in opposition were members Woodson, Benejan Grajales, Sokolovic, and Medina.

Mr. Sokolovic said he voted no because he did not see anything to justify more than close to doubling standard superintendent raises.

Ms. Estremera Jimenez moved *“to authorize and empower Chairman Perez to execute on behalf of the board a document entitled ‘First Amendment to Agreement Interim Superintendent of Schools,’ the document an adjustment to the annualized salary for Dr. Avery as interim superintendent as July 1st. 2026.”* The motion was seconded by Mr. Traber and unanimously approved.

Mr. Traber moved to adjourn the meeting. The motion was seconded by Mr. Benejan Grajales and unanimously approved.

The meeting was adjourned at 7:13 p.m.

Respectfully submitted,

John McLeod

DRAFT

Family Resource Center Program
(Connecticut General Statutes Title 10 – Section 10-4o)

Program Purpose and Design

The purpose of Family Resource Centers (FRCs) is to provide families and caregivers with education on child development, school readiness, and parenting strategies leading to developmental success. FRCs are co-located in schools and are often considered a “one-stop shop” providing a support system that builds on family and community strengths. Core services of each FRC are generally provided within the context of community needs and values, the quality and extent of existing community services, the climate of the school, and the availability of resources.

Program Locations/Schools/Districts

The FY27 grant award is \$122,650 per FRC site. 57 sites operate in 40 communities:

Bloomfield (1); Branford (1); Bridgeport (3); Bristol (2); Danbury (1); East Hartford (2); East Haven (1); East Windsor (1); Enfield (1); Groton (1); Hamden (1); Hartford (5); Hebron (1); Killingly (1); Manchester (1); Meriden (2); Middletown (1); Milford (1); New Britain (3); New Haven (4); New London (2); North Branford (1); Norwalk (2); Norwich (1); Plainfield (1); Plainville (1); Plymouth (1); Putnam (1); Stafford (1); Stamford (1); Stratford (1); Tolland (1); Torrington (1); Vernon (1); Waterbury (2); West Hartford (1); West Haven (1); Winchester (1); Windham (1); Windsor (1).

Benefits to Students

- Parent education and child development information to help parents understand their role in encouraging their child's development right from birth, thereby preparing children for school and life success.
- High-quality affordable early care and education programs for children aged three and older that support children's ability to begin kindergarten with the knowledge, skills and behaviors needed for success in school.
- High-quality programs, outside of regular school hours, that provide students with academic enrichment opportunities as well as positive youth development activities designed to complement their regular academic program.

Outcome Data

Advancement and promotion of child, youth and family development at individual, setting, and systems levels through the delivery of seven comprehensive service components: full-day/full-year preschool child care, school-age child care, families in training (FIT) program, resource and referral services, adult education and family literacy programs, support and training for family day care providers, and positive youth development services.

History Log

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	8/17/2026 8:12:08 PM	Hannah Whitley	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	8/17/2026 8:12:08 PM	Hannah Whitley	Status changed to 'Application Completed'.	S
	7/20/2026 5:05:29 PM	Hannah Whitley	Status changed to 'Application Started'.	S
	7/20/2026 10:26:24 AM	Kimberly Murphy	Status changed to 'Not Started'.	S

Allocations

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Allocations

Allocation Type	(1)	FRC (16110)	Total
LEA		\$367,950.00	\$367,950.00
Total		\$367,950.00	\$367,950.00

Budget

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110)

Object	Total
100 - Personal Services > Salaries	\$186,242.00
200 - Personal Services > Employee Benefits	\$113,544.00
300 - Purchased Professional and Technical Services	\$1,200.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$37,955.00
600 - Supplies	\$29,009.00
700 - Property	\$0.00
800 - Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$367,950.00
	Allocation \$367,950.00
	Remaining \$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110)

100 - Personal Services > Salaries - \$186,242.00 ▼

Budget Detail		Narrative Description	
Total for 100 - Personal Services > Salaries:			\$0.00
Total for all other Objects:			\$0.00
Total for all Objects:			\$0.00
Allocation:			\$367,950.00
Remaining:			\$367,950.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110)

200 - Personal Services > Employee Benefits - \$113,544.00 ▼

Budget Detail		Narrative Description	
Total for 200 - Personal Services > Employee Benefits:			\$0.00
Total for all other Objects:			\$0.00
Total for all Objects:			\$0.00
Allocation:			\$367,950.00
Remaining:			\$367,950.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110)

300 - Purchased Professional and Technical Services - \$1,200.00 ▼

Budget Detail		Narrative Description	
Total for 300 - Purchased Professional and Technical Services:			\$0.00
Total for all other Objects:			\$0.00
Total for all Objects:			\$0.00
Allocation:			\$367,950.00
Remaining:			\$367,950.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110)

500 - Other Purchased Services - \$37,955.00 ▼

Budget Detail		Narrative Description	
Total for 500 - Other Purchased Services:			\$0.00
Total for all other Objects:			\$0.00
Total for all Objects:			\$0.00
Allocation:			\$367,950.00
Remaining:			\$367,950.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center

600 - Supplies - \$29,009.00



Budget Detail		Narrative Description	
		Total for 600 - Supplies:	\$0.00
		Total for all other Objects:	\$0.00
		Total for all Objects:	\$0.00
		Allocation:	\$367,950.00
		Remaining:	\$367,950.00

Budget Overview

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110)

Purpose		01 - Public School Activities	Total
Object			
100 - Personal Services > Salaries		186,242.00	186,242.00
200 - Personal Services > Employee Benefits		113,544.00	113,544.00
300 - Purchased Professional and Technical Services		1,200.00	1,200.00
500 - Other Purchased Services		37,955.00	37,955.00
600 - Supplies		29,009.00	29,009.00
Total		367,950.00	367,950.00
		Allocation	367,950.00
		Remaining	0.00

Family Resource Center Project Allocations

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110)

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Cesar A. Batala Elementary School	\$122,650.00	\$0.00	\$122,650.00	\$122,650.00
Dunbar School	\$122,650.00	\$0.00	\$122,650.00	\$122,650.00
Roosevelt School	\$122,650.00	\$0.00	\$122,650.00	\$122,650.00
Total:	\$367,950.00	\$0.00	\$367,950.00	\$367,950.00

RFP092 Family Resource Centers 2024

*** Please select one of the options**

- ☐ All items copied forward have been reviewed for accuracy.
☒ Items on this page were not copied forward.

Family Resource Center Site:

School Name	* Cesar A. Batalia Elementary School
Address	* 606 Howard Ave, Bridgeport, CT 06605
Grade Levels	* Pre-K-8th Grade

Estimated Program Budget and Matching Revenue

The administration of an FRC will likely incur costs well over the allocation provided to grantees through OSDE. 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	* \$	122,650.00
Fees	\$	
Local	\$	☐ Cash ☐ In-kind
Other	\$	☐ Cash ☐ In-kind
Total	\$	122,650.00

Site Overview

	Lead Applicant	Partner Applicant
Organization	* Bridgeport Public Schools	
Contact Person	* Dr. Hannah Whitley	
Address	* 45 Lyon Terrace, Room 310	
City, State, Zip Code	* Bridgeport, CT 06604	
Telephone	* 203-275-1064	
Email	* hwhitley@bridgeportedu.net	
Organization Type	* ☒ School District ☐ Other	☐ School District ☐ Other
If other type selected, enter type		
Date Of Board Acceptance:	08/24/2026	

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

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Cesar A. Batalia Elementary School (015-000-SG00005) - Partnership - Continuation

RFP092 Family Resource Centers 2024

* Please select one of the options

- ☐ All items copied forward have been reviewed for accuracy.
- ☐ Items on this page were not copied forward.

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	* Digna Marte	* 203-579-8500	dmarte1@bridgeportedu.net	
FRC Program Administrator	* Dr. Dementried Young	* 203-275-1369	dyoung2@bridgeportedu.net	

* Does the FRC Program Administrator meet the legislative qualifications outline in C.G.S. 10-40: "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.

23 years of school social work experience at Bridgeport Public Schools. Master's degree in Educational Leadership and Administration from Liberty University, and 092 Educational Leadership certification from Sacred Heart University.

☐ No

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

Name	Title	Phone	Email	Comments
FRC Site Coordinator	Kethlene Felician-Torres	203-579-8526	ktorres@bridgeportedu.net	

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:

LMSW from Fordham University School of Social Work and a BS in Human Services/Psychology. Also, 18 years of experience as a Family Support provider, parent educator, and case manager, as well as 8 years as an FRC Program Coordinator.

☐ 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.

The Cesar Batalia Family Resource Center (FRC) fills many needs as a comprehensive resource for family support in Bridgeport's West Side. Cesar Batalia School is large and diverse, with over 840 students from 42 countries. Established in 1994, the Cesar Batalia FRC was the first in Bridgeport. It has become the single-entry point for families, providing support and resources to maximize their school and community success. The Cesar Batalia FRC is a resource for the school and its principal and is easily accessible to all families.

The Cesar Batalia FRC fills many needs for more than 200 at-risk families and approximately 800 monthly interactions. They participate in programs made possible through alliances with the school principal, the school system, and the community. The FRC provides parenting programs, Adult learning programs, positive youth programming, and family events such as Caregiver Day, Black History celebration, Latin heritage celebrations, family field day, and early childhood programs.

The Cesar Batalia FRC has partnered with Food Rescue to assist families with their basic needs by providing healthy, nutritious food that supports their development. The FRC also provides a clothing donation closet free to children and families needing clothing, uniforms, shoes, and other necessities.

The need for full-time childcare continues to be an issue in Bridgeport, as many preschoolers lack childcare. The FRC Cesar Batalia School will continue to provide services for the in-house preschool program, including a school day program for approximately 36 4-year-olds. Preschool children also participate in daily play-groups and home visits developed and directed by FRC staff trained using the Parents as Teachers (PAT) curriculum. The PAT curriculum meets parents' needs with programs such as Music Together, developmental assessments, personal visits, and resources for more than 12 families.

FRC school-age programs are developed in collaboration with the city-wide Lighthouse program, which serve over 200 students and operate during the school year and in the summer. The FRC identifies program needs and helps run Positive Youth workshops for students throughout the school year and after school.

The FRC Adult Education program continues to meet the needs of our families with English as a Second Language classes, job coaching support meetings, and parenting workshops. Our classes are well-attended, and the waitlist maintains a steady stream of eager participants.

The FRC resource and referral component is one of the basic supports for our family-focused services. The FRC identifies gaps in resources and provides support for multiple family needs, including, but not limited to, advocacy, provision of food and clothing, on-site workshops, and referrals to community agencies. Many community agencies, coupled with staff from the Board of Education, work diligently with the FRC to provide comprehensive, integrated family support and child development programs located in a public school building.

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 Cesar Batalia Family Resource Center (FRC) continues to be an integral part of the school. It is located directly behind the main office in an area that has become our home for programs and support. The FRC has a large family room that affords flexibility for a variety of activities, including: - Meeting/resource area providing flexibility for combined parent and children's programs, mixed group children's programs, or two programs simultaneously. - Reception area, where families are welcomed. The reception area has a lending library for parents and two resource stations. - Office/parent space for the FRC volunteers, interns, and support staff. - A designated clothing closet area. - A separate storage room for organizing our diaper supply and resource supplies for the FRC. The FRC Coordinator has a separate office on-site and an adjacent parent resource and meeting room for Adult Education, parent conferences, child assessments, and community meetings. The FRC has daily preschool activities for children whose parents attend onsite programs. Preschool programs are located next door in the school's pre-kindergarten program. The FRC staff supports school-age childcare, which is located in the school building. The FRC is used for special events for the school-age program, such as parties and exhibits. The FRC will continue to run ESL (English as a Second Language) classes for both beginners and advanced students and summer school for ESL students. Additionally, job coaching sessions will continue to be held by appointment only and will also take place in our Adult Education classroom. The location and space provided for the FRC have been flexible and adequate to meet our families' and our school's needs.	3. Delivery of Services Provide a narrative for each of the following components (a-g). Each component must include: - A brief description of the service(s); program performance objective(s) supported; and target population(s) to be served, including those deemed "high-risk." - 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. - 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. The Cesar Batalia Family Resource Center (FRC) continues to provide various childcare services depending on our families' needs. When families first enroll in FRC programs, they are asked about childcare requirements in our Needs Assessment. The FRC responds to our families' needs through collaborations with and support from the Board of Education (BOE) and local programs. The FRC provides support to the following services: - School day, school year BOE NAEYC accredited pre-Kindergarten program located next door to the FRC. The program has thirty-six (36) 4-year-olds (2 classes of 18 each) with a teacher and an aide (9:1 ratio). One class is a school-day program for 4-year-olds with a sliding fee scale, and the other is a free program with income guidelines under the new PDG grant. The FRC supports the program by recruiting and outreaching to parents who might be interested, and collaborating with staff and parents to provide resources, support, and information about the variety of FRC programs available to them. - Full-time, NAEYC-accredited, quality childcare through School Readiness community programs. - On-site part-day, full-year, developmentally appropriate activities for children, birth to five years old, while their parents participate in FRC programs, including adult education, parenting workshops, job coaching, and/or support groups. The FRC's children's area is comfortable and flexible. It is set up in centers so children can choose activities and accommodate various age groups. Can work with up to 10 children, two staff, and a volunteer "grandma" (3:1 ratio). The school will continue to send families with children younger than school-age to the FRC for support and links to preschool. The FRC supports their preschool experience and their transition to school. The FRC aims to provide all children with the resources to enter school ready to learn. The FRC will use attendance logs, program surveys/evaluations and electronic data collection (Trans-Act) as a measurement tool for participation, quality, outcomes, and progress. (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 collaboration with the Cesar Batalia School and the Lighthouse Program, the Cesar Batalia Family Resource Center (FRC) will continue to provide support and resources for the school- age program. The Lighthouse Program, located at 606 Howard Avenue in Bridgeport, CT, is Batalia FRC's licensed childcare afterschool program and is in compliance with the child daycare licensing requirements as defined under C.G.S. Section 19a-77. The Cesar Batalia Lighthouse Program, an innovative school community partnership sponsored by the City of Bridgeport, receives local, state, and federal funding. The Lighthouse Program brings community sponsorship to the Bridgeport school to provide a safe and supportive environment both after school and during the summer. The Cesar Batalia Lighthouse program will focus on homework support and tutoring, guidance services, and clubs, offering various activities for students including chess, computers, arts and crafts, and sports. The program charges on a sliding fee scale for students throughout the city and has a student-to-staff ratio of ten to one (10:1). Goals for the program include increasing academic abilities with tutoring and support as well as increasing self-esteem and personal choices with the variety of available clubs and activities. Lighthouse is an approved SES (Supplemental Educational Services) tutoring program, providing small group tutoring for students. Most of the staff for the school-age program will continue to be teachers from the school who attend additional training yearly to participate as school-age program staff. In addition, the FRC will continue to attract volunteers from the community and both suburban and urban high schools to provide small group tutoring with a 1:1 or 1:2 ratio. In the summertime and during school vacations, the FRC will coordinate a variety of other programs. The FRC will also organize reading clubs, traveling play groups, and distribute books to students during vacation. The FRC will use attendance logs, program surveys/evaluations and electronic data collection (Trans-Act) as a measurement tool for participation, quality, outcomes, and progress. (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
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structures in meeting the goals, objectives and long-term vision for local adult education programs. The Cesar Batalla Family Resource Center (FRC) Adult Education component will continue to meet our families' needs. Adult Education classes will be held at the FRC as a satellite site in collaboration with the Board of Education's (BOE) Adult Education Department, which will continue to provide the FRC with an adult education teacher and materials. The adult education teacher will attend relevant professional development training each year, required by the BOE's Adult Education Department, to further develop skills and expand knowledge. Adult Basic Education in English as a Second Language classes are multi-leveled and flexible, allowing students to advance at their speed. The FRC will continue to have two levels of English classes, beginner and beginner advanced, with approximately twenty adults in each class and a waiting list of students, most of whom are from Cesar Batalla School. Our enrollment is fluid; a new student will be called to fill the space when a student cannot attend class. The classes attract students from different countries who attend regularly and are taught to read and write English and develop communication skills needed for daily life. Parents can bring children between the ages of 1 and 5 to the FRC to participate in child development activities during class. FRC has collaborated with Make the Road, a community-based immigrant advocacy organization, to provide citizenship support and help individuals become U.S. citizens. This support service was developed in response to community needs identified by the principal and parents at Cesar Batalla School. The classes at Make the Road will focus on U.S. history, government, and the English language. According to Make the Road, many FRC participants have become U.S. citizens after taking the course. By appointment, computer, instruction and job coaching will progress at the Cesar Batalla FRC. We have several laptops available in the FRC main room that can be used on an appointment basis. Our parents have become increasingly comfortable researching jobs, housing, and contacting family members and friends from their native countries. We also utilize the 10 laptops sponsored by our PAC (Parent Advisory Council) program to facilitate computer assistance and provide the families needing jobs with job coaching classes that focus on resume building, interview practice, appropriate dress code, and more. Literacy in English and Spanish continues to be an issue for the FRC families. The FRC offers materials (such as books and dictionaries) to support literacy; engages in educational games to enhance English skills; and makes referrals to community agencies for literacy support. These agencies include the Bridgeport Public Library and Mercy Learning Center. Additionally, FRC staff will assist families in reading and completing many essential forms and informational fliers that our families receive and cannot read independently. Adult Literacy in our FRC continues to be a high priority requiring maximum flexibility and commitment. The FRC will use attendance logs, client satisfaction surveys, and an electronic data collection system (Trans-Act) as a measurement tool to capture participation, retention, quality, outcomes, and progress.	(d) Support and Training for Family Day Care Providers Component (maximum of 500 words.) * Provide required items (i., ii., iii.) described above: The Cesar Batalla Family Resource Center will continue to promote the Connecticut Early Learning and Development (ELD) Standards through virtual workshops, and incentives to help Family Day Care providers. Information will be distributed about child development and each provider can be referred to an appropriate community agency for additional information including tax benefits, licensing, and business criteria. The FRC staff will continue to provide support to informal childcare providers (those who care for the children of friends and relatives). The Child Care Provided Training is uniquely designed to provide individuals with a love for children and a desire to make a difference the tools needed to become a competent caregiver. This training's objective is to serve as a resource of support and information required for a healthy and safe learning environment for children to grow and develop. The eight sessions of training are based on information, education, and activities to enhance their childcare services. The training series includes American Red Cross Infant & Child First Aid/ CPR classes and certifications. Recruitment occurs through the school, the FRC Advisory Board, and the community. The FRC will continue our efforts with the expansion of our Lending Library for licensed and unlicensed family daycare providers. This resource allows individuals who care for children to borrow books, puzzles, educational DVDs, literature, activity ideas, and more to provide varied and developmentally appropriate activities. It also allows FRC staff to interact and develop a closer bond with these providers. Family Day Care continues to be the most widely used childcare resource for families with infants and toddlers. In the Cesar Batalla School neighborhood, many of these providers are isolated child caregivers, who are grateful for the support and resources the FRC provides. The Cesar Batalla Family Resource Center will continue to support these childcare providers, assist in expanding the numbers of licensed programs in our area, and provide resources and training to ensure high-quality programs. Participants register in advance and sign an agreement of participation. Participant surveys are given at the end of the training so that we can evaluate the effectiveness of the program and implement any changes needed for future sessions.	(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. The Cesar Batalla FRC Families-In-Training (FIT) component will continue to provide supportive guidance, education, screenings, home/personal visits, and referrals for families with children ages birth through five years of age. We are currently using the Parents as Teachers (PAT) curriculum, a Missouri-based program that trains affiliates and subscribers in child development, developmental assessment, parenting, and support services to create a pathway towards success. The FRC Families-In-Training home/personal visitation initiative serves up to fifteen families annually. Currently, the program coordinator is the parent educator, providing services for children from birth to three and three to five years old. The FRC Coordinator will also administer the 'Ages and Stages' assessment for enrolled children. The Families-In-Training program recruits families from community members who request support and developmental information through observation, a needs assessment instrument, and referrals. Outreach activities will target School Readiness programs, and staff will participate in public forums such as the annual Parent Convention and school-wide activities to inform families about FRC services. This component will continue to include family literacy programs, parenting information, support groups, playgroups, and family programs/curricula such as Music Together, Sow Your Seeds Parenting Program, Raising Readers, Family Fitness, Yoga, and health training. Fairfield County United Way-Bridgeport Prosperity will partner to implement an interactive parent/child series through its research-based initiative "Bridgeport Basics," which focuses on stress management, communication, counting, grouping, comparing, music and movement, reading, and discussion. All FIT programs will operate at the FRC, families' homes or community library. Program participation is all free. The parenting workshops will focus on various topics depending on the families' needs. Based on the health and safety regulations of COVID-19, the FRC will continue to facilitate these workshops virtually, in person and off-site as needed. Personal visits will be by appointment. They will model how to play with young children and share ideas on using the home environment in the best way for the child. These visits will be bi-weekly or monthly. Most families require one home/personal visit per month. The Program Coordinator will complete developmental screenings for all children. If a child's development is delayed, other staff resources (such as Birth to Three) will be utilized to assess the child and provide additional support to families. Birth to Three may hold assessments and playgroups at the FRC, where the families feel more comfortable. The Bridgeport FRCs (Family Resource Centers) will refer families to our partners, TheraCare, a Connecticut Birth to Three program location at 50 Washington St, Ste 502, Norwalk, CT, that provides Comprehensive Early Intervention Supports (EIS). All FIT activities can be modified to fit the needs of any child with disabilities or developmental delays. The FRC will use attendance logs, client satisfaction surveys, a Likert scale, age and stage assessments, and an electronic data collection system (Trans-Act) as measurement tools to capture participation, retention, quality, outcomes, and progress.	(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. The Cesar Batalla Family Resource Center will continue to provide Positive Youth Development services through resources and programs that support students' staying in school and enhancing self-esteem. This component focuses on children ages 8 to 13 in the 3rd through 6th grades. FRC staff and school personnel will be involved in the Positive Youth Programs. The FRC has partnered with the Cesar Batalla After School Lighthouse Program to meet this population's needs by providing financial literacy workshops, art photography self-esteem workshops, and healthy hygiene/ pro-social skills workshops. The FRC will continue to identify issues of concern to support families and students' development. Parents can share concerns at school meetings and support groups. The FRC Advisory Board is where positive youth programs are discussed and developed. Programs will be scheduled during the school day, after school, and in the evenings to reach the largest number of interested families. One program is Career Day, during which the FRC helps identify and host student career presentations. Community workshops will be provided on varied topics such as safety, self-esteem, substance abuse and violence, prevention, social skills, employment possibilities, and conflict resolution. The primary objectives of the Positive Youth Development Component at the Cesar Batalla FRC include: - Providing programs that support students staying and progressing in school - Promoting conflict resolution strategies and violence prevention
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- Preventing teen pregnancy
- Enhancing students' self-esteem
- Broadening knowledge of the students' cultures and community in which they live, and
- Becoming aware of a variety of choices after they finish high school.

The Cesar Batala FRC purchases materials and resources and participates in groups and meetings when students and/or families will benefit from our services. The school principal, social workers, guidance counselor, psychologist, and FRC staff facilitate complementary programs with children in the school, using appropriate curricula and materials. The school sponsors multicultural programs, awards nights, math fun nights, reading in pajamas activities, and other activities to support students' bonding to school and being successful at learning. The FRC space and resources are used for tutoring sessions, student meetings, and conflict resolution groups. The FRC will continue to reinforce the use of school uniforms to enhance students' self-esteem with resources and a uniform swap program so parents can bring usable uniforms and switch for needed ones.

The FRC will use attendance logs, client satisfaction surveys, and an electronic data collection system (Trans-Act) as a measurement tool to capture participation, retention, quality, outcomes, and progress.

The Lighthouse Program, located at 606 Howard Avenue, Bridgeport, CT 06605, is the Youth Service Bureau (YSB) local entity. The name and location of the regional entity responsible for administering C.G.S. Section 10-19m. Lighthouse was consulted to ensure that the alignment and relationship of PYD activities are consistent with the needs of local youth.

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

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

The Cesar Batala Family Resource Center (FRC) will continue to be an integral part of the Cesar Batala/West End information network. The resource and referral component of the FRC is highly successful due to the integration of personnel and fiscal support from the Board of Education (BOE), community agencies, entitlement programs, and FRC staff.

The Cesar Batala FRC has many contacts within the school, the Board of Education, and the community which provide information and assistance to our families. School professionals such as social workers, psychologists, and guidance counselors facilitate workshops and informational sessions for parents. Workshops will be held to inform families about community resources, often with staff from area agencies. In addition, the FRC staff will use Infoline to access statewide, regional, and local resources. FRC staff members often help families understand complicated forms and letters from the Department of Social Services, WIC, HUSKY, Housing, Immigration, and Social Security.

The objectives of the Resource and Referral Component will be:

- Identify the needs of our target families;
- Discuss and prioritize identified needs;
- Research local, regional, and state-wide resources;
- Meet families' needs ranging from a quick information solution to complex, multi-faceted problems;
- Assist families in developing problem-solving skills and independence when accessing further services;
- Support confidentiality about families' concerns;
- Follow up with families about referrals to ensure that their concerns have been adequately addressed.

Families' needs will continue to be identified, discussed, prioritized, and solutions will be researched. All FRC staff will be involved in this component and issues will be shared and discussed during our staff meetings. Most of the families at the Cesar Batala FRC have resource and referral-related requests. We have expanded our resources to better serve our community. Our Food Rescue Program now provides groceries and freshly prepared meals weekly to our most vulnerable clients. Additionally, through our partnership with the CT Diaper Bank, we offer monthly supplies of diapers to families in 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.

The Cesar Batala Family Resource Center understands the importance and is prepared to meet the unique needs of students with disabilities through delivery of appropriate accommodations and adopting the district's plan of inclusion. The FRC ensures all children have equitable access to the family resource center's resources and programming. Space and activities will be modified as needed. No child or family shall be excluded from the Family Resource Center and/or its activities.

Additionally, the FRC will host a workshop(s) for parents to equip them with the tools necessary for effectively advocating for their child as well as Understanding the IEP (Individualized Education Program) EP, procedural safeguards and continuing the Parent Conversation Cafe (peer parent support-group).

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.

Type	Document Template	Documents	Document/Link
Family Resource Center Principal Letter of Support (Upload at least 1 document(s))	N/A		Batala - FRC 26-27 Letter of Support

5. Fees and Funding (maximum of 300 words)

- * 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.

N/A

6. Personnel Management (maximum of 500 words)

- * 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.

The Cesar Batala Family Resource Center will continue to work within the school community setting, the school, district, and state. The FRC program staff have specific job descriptions and are supervised and evaluated continuously. The three Bridgeport FRCs also have an Advisory Board that meets at each site and consists of parents and pertinent school personnel involved in the Family Resource Center. Advisory Board meetings include updates and feedback about FRC programs and ideas and plans for future programs.

Bridgeport has three Family Resource Center programs in three distinct neighborhoods. The three coordinators meet monthly with the Director of Social Work and FRC administrator, Dr. Dementred Young, to coordinate and collaborate on programs, resources, updates and how each program can support the others. In addition, the coordinators can manage families moving from one section of the city to another and ensure they are connected with an FRC in their new neighborhood. The FRC administrator is the managing

supervisor. Dr. Dementred Young is responsible for hiring FRC staff and acts as a sounding board for any issues, concerns, and ideas the coordinators bring. The latest programs at FRCs are discussed and developed. School Principals regularly contact each FRC location and provide input on activities and programs. Principals and the program supervisor conduct yearly evaluations.	7. Data Collection and Evaluation (maximum of 500 words) * 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 of participant information. If selected for funding, agencies may be asked to develop a tailored logic model and formal evaluation plan. The Cesar Batalia FRC utilizes a structured and integrated approach to collect, maintain, and report comprehensive program information related to services, activities, and participants. This process ensures consistency with State Department of Education requirements, supports continuous program improvement, and safeguards participant privacy. The data collection process begins during the intake and registration of families. A standardized Family Assessment and Registration Form is completed, either independently or with the assistance of any trained FRC staff member. This form captures baseline data on family demographics, needs, interests, and service eligibility. The information is then entered into Trans-Act, the mandated data management system, which serves as the centralized database for all FRC program activity. Program-specific enrollment follows based on participant interest and need: Parents as Teachers (PAT): Families enrolled in PAT complete a curriculum-specific registration process. The Program Coordinator/Parent Educator facilitates this during the initial orientation meeting. Data from parent meetings, home visits, screenings, and playgroups is collected, logged, and entered into Trans-Act. PAT's structured components ensure consistent and measurable data tracking. Adult Education (ESL Classes): Adult learners participating in English as a Second Language (ESL) classes are registered by the Adult Education Instructor, who records attendance and provides updates to the FRC Coordinator for data entry into Trans-Act. School-Age Enrichment Programs: Children participating in academic enrichment programs are registered for each activity. Attendance is recorded daily by program facilitators and entered into the data system by the FRC Coordinator. Families in Training activities: Music Together class, playgroup, parent workshops, and early childhood enrichment programs and parent workshops require pre-registration. Attendance is recorded weekly by program facilitators and entered into the data reporting system by the FRC Coordinator. The FRC Coordinator, who has completed formal training in the use of the Trans-Act system, oversees data quality and reporting and is responsible for inputting and updating participant records and validating data accuracy and completeness across services. Additional FRC staff, including the FRC Activity Facilitator, Adult Education Teacher, and other program facilitators, contribute to data collection by maintaining attendance records, tracking service delivery, and providing documentation for input into Trans-Act. The Cesar Batalia FRC maintains strict protocols to protect the privacy and confidentiality of all participant information, including: - Electronic data is stored securely within the password-protected Trans-Act system, which complies with state data protection standards. - Paper records, including sign-in sheets, agendas, and enrollment forms, are stored in locked filing cabinets accessible only to authorized personnel. - Data is never shared outside of approved reporting protocols, and families are informed of their rights and protections upon intake. All program-related documentation, such as promotional materials, communication logs, and activity reports, is organized and maintained in labeled folders by program year. This ensures transparency and ease of access for monitoring and evaluation purposes.
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Budget

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center
(16110) - Cesar A. Batalla Elementary School (015-000-SG00005) - Partnership - Continuation

Object	Total
100 - Personal Services > Salaries	\$62,903.00
200 - Personal Services > Employee Benefits	\$38,041.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$14,377.00
600 - Supplies	\$7,329.00
700 - Property	\$0.00
800 - Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$122,650.00
	Allocation \$122,650.00
	Remaining \$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Cesar A. Batalla Elementary School (015-000-SG00005) - Partnership - Continuation

100 - Personal Services > Salaries - \$62,903.00 ▼

Budget Detail

Narrative Description

Object: 100 - Personal Services > Salaries
Purpose: 01 - Public School Activities
LEA / School: Cesar A. Batalla Elementary School (015-000-SG00005)

Quantity: 1.00

Cost: \$62,783.00

Line Item Total: \$62,783.00

1 FTE FAMILY RESOURCE COORDINATOR

Object: 100 - Personal Services > Salaries
Purpose: 01 - Public School Activities
LEA / School: Cesar A. Batalla Elementary School (015-000-SG00005)

Quantity: 1.00

Cost: \$120.00

Line Item Total: \$120.00

FRC ACADEMIC AND SEL IMPROVEMENT - PROFESSIONAL DEVELOPMENT
1 COORDINATOR x 2 DAYS x 2 HRS x \$30 PER HR = \$120

Total for 100 - Personal Services > Salaries: \$62,903.00

Total for all other Objects: \$59,747.00

Total for all Objects: \$122,650.00

Allocation: \$122,650.00

Remaining: \$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Cesar A. Batalla Elementary School (015-000-SG00005) - Partnership - Continuation

200 - Personal Services > Employee Benefits - \$38,041.00 ▼

Budget Detail

Narrative Description

Object: 200 - Personal Services > Employee Benefits

Purpose: 01 - Public School Activities

LEA / School: Cesar A. Batalla Elementary School (015-000-SG00005)

Quantity: 1.00

Cost: \$38,013.00

Line Item Total: \$38,013.00

FAMILY RESOURCE COORDINATOR FRINGE
MEDICARE @ 1.45% - \$910
MERF @ 21.93% - \$13,768
HEALTH - \$23,333

Object: 200 - Personal Services > Employee Benefits

Purpose: 01 - Public School Activities

LEA / School: Cesar A. Batalla Elementary School (015-000-SG00005)

Quantity: 1.00

Cost: \$28.00

Line Item Total: \$28.00

FRC ACADEMIC AND SEL IMPROVEMENT - PROFESSIONAL DEVELOPMENT FRINGE
MEDICARE @ 1.45% - \$2
MERF @ 21.93% - \$26

Total for 200 - Personal Services > Employee Benefits: \$38,041.00

Total for all other Objects: \$84,609.00

Total for all Objects: \$122,650.00

Allocation: \$122,650.00

Remaining: \$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Cesar A. Batalla Elementary School (015-000-SG00005) - Partnership - Continuation

500 - Other Purchased Services - \$14,377.00

Budget Detail		Narrative Description
Object: 500 - Other Purchased Services Purpose: 01 - Public School Activities LEA / School: Cesar A. Batalla Elementary School (015-000-SG00005) Quantity: 1.00 Cost: \$13,377.00 Line Item Total: \$13,377.00		- PAT Renewals - \$1,125 - Transact Annual Fee - \$900 - Alliance Dues - \$500 - Prepared food for non-academic parents/community events, ceremonies, banquets, celebrations, activities, open house, etc. - \$3,652 - Families in Training Engagement (Field Trips) - \$2,500 - Families in Training Engagement (Vendors/Presenters) - \$3,500 - After School Engagement - Positive Youth Development - \$1,000 - Diaper Bank Membership - \$200
Object: 500 - Other Purchased Services Purpose: 01 - Public School Activities LEA / School: Cesar A. Batalla Elementary School (015-000-SG00005) Quantity: 1.00 Cost: \$1,000.00 Line Item Total: \$1,000.00		- Transportation - Field Trips - \$1,000
Total for 500 - Other Purchased Services:		\$14,377.00
Total for all other Objects:		\$108,273.00
Total for all Objects:		\$122,650.00
Allocation:		\$122,650.00
Remaining:		\$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Cesar A. Batalla Elementary School (015-000-SG00005) - Partnership - Continuation
600 - Supplies - \$7,329.00

Budget Detail

Narrative Description

Object: 600 - Supplies

Purpose: 01 - Public School Activities

LEA / School: Cesar A. Batalla Elementary School (015-000-SG00005)

Quantity: 1.00

Cost: \$7,329.00

Line Item Total: \$7,329.00

- Administrative/Office Supplies - \$2,000
- Community Resources/Supplies - \$1,000
- Printing & Outreach/Promotional Supplies - \$1,325
- Early Childhood Resources and Materials - \$3,004

Total for 600 - Supplies:	\$7,329.00
Total for all other Objects:	\$115,321.00
Total for all Objects:	\$122,650.00
Allocation:	\$122,650.00
Remaining:	\$0.00

Budget Overview

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Cesar A. Batalla Elementary School (015-000-SG00005) - Partnership - Continuation

Filter by Location: All - \$122,650.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		62,903.00	62,903.00
200 - Personal Services > Employee Benefits		38,041.00	38,041.00
500 - Other Purchased Services		14,377.00	14,377.00
600 - Supplies		7,329.00	7,329.00
Total		122,650.00	122,650.00
		Allocation	122,650.00
		Remaining	0.00

Family Resource Center Project Allocations

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Cesar A. Batalla Elementary School (015-000-SG00005) - Partnership - Continuation

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Cesar A. Batalla Elementary School	\$122,650.00	\$0.00	\$122,650.00	\$122,650.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Cesar A. Batalla Elementary School (015-000-SG00005) - Partnership - Continuation

Required Documents	
Type	Document Template Document/Link
Family Resource Center Principal Letter of Support [Upload at least 1 document(s)]	N/A  Batalla - FRC 26-27 Letter of Support
Optional Documents	
Type	Document Template Document/Link
Other Family Resource Center Documentation	N/A

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Cesar A. Batalla Elementary School (015-000-SG00005) - Partnership - Continuation

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.

The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

RFP092 Family Resource Centers 2024

*** Please select one of the options**

- ☐ All items copied forward have been reviewed for accuracy.
☒ Items on this page were not copied forward.

Family Resource Center Site:

School Name	* Dunbar Elementary School
Address	* 445 Union Ave, Bridgeport, CT 06607
Grade Levels	* Pre-K-8th Grade

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	* \$ 122,650.00		
Fees	\$	☐ Cash	☐ In-kind
Local	\$	☐ Cash	☐ In-kind
Other	\$	☐ Cash	☐ In-kind
Total	\$ 122,650.00		

Site Overview

	Lead Applicant	Partner Applicant
Organization	* Bridgeport Public Schools	
Contact Person	* Dr. Hannah Whitley	
Address	* 45 Lyon Terrace, Room 310	
City, State, Zip Code	* Bridgeport, CT 06604	
Telephone	* 203-275-1064	
Email	* hwhitley@bridgeportedu.net	
Organization Type	* ☒ School District ☐ Other	☐ School District ☐ Other
If other type selected, enter type		
Date Of Board Acceptance:	08/24/2026	

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

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (015-000-SG000006) - Partnership - Continuation

RFP092 Family Resource Centers 2024

* Please select one of the options

- ☐ All items copied forward have been reviewed for accuracy.
- ☐ Items on this page were not copied forward.

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	* Sarah-Jane Henry	* Principal	* 203-275-3631	sheny@bridgeportedu.net	
FRC Program Administrator	* Dr. Dementried Young	* Director of Social Work	* 203-275-1369	dyoung2@bridgeportedu.net	

* Does the FRC Program Administrator meet the legislative qualifications outline in C.G.S. 10-40: "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.

23 years of school social work experience at Bridgeport Public Schools. Master's degree in Educational Leadership and Administration from Liberty University, and 092 Educational Leadership certification from Sacred Heart University.

☐ No

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

Name	Title	Phone	Email	Comments
FRC Site Coordinator	Kelice Charles	Program Coordinator	203-275-3631	kcharles@bridgeportedu.net

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:

BA from Monroe College. 8 years of experience in education and field instruction, child care, and program development.

☐ 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.

The FRC continues to meet community needs as a broad resource focusing on families residing in Bridgeport's East End. Bridgeport is Connecticut's largest city and continues to face significant economic challenges. Dunbar School is a Title I school, educating approximately 370 students from pre-kindergarten (ages 3 and 4) through 8th grade. According to the most recent EdSight data, Dunbar continues to serve a student population with significant economic need. The community also has a high child poverty rate. Based on the most recent 2024 data from the U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE), approximately 24.7% of school-age children ages 5-17 within the Bridgeport School District are from families living below the poverty line. For over 20 years, the FRC has provided resources and support with practical assistance that is easily accessible to the community.

The Dunbar FRC can serve one hundred adults monthly through programs implemented in partnership with the school, school system, and community agencies. FRC provides parenting programs, positive youth programming, school-age academic enrichment, and assists with family events such as the School Conferences, Back to School Nights, Career Day, Family STEM and Literacy Engagement, Parent Advisory and School Governance Councils & facilitates training and workshops further to meet the needs of families in the community as it relates to advocacy, empowerment, life skills, academic support, and resources.

FRC will provide services for students enrolled in Dunbar School's early childhood Pre-K programs. This will include support for preschool classrooms with children ages three and four through the FRC initiatives. The FRC Coordinator will provide support to neighborhood agencies and home childcare sites. Preschool families may also participate in weekly playgroups and home/personal visits developed and directed by FRC staff as a part of Families in Training. FRCs currently follow the Parents as Teachers curriculum. PAT's objective meets the needs with parenting programs, developmental assessments, home and personal visits, and resources for a minimum of ten families.

FRC school-age programs are developed with Dunbar Elementary School and ACCESS Educational Services to promote and encourage STEM Engagement and 4-H to develop leadership skills. To foster social and emotional wellness, FRC will promote the fundamentals of the RULER Program. The FRC will identify needs for the program and assist a variety of Positive Youth programs for students throughout the school year. FRC includes high school leadership, college prep and STEM Initiatives as part of its transitional programming for eighth-grade graduates.

The FRC adult education program will meet the needs of our families through English as a Second Language Tutoring, Basic Literacy Tutoring, Job Coaching, Computer Training, parenting workshops, and a Child Care Provider Training Series for individuals who provide or are interested in providing informal care for children) and National Alliance of Mental Illness (NAMI) Basics.

The FRC resource and referral component is fundamental to our family-focused services. Needs are identified and supported for family needs, including advocacy, food and clothing provision, on-site workshops, and community agency referrals. Community agencies and staff from the Board of Education (BOE) work diligently with the FRC to provide a comprehensive, integrated family support and child development program in a public-school building.

☐ 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 Dunbar Family Resource Center (FRC) is located within Dunbar School, which serves students in grades Pre-K through 8. It is on the first floor, close to the main office.

The FRC has one large classroom which has been partitioned into four individual areas affording flexibility for a variety of activities, including:

- Meeting/resource area providing flexibility for combined parents' and children's programs, mixed group children's programs, or two programs simultaneously.
- Reception area, where families are welcomed. There is a nearby bathroom facility.
- Computers with access to the internet for parents and children to use, with assistance available as needed.
- Large storage closet with materials, books, and resources for families.

The FRC Coordinator has a divided office and meeting areas. These are used for various situations that require privacy, such as parent conferences, workshops, classes, or child developmental screenings.

The FRC has preschool activities for children whose parents are attending onsite programs. Preschool programs are located close by in the school's pre-kindergarten program. The FRC staff supports school-age childcare, located in the school building. The FRC can also be used for special events and programs such as parent engagement and training, club meetings, educational activities, cultural celebrations, and exhibits. The location and space provided for the FRC are flexible and adequate to meet our families' and our school's needs, with notification.

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.

The FRC provides the following services:

Full-day, school-year BOE NAEYC-accredited pre-kindergarten programming is down the corridor from the FRC. The program has one preschool classroom for children ages three and one for children ages four, each with a teacher and an aide (9:1 ratio). Payment for the full-day program is determined by a sliding fee scale and processed by the BOE Office of Early Childhood. The FRC will support the program through recruitment and outreach to interested parents, as well as collaboration with staff and parents to provide resources and information about the various FRC programs available, including parent/child interactive activities. Additionally, the FRC will facilitate enhanced educational experiences to build literacy through home libraries with classroom story time and book donations, hands-on STEM activities, field trip sponsorship, educational materials and learning bags to foster family engagement.

The FRC offers part-day, full-year, developmentally appropriate activities for children, birth to five years old, while parents participate in FRC programs, including adult education, parenting workshops, and support groups. The FRC 'children's discovery area' is comfortable and flexible. It is set up in 'centers' so children can select activities and accommodate various age groups, up to ten children with one staff member and volunteers. The FRC hosts guided and self-guided playgroups for parents and caregivers with children ages 0-5 to provide a unique opportunity to nurture social and emotional growth, and play and learn activities.

Collaborative links and referrals to the local full-day nationally accredited Head Start program (geographically nearby), including co-location of parenting workshops, community referrals, on-site educational activities, and shared resources.

The school will continue to send families with children younger than school-age to the FRC for support and linkages to preschool. The FRC supports the preschool experience, school readiness, and the healthy transition process. The FRC aims to provide all children with the resources to enter school ready to learn. The FRC will use attendance logs, program surveys/evaluations and electronic documentation (Trans-Act) as measurement tools for participation, quality, outcomes, and progress.

(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.

The Dunbar Family Resource Center (FRC) will provide school-age childcare through activities/clubs such as NASEF Scholastic E-Sports and STEM, emphasizing teamwork, discovery, and innovation. The program curriculum is built around theme-based Challenges to engage participants in research, problem-solving, coding, and hands-on engineering exploration. Additionally, NASEF provides the opportunity for students to learn the multitude of behind-the-scenes careers of gaming, such as programming, technical support, animators, engineers, physical therapists, marketing, graphic designers, etc.

To contribute to eliminating health disparities within low-income communities, the FRC will continue to coordinate and host The Hispanic Health Council's community-based research and culturally appropriate puppet show health series with a focus on students in grades Pre-K to two. To close the gap of women entering computer science, the FRC will host Girls Who Code Club to expose female and male participants to code building to enhance skills and community as they complete coding projects.

The FRC will inform parents of opportunities and resources for Before-School Programming and resources on an as-needed basis.

Dunbar FRC's school-aged STEM initiative is in partnership with ACCESS Educational Services, a non-profit that provides educational and supportive services to middle and high school students to prepare them for college, particularly in Science, Technology, Engineering, or Mathematics.

Understanding that area students are typically minorities, often low-income, and/or will be first-generation college students allows for STEM exposure, resources, and opportunities. STEM-related programs encourage students to pursue STEM-related careers. The FRC will co-host biannual city-wide STEM activities and summits for middle school and high school students as a member of the Greater Bridgeport STEM Ecosystem of United Way of Coastal Fairfield County.

The FRC's 4-H Program is part of the University of Connecticut Land Grant programming. Through this research-based program, 4-H participants complete hands-on projects in health, science, agriculture, and civic engagement in a positive environment where they receive guidance and take on leadership roles.

The Dunbar FRC will also engage students through activities like the signature Reading Rocks Program to enhance reading literacy skills. In partnership with Junior Achievement, it will coordinate a financial literacy series for students to promote financial literacy and entrepreneurship. The 4-H Club will focus on leadership, increasing self-esteem, civic engagement and encouraging and supporting academic excellence.

(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.

Dunbar's FRC strives to meet adult education needs. Supporting immigrant families is a priority, wherein the FRC works to coordinate support for Citizenship Pathways and Immigrant Rights workshops through our Virtual Classroom in partnership with Make the Road, as well as prioritizing topics and resources that most affect transitioning families through "Know Your Rights" workshop series with topics including: Health and Nutrition; Fair Housing; Citizenship; Bilingual Education; Community Resources, HUSKY, College ACCESS etc. Through the Job Readiness initiative, learners will be provided with the tools needed for employment, such as online job searching, job applications and resumes, effective interviewing, personal branding, dressing for success, and entrepreneurship. The FRC will coordinate a virtual series with the CT Department of Labor, The Workplace and Dress for Success. The FRC offers a mental health training series with the National Alliance on Mental Illness. NAMI Basics is a series that allows families and caregivers to connect while learning about mental illness, its impact on children and adolescents, and advocacy strategies to overcome challenges. This training focuses on families and caregivers connected to individuals with a diagnosis of mental illness (or in the process of getting an evaluation) with diverse and complex needs. Two sessions are offered annually in English and Spanish to reflect the cultural needs of the families served. According to the National Library of Medicine, urban food environments affect health, primarily through the low cost of fast foods and scarce supermarkets with fresh foods, including produce and vegetables, which contribute to poor nutrition and obesity in the community. The FRC will educate families through a series of virtual "Lunch and Learn" health workshops in partnership with St. Joseph's College SNAP-Ed Program, Hispanic Health Council and Community Health Network of Connecticut to promote affordable healthy lifestyles. Attendance logs, program pre-post surveys/evaluations, and electronic documentation (Trans-Act) will be used to measure participation and quality outcomes. This will assess the effectiveness and knowledge growth of learners.	(d) Support and Training for Family Day Care Providers Component (maximum of 500 words.) Provide required items (i., ii., iii.) described above: The Dunbar FRC aims to support local licensed Family Day Care providers and informal childcare providers, improving knowledge of child development, facilitating referrals to increase clientele, conducting workshops, and providing resources and a Lending Library to enhance programs. The training series will be offered to increase the quality of the care provided, enhance school readiness, and raise the confidence of the providers. The Dunbar Family Resource Center will continue to promote the Connecticut Early Learning and Development (ELD) Standards through workshops, site visits, and incentives to help Family Day Care providers. Information will be distributed about child development and each provider can be referred to an appropriate community agency, such as All Our Kin, for additional information including tax benefits, licensing, and business criteria. The FRC staff will continue to strive to support childcare providers through a formalized Child Care Provided Training which is uniquely designed to train nurturing individuals with a love for children and a desire to make a difference in the tools needed to become a competent caregiver. This training's objective is to serve as a resource of support and information required for a healthy and safe learning environment for children to grow and develop. The eight sessions of training are based on information, education, and activities to enhance childcare services. The training series includes American Red Cross Infant & Child First Aid/ CPR classes and certifications. Recruitment occurs through the school, the FRC Advisory Board, and the community. The FRC will continue efforts with the expansion of the Lending Library for licensed and unlicensed family daycare providers. This resource allows people who care for children to borrow books, puzzles, manipulatives, educational DVDs, literature, activity ideas, and more to provide varied and developmentally appropriate activities. It also allows FRC staff to interact and develop a closer bond with these providers. Family Day Care continues to be a widely used childcare resource for families with infants and toddlers. Within Dunbar School's neighborhood many of these providers are isolated child caregivers, who are grateful for the support and resources the FRC provides. The Dunbar Family Resource Center will continue to support these childcare providers, assist in expanding the numbers of licensed programs in our area, and provide resources and training to ensure high-quality programs. Participants register in advance and sign an agreement of participation. Participant surveys are given after at the end of the training so that the FRC can evaluate the effectiveness of the program and implement any changes needed for future sessions.	(e) Families in Training Component (maximum of 500 words) In addition to the items described above (i., ii., and iii.), also include: The 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. The Dunbar FRC Families-In-Training (FIT) component will provide supportive guidance, education, screenings, home/personal visits, and referrals for families with children ages birth through five years of age. Parents as Teachers (PAT) curriculum, a Missouri-based program that offers training in child development, assessments, parenting, and support to create a pathway towards success, is currently used. FIT will provide supportive guidance, education, screenings, home/personal visits, and referrals for families with children ages birth through five years of age. Parents as Teachers (PAT) curriculum, a Missouri-based program, will offer training in child development, assessments, parenting, and support to create a pathway towards success & is currently used. The FIT home/personal visitation initiative serves up to fifteen families annually. The program coordinator serves as the parent educator and provides such services, and will administer the "Ages and Stages" assessment for enrolled children and refer to our partnering agencies, and Thera-Care Birth to Three Program, which provides Comprehensive Early Intervention Supports (EIS). All FIT activities can be modified to fit the needs of any child with disabilities or developmental delays. Activities include, but are not limited to: family literacy programs, parenting information, support groups, social and emotional connection and engagement, hands-on sensory activities, open and instructional playgroups, and research-based curricula such as Music Together, Read to Grow, and Raising Readers. Bridgeport Prosper will partner to implement an interactive parent/child series through its research-based initiative, Bridgeport Basics, which focuses on stress management, communication, counting, grouping, comparing, music and movement, reading, and discussion. All FIT programs will operate at the FRC, families' homes, or community libraries. Additionally, the FRC will include hands-on STEM programming through our "Little Engineers" Club as an early exposure effort to demystify Science, Technology, Engineering, Art, and Math. All programs and services provided under the FIT component are inclusive to children of all abilities, including those with disabilities or developmental delays. FIT activities can be modified to meet the special needs of any child with disabilities or delays. In addition, the FRC will include materials and resources that support the positive development of children with developmental delays, such as sensory materials for "messy play" (sensory paint, slime, playdough, etc.) and hands-on activities (cutting/pasting, sensory bins, light table, etc.) with a lot of modeling. These activities stimulate children while helping to develop fine/gross motor skills, provide sensory input and encourage learning through exploration and fun. We use "messy play" to stimulate brain development and expose children to various textures and sensations in a controlled way. This can be helpful for children who experience hypersensitivity or hyposensitivity, which are common amongst children with different abilities.	(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. The Dunbar Family Resource Center (FRC) will continue to provide Positive Youth Development services through resources and programs that support students' staying in school and enhancing self-esteem. This component focuses on children ages 8-13 who are in the grades 3-6. FRC staff will collaborate with school personnel, the Lighthouse Afterschool Program, Bridgeport Newfield Public Library, the YMCA (Raphola Taylor Community Center), Coastal Fairfield County's Greater Bridgeport STEM Eco-System, and ACCESS Educational Services to enhance Positive Youth Development Initiatives. The FRC will survey parent and student needs at Parent Advisory Council and School Governance Council meetings and informal connections. Programs will be scheduled during the school day, after school and in the evenings, in collaboration with Dunbar School, upon availability, to reach the largest number of interested families. The major objectives of the Positive Youth Development Component at the Dunbar FRC include: - Providing programs that support students' staying and progressing in school - Promoting conflict resolution strategies and violence prevention - Enhancing students' self-esteem - Broadening knowledge of the students' cultures and the community in which they live - Becoming aware of a variety of choices after they finish high school.
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managing supervisor, Dr. Dementred Young is responsible for hiring FRC staff and acts as a sounding board for any issues, concerns, and ideas the coordinators bring. Recent programs at the FRCs are discussed and developed. School Principals are in regular contact with the FRC's staff and provide regular feedback on activities, programs, and annual evaluations. The lead principals conduct yearly evaluations. During enrollment, demographic and needs information is also determined through the online database.

7. Data Collection and Evaluation (maximum of 500 words)

* 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 of participant information. If selected for funding, agencies may be asked to develop a tailored logic model and formal evaluation plan.

The Dunbar Family Resource Center used a variety of ways to collect, maintain and report relevant program information on services, activities, and participants of the FRC. The process begins with the completion of an FRC registration form during intake. This form collects essential demographic and service-related information, including family needs, interests, and eligibility for specific FRC services. Families that require assistance are supported by FRC staff during the completion of the registration, ensuring accuracy and completeness. The data collected aligns with the requirements of the TransAct data system, allowing for smooth transfer and input into the secure electronic database.

Families may enroll in multiple FRC services following registration. The Parents as Teachers (PAT) model is used for the Families in Training component. Enrollment in PAT is facilitated during an introductory meeting with the Program Coordinator/Parent Educator, who also assists in completing the PAT-specific registration forms. These forms document participation in home visits, developmental screenings, group meetings, and playgroups. All associated data is entered into the TransAct System, which monitors progress and outcomes over time.

Attendance and participation in all programming, such as workshops, trainings, positive youth activities, and play-and-learn groups, are documented using sign-in paper sheets. Data is then entered into TransAct. Participant satisfaction is measured through surveys, and needs assessments are conducted through family and child assessments.

The FRC Coordinator oversees all data management and reporting across programs. The coordinator has been trained in using the TransAct system and can enter registration information, generate attendance and performance reports, and verify data for accuracy. To safeguard the confidentiality and privacy of FRC members, all participant data that is stored electronically is protected by password-protected systems with role-based access controls. Paper documents containing confidential information are stored in locked file cabinets in secure offices. Only authorized staff may access participant files. Information is never shared without consent.

With continued funding, Dunbar FRC staff can research and discuss additional tools that would further align data collection with program goals, performance objectives, and continuous improvement efforts with the program administrator, who may incorporate them to continue to improve the current process.

Budget

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Dunbar School (015-000-SG00006) - Partnership - Continuation

Object	Total
100 - Personal Services > Salaries	\$58,665.00
200 - Personal Services > Employee Benefits	\$37,049.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$13,756.00
600 - Supplies	\$13,180.00
700 - Property	\$0.00
800 - Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$122,650.00
	Allocation \$122,650.00
	Remaining \$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Dunbar School (015-000-SG00006) - Partnership - Continuation

100 - Personal Services > Salaries - \$58,665.00 ▼

Budget Detail

Narrative Description

Object: 100 - Personal Services > Salaries

Purpose: 01 - Public School Activities

LEA / School: Dunbar School (015-000-SG000006)

Quantity: 1.00

Cost: \$58,545.00

Line Item

Total: \$58,545.00

1 FTE FAMILY RESOURCE COORDINATOR

Object: 100 - Personal Services > Salaries

Purpose: 01 - Public School Activities

LEA / School: Dunbar School (015-000-SG000006)

Quantity: 1.00

Cost: \$120.00

Line Item

Total: \$120.00

FRC ACADEMIC AND SEL IMPROVEMENT - PROFESSIONAL DEVELOPMENT
1 COORDINATOR x 2 DAYS x 2 HRS x \$30 PER HR = \$120

Total for 100 - Personal Services > Salaries: \$58,665.00

Total for all other Objects: \$63,985.00

Total for all Objects: \$122,650.00

Allocation: \$122,650.00

Remaining: \$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Dunbar School (015-000-SG000006) - Partnership - Continuation

200 - Personal Services > Employee Benefits - \$37,049.00 ▼

Budget Detail

Narrative Description

Object: 200 - Personal Services > Employee Benefits

Purpose: 01 - Public School Activities

LEA / School: Dunbar School (015-000-SG000006)

Quantity: 1.00

Cost: \$37,021.00

Line Item Total: \$37,021.00

FAMILY RESOURCE COORDINATOR FRINGE

MEDICARE @ 1.45% - \$849

MERF @ 21.93% - \$12,839

HEALTH - \$23,333

Object: 200 - Personal Services > Employee Benefits

Purpose: 01 - Public School Activities

LEA / School: Dunbar School (015-000-SG000006)

Quantity: 1.00

Cost: \$28.00

Line Item Total: \$28.00

FRC ACADEMIC AND SEL IMPROVEMENT - PROFESSIONAL DEVELOPMENT FRINGE

MEDICARE @ 1.45% - \$2

MERF @ 21.93% - \$26

Total for 200 - Personal Services > Employee Benefits: \$37,049.00

Total for all other Objects: \$85,601.00

Total for all Objects: \$122,650.00

Allocation: \$122,650.00

Remaining: \$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Dunbar School (015-000-SG000006) - Partnership - Continuation

500 - Other Purchased Services - \$13,756.00

Budget Detail		Narrative Description
Object: 500 - Other Purchased Services Purpose: 01 - Public School Activities LEA / School: Dunbar School (015-000-SG000006) Quantity: 1.00 Cost: \$11,756.00 Line Item Total: \$11,756.00		- PAT Renewals - \$420 - Cayen Annual Fee - \$900 - Alliance Dues - \$500 - Prepared food for non-academic parents/community events, ceremonies, banquets, celebrations, activities, open house, etc. - \$2,136 - Families in Training Engagement (Field Trips) - \$2,000 - Families in Training Engagement (Vendors/Presenters) - \$3,200 - After School Engagement - Positive Youth Development - \$2,500 - Diaper Bank Membership - \$100
Object: 500 - Other Purchased Services Purpose: 01 - Public School Activities LEA / School: Dunbar School (015-000-SG000006) Quantity: 1.00 Cost: \$2,000.00 Line Item Total: \$2,000.00		- Transportation - Field Trips - \$2,000
Total for 500 - Other Purchased Services:		\$13,756.00
Total for all other Objects:		\$108,894.00
Total for all Objects:		\$122,650.00
Allocation:		\$122,650.00
Remaining:		\$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Dunbar School (015-000-SG00006) - Partnership - Continuation
600 - Supplies - \$13,180.00

Budget Detail

Narrative Description

Object: 600 - Supplies

Purpose: 01 - Public School Activities

LEA / School: Dunbar School (015-000-SG000006)

Quantity: 1.00

Cost: \$13,180.00

Line Item Total: \$13,180.00

- Administrative/Office Supplies - \$2,180
- Community Resources/Supplies - \$2,000
- Printing & Outreach/Promotional Supplies - \$2,000
- Early Childhood Resources and Materials - \$3,000
- Supplies for parents/community events, ceremonies, banquets, celebrations, activities, open house - \$4,000

Total for 600 - Supplies: \$13,180.00

Total for all other Objects: \$109,470.00

Total for all Objects: \$122,650.00

Allocation: \$122,650.00

Remaining: \$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Dunbar School (015-000-SG00006) - Partnership - Continuation

Filter by Location: All - \$122,650.00

Purpose		01 - Public School Activities	Total
Object			
100 - Personal Services > Salaries		58,665.00	58,665.00
200 - Personal Services > Employee Benefits		37,049.00	37,049.00
500 - Other Purchased Services		13,756.00	13,756.00
600 - Supplies		13,180.00	13,180.00
Total		122,650.00	122,650.00
Allocation			122,650.00
Remaining			0.00

Family Resource Center Project Allocations

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Dunbar School (015-000-SG00006) - Partnership - Continuation

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Dunbar School	\$122,650.00	\$0.00	\$122,650.00	\$122,650.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Dunbar School (015-000-SG00006) - Partnership - Continuation

Required Documents		
Type	Document Template	Document/Link
Family Resource Center Principal Letter of Support [Upload at least 1 document(s)]	N/A	 Dunbar - 26-27 FRC Letter of Support
Optional Documents		
Type	Document Template	Document/Link
Other Family Resource Center Documentation	N/A	

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Dunbar School (015-000-SG00006) - Partnership - Continuation

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.

The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

RFP092 Family Resource Centers 2024

*** Please select one of the options**

- ☐ All items copied forward have been reviewed for accuracy.
☒ Items on this page were not copied forward.

Family Resource Center Site:

School Name	* Roosevelt Elementary School
Address	* 680 Park Ave, Bridgeport, CT 06604
Grade Levels	* Pre-K-8th Grade

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	* \$ 122,650.00		
Fees	\$	☐ Cash	☐ In-kind
Local	\$	☐ Cash	☐ In-kind
Other	\$	☐ Cash	☐ In-kind
Total	\$ 122,650.00		

Site Overview

	Lead Applicant	Partner Applicant
Organization	* Bridgeport Public Schools	
Contact Person	* Dr. Hannah Whitley	
Address	* 45 Lyon Terrace, Room 310	
City, State, Zip Code	* Bridgeport, CT 06604	
Telephone	* 203-275-1064	
Email	* hwhitley@bridgeportedu.net	
Organization Type	* ☒ School District ☐ Other	☐ School District ☐ Other
If other type selected, enter type		
Date Of Board Acceptance:	08/24/2026	

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

Bridgeport School District (000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (015-000-SG000007) - Partnership - Continuation

RFP092 Family Resource Centers 2024

*** Please select one of the options**

- ☐ All items copied forward have been reviewed for accuracy.
- ☐ Items on this page were not copied forward.

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	* Jacqueline Simmons	* 203-275-2101	jimmmons@bridgeportedu.net	
FRC Program Administrator	* Dr. Dementried Young	* 203-275-1369	dyoung2@bridgeportedu.net	

* Does the FRC Program Administrator meet the legislative qualifications outline in C.G.S. 10-40: "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.

23 years of school social work experience at Bridgeport Public Schools. Master's degree in School Social Work from Fordham University, Doctorate of Education in Educational Leadership and Administration from Liberty University, and 092 Educational Leadership certification from Sacred Heart University.

☐ No

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

Name	Title	Phone	Email	Comments
FRC Site Coordinator	Erica Rowe	203-275-2170	erowe@bridgeportedu.net	

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:

BS in Human Development and Family Studies, UCONN, MA Elementary Education, University of Bridgeport 13 years as FRC Coordinator.

☐ 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.

The Roosevelt School Family Resource Center (FRC) continues to fill many needs as a comprehensive resource for family support in Bridgeport's South End. Bridgeport is Connecticut's largest city and one of its poorest. Roosevelt School has over 450 students in pre-kindergarten through 8th grade. Nearly 98% of Roosevelt students qualify for free or reduced-price lunch. The community has a high child poverty rate. Based on the most recent data from the U.S. Census Bureau's SAIGE website, 24.7% of students served by Bridgeport Public Schools are from families below the poverty line. For over 20 years, the Roosevelt FRC has provided easily accessible resources and support to our community and continues to do so to maximize success in school and the community.

The Roosevelt FRC assists with a range of needs for more than 100 families each month, including referrals, direct services, and connections to community resources. These programs are made possible through alliances with the school principal, the school system, and community agencies. The FRC provides parenting programs, positive youth programming, school-age academic support, and offers assistance with family events such as the Family Fun Day, Back to School Nights, Read-Alouds, Trunk or Treat, School Conferences, Family Literacy Engagement, Kindergarten Awareness programs, and the Parent Advisory Council (PAC). The FRC can also facilitate training and workshops to further meet the needs of families in terms of advocacy, empowerment, life skills, academic support, and resources.

The FRC will continue to provide services for the 18 preschoolers enrolled in the on-site Theodore Roosevelt School Pre-kindergarten program. In addition, toddler and preschool-aged children participate in weekly playgroups facilitated by FRC staff as part of the FIT component. The FRC uses the Parents as Teachers (PAT) curriculum to guide its work with families, supporting the delivery of parenting programs, developmental assessments, personal visits, and related resources for up to 10 families.

FRC school-age programs are developed in collaboration with the city-wide Lighthouse program, which serves over 200 students and operates during the school year and summer. To foster social and emotional wellness, the FRC will promote the fundamentals of the RULER Program. The FRC identifies program needs and offers a variety of Positive Youth programs for students throughout the school year and summer.

The FRC adult education/Family Literacy program continues to meet the needs of our families by offering English as A Second Language and Basic Literacy resources/referrals, computer access/support, book clubs and parenting workshops.

The FRC resource and referral component is one of the top ways we provide support for our family-focused services. The FRC identifies the need and provides support for a variety of family needs, including advocacy, provision of food and clothing, on-site workshops, and referrals to community agencies. Community agencies and staff from Bridgeport Public Schools (BPS) work diligently with the FRC to provide comprehensive, integrated family support and child development programming in our public-school building.

☐ **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 Roosevelt Family Resource Center is located within Theodore Roosevelt School, which serves students in grades Pre-K through 8. It is on the first floor in the same corridor as the main office.

The FRC is in a large suite divided into four smaller individual rooms. Its setup affords flexibility for a variety of activities, including:

- A meeting/resource room that can accommodate combined parents' and children's programs, mixed-group children's programs, or two programs simultaneously. - Reception area, where families are welcomed and a bathroom. - Computers connected to the Internet for parents and children to use (after school and during vacations), with assistance available as needed. - Large storage closet with materials, books, and resources for families. The FRC Coordinator has a separate office adjacent to the parent resource/meeting room. It is used for various situations that require privacy such as parent conferences or child developmental screenings. The FRC can also be used for special events and programs such as parent engagement trainings, club meetings, educational activities, and cultural celebrations. The location and space provided for the FRC are flexible and adequate to meet our families' and our school's needs.	3. Delivery of Services Provide a narrative for each of the following components (a-g). Each component must include: - A brief description of the service(s); program performance objective(s) supported; and target population(s) to be served, including those deemed "high-risk." - 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. - 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 (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 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. The Family Resource Center supports a range of early care and education services designed to prepare children for a successful transition to school. The program performance objective is to increase school readiness by providing access to high-quality early learning experiences, family engagement opportunities, and developmental supports. Target populations include preschool-aged children and families living in underserved neighborhoods, low-income families, English language learners, and children with limited access to quality care. We provide full-day, school-year support to the Roosevelt School Pre-Kindergarten classroom. This BOE-operated classroom is close to the FRC. It is NAEYC accredited, meeting all standards as required by the Office of Early Childhood and serves 18 four-year-old children with a 9:1 child-to-teacher ratio. The FRC plays a role in the BOE pre-K program's outreach, recruitment, and family engagement. We assist with enrollment support and distribute classroom materials and books to enhance learning. The FRC also promotes family engagement through literacy-building activities (e.g., story time, home library kits), and hands-on activities that include STEM, SEL and other age-appropriate skills. The pre-K classroom is operated and staffed by Bridgeport Public Schools (BPS), which manages all costs based on a sliding fee scale. The school will continue to refer families with children younger than school-age to the FRC for support, resources and linkages to preschool. The FRC aims to provide all children with the resources to enter school ready to learn. The FRC will use attendance logs, program surveys/evaluations and electronic documentation (TransACT) as measurement tools for participation, quality, outcomes, and progress.	(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. The Roosevelt Family Resource Center will continue to provide school-age childcare in collaboration with Roosevelt School and the school-age city-wide Lighthouse program. The Lighthouse, located at 680 Park Ave, Bridgeport, CT 06604, complies with the child day care licensing requirements for Bridgeport as defined under C.G.S., Section 19a-77. It serves over 125 children from kindergarten through eighth grade, and it is funded through the city-wide Lighthouse grant. The FRC staff will provide support and resources for the school-age program. The Roosevelt Lighthouse after-school program will maintain its focus on homework support and tutoring, guidance services, and clubs that offer a variety of activities for students, including dance, computers, arts and crafts, and sports. In addition, community agencies such as the Girl Scouts and Boy Scouts programs can provide on-site programming for the students. The role of the FRC in this collaboration is to engage students through various programs, such as book clubs, to increase literacy skills. These clubs focus on leadership and civic engagement and provide homework support for academic enrichment. All services are provided in the FRC or designated Roosevelt School classrooms utilized by the Lighthouse afterschool program. The program charges families on a sliding fee scale for students throughout the city. The Lighthouse program is responsible for collecting/handling all funds received from families. The program's goals include improving academic abilities with tutoring and support, and increasing self-esteem and personal choices with the variety of available clubs and activities. Lighthouse is an approved SES (Supplemental Educational Services) tutoring program that provides small-group tutoring for students. All staff members associated with the Lighthouse Program attend a three-day training focusing on teaching practices. During summer vacations, the FRC coordinates and collaborates with the full-day on-site Lighthouse summer day camp to provide fun and engaging programs for students. Activities include art, game clubs, book clubs/book distribution, financial literacy, and academic enrichment. The FRC's current role is to refer parents in need of before-school care to the school. The Family Resource Center may provide support on an as-needed basis if requested. The FRC will use attendance logs, program surveys/evaluations and electronic documentation (TransACT) to measure participation, quality, outcomes, and progress.	(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. Although adult literacy remains a high priority of the FRC, we do not offer on-site adult education classes at this time. To best meet the adult education needs of our families, the FRC continues to provide off-site referrals for clients needing adult education classes until we can offer courses on-site. We refer prospective ESL students to the Cesar Batalla FRC. The BPS adult education department provides its classes. Referrals are also made directly to the Bridgeport Public Schools Adult Education Department. They offer various courses, including ESL, GED, and computer training. Participants have the option of day and evening courses offered at two local sites. The FRC offers materials to support literacy that engage participants in enhancing their English skills and make referrals to local community agencies for literacy support, such as Literacy Volunteers of America and Mercy Learning Center. Both agencies are close to the FRC. In addition, FRC staff will assist families by reading and completing forms and informational documents that our families receive and cannot read or understand. The FRC will use attendance logs, program surveys/evaluations, needs assessments, and electronic documentation (TransACT) as measurement tools for participation, quality, outcomes, and progress. (d) Support and Training for Family Day Care Providers Component (maximum of 500 words.)
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* Provide required items (i., ii., iii.) described above:

The Roosevelt Family Resource Center supports Family Day Care providers by improving knowledge of child development, facilitating referrals to increase clientele, conducting workshops, providing resources and a Lending Library to enhance programs to serve and promote the Connecticut Early Learning and Development (ELD) Standards. However, it is not a need that has been consistently requested at this site. If the need arises, we will address and provide resources and services through workshops, site visits, and incentives. Referrals will be made to an appropriate community agency, such as All Our Kin, for additional information, including tax benefits, licensing, and business criteria as needed.

(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.
The Families-In-Training (FIT) component will continue to provide supportive guidance, education, screenings, home/personal visits, and referrals for families with children ages birth through five years of age. We use the Parents as Teachers (PAT) curriculum, a nationally accredited program that offers training in child development, assessments, parenting, and support to create a pathway towards success.

The Parent Educator/Coordinator assists families requesting support and facilitates developmental screenings, needs assessments, home visits, and other supportive services and referrals. Outreach efforts will target School Readiness and school-wide activities to inform families about FRC services.

The FIT home/personal visitation program serves up to ten families yearly for children from birth to five years old. Visits involve modeling how to play with young children and sharing ideas on using the home environment best for the child. Visits are scheduled as needed, varying in frequency by family. Developmental screenings will be completed by the Program Coordinator and/or through the Sparkler app for all children. When required, other staff resources such as Birth to Three will be used to assess children and provide additional support to families. The Roosevelt FRC will forward referrals and support the efforts of our local partner Theracare. Theracare is a Connecticut Birth to Three program located at 10 Mott Ave in Norwalk, CT that provides Comprehensive Early Intervention Supports (EIS). All FIT activities can be modified to fit the needs of any child with disabilities or developmental delays. Theodore Roosevelt School has an art teacher who specializes in art therapy who can be consulted as needed. Sensory bins have also been consistently incorporated into play and learn groups. In addition, the FRC will include materials and resources that support the positive development of children with developmental delays, such as sensory materials for "messy play" (sensory paint, slime, playdough, etc.) and hands on activities (cutting/pasting, sensory bins, light table, etc.) with a lot of modeling. These activities stimulate children while helping to develop fine/gross motor skills, provide sensory input and encourage learning through exploration and fun. We use "messy play" to stimulate brain development and expose children to various textures and sensations in a controlled way. This can be helpful for children who experience hypersensitivity or hyposensitivity, both common amongst children with different abilities.

The FIT component includes family literacy programs, parenting information/groups, play and learn groups, and research-based curricula such as Music Together, Read to Grow, and Raising Readers.

We will also use Fairfield County United Way-Bridgeport Prosper's research-based initiative "Bridgeport Basics" to empower FIT families. All programs and services provided under the FIT component are inclusive to children of all abilities, including those with disabilities or developmental delays.

The parenting workshops focus on diverse topics depending on the families' needs. The FRC will continue to offer these workshops, although facilitators may come from BPS and community agencies.

The FRC will use attendance logs, program surveys/evaluations, assessments, and electronic documentation (TransACT) as measurement tools for participation, quality, outcomes, and progress.

(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.

The Roosevelt Family Resource Center will continue to provide Positive Youth Development services, including resources and programs that support students' staying in school and enhancing self-esteem. This component focuses on children in the 4th to 6th grades. FRC staff and school personnel will be involved in the Positive Youth Programs.

The FRC will continue identifying areas of concern to support families' and students' development. Parents will continue to share concerns at school meetings and support groups. The FRC Advisory Board is where positive youth programs are discussed and developed. Programs will be scheduled during the school day and after school to reach the largest number of interested families. Community workshops will be provided on varied topics such as safety, self-esteem, substance abuse prevention, violence, social skills, employment possibilities, and conflict resolution.

The primary objectives of the Positive Youth Development Component at the Roosevelt FRC include:

- Providing programs that support students' staying and progressing in school
- Promoting conflict resolution strategies and violence prevention
- Enhancing students' self-esteem
- Broadening knowledge of the students' cultures and the community in which they live
- Becoming aware of a variety of choices after they finish high school.
- Implementing programming that will foster support of social-emotional development

Roosevelt FRC Positive Youth Development programs include:

- Expression through Arts & Crafts: Creative opportunities for self-expression and fun.
- Confidence Club: An all-girls club that provides a safe space for girls to develop self-esteem, social-emotional intelligence, and leadership skills.
- Cultural Heritage Club: students learn about various aspects of culture and research their family culture. The objective is to promote inclusivity and tolerance of others.
- Healthy Choices: We provide information about nutrition, healthy eating habits and healthy snacks/food to take home.

Lighthouse program site coordinators, responsible for administering C.G.S. Section 10-19m, located at 45 Lyon Terrace in Bridgeport, were consulted to ensure that the alignment and relationship of the FRC PYD activities are consistent with local youth's needs.

The Roosevelt FRC purchases materials/resources and participates in groups and meetings when students and/or families will benefit from our services. The school principal, social workers, guidance counselor, psychologist and FRC staff facilitate complementary programs with children in the school, using appropriate curricula and materials. The school sponsors awards night, math fun nights, literacy nights, school plays & musicals, clubs, and other activities to support students' bonding to school and being successful at learning. The FRC staff will be involved in planning and facilitating these activities.

The FRC will support the school-wide Parent Advisory Council (PAC) in collaboration and discussion of opportunities for continued positive youth development. The FRC will use attendance logs, program surveys/evaluations, and electronic documentation

(TransACT) as measurement tools for participation, quality, outcomes, and progress.

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

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

The FRC's Resource and Referral Component is successful due to the integration of personnel support from the Board of Education (BOE), community agencies, entitlement programs, and the FRC staff.

The Roosevelt FRC engages with the school and collaborates with community agencies to provide information and assistance to enrolled families. Workshops will be held on-site or at other community locations, such as the public library, to inform families about community resources, often with staff from area agencies. In addition, the FRC staff will use InfoLine to access statewide, regional, and local resources. FRC staff members frequently help families understand forms and letters from the Department of Social Services, WIC, HUSKY, Housing, Immigration, and Social Security. We also provide documentation of participation and letters of support to clients as needed.

The objectives of the Resource and Referral Component are to:

- Identify the needs of our target families;
- Discuss and prioritize identified needs;
- Research local, regional, and state-wide resources;
- Meet families' needs ranging from a quick information solution to complex, multi-faceted problems;
- Assist families in developing problem-solving skills and independence when accessing further services;

7. Data Collection and Evaluation (maximum of 500 words)

* 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 of participant information. If selected for funding, agencies may be asked to develop a tailored logic model and formal evaluation plan. The Roosevelt FRC utilizes a structured and integrated approach to collect, maintain, and report comprehensive program information related to services, activities, and participants. This process ensures consistency with State Department of Education requirements, supports continuous program improvement, and safeguards participant privacy. The data collection process begins during the intake and registration of families. A standardized Family Assessment and Registration Form is completed, either independently or with the assistance of a FRC staff member. This form captures baseline data on family demographics, needs, interests, and service eligibility. The information is then entered into Trans-Act, the mandated data management system, which serves as the centralized database for all FRC program activity.

Program-specific enrollment follows based on participant interest and need:

Parents as Teachers (PAT): Families enrolled in PAT complete a curriculum-specific registration process. The Program Coordinator/Parent Educator facilitates this during the initial orientation meeting. Data from parent meetings, home visits, screenings, and playgroups is collected, logged, and entered into Trans-Act. PAT's structured components ensure consistent and measurable data tracking.

Family Literacy: Participants are registered by FRC staff. Attendance is recorded on sign-in sheets and data is entered into Trans-Act by FRC coordinator.

School-Age Enrichment Programs: Children participating in academic enrichment programs are registered for each activity. Attendance is recorded daily by program facilitators and entered into Trans-Act by the FRC Coordinator.

Families in Training activities: Music Together class, playgroup, parent workshops, and early childhood enrichment programs, and parent workshops require pre-registration. Attendance is recorded weekly by program facilitators and entered into the data reporting system by the FRC Coordinator.

The FRC Coordinator oversees all data management and reporting across programs. The coordinator has been trained in using the TransAct system and can enter registration information, generate attendance and performance reports, and verify data for accuracy. To safeguard the confidentiality and privacy of FRC members, all participant data that is stored electronically is protected by password-protected systems with role-based access controls. Paper documents containing confidential information are stored in locked file cabinets in secure offices. Only authorized staff may access participant files. Information is never shared without consent.

With continued funding, the Roosevelt FRC staff can research and discuss additional tools that would further align data collection with program goals, performance objectives, and continuous improvement efforts with the program administrator, who may incorporate them to continue to improve the current process.

Budget

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Roosevelt School (015-000-SG00007) - Partnership - Continuation

Object	Total
100 - Personal Services > Salaries	\$64,674.00
200 - Personal Services > Employee Benefits	\$38,454.00
300 - Purchased Professional and Technical Services	\$1,200.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$9,822.00
600 - Supplies	\$8,500.00
700 - Property	\$0.00
800 - Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$122,650.00
	Allocation \$122,650.00
	Remaining \$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Roosevelt School (015-000-SG000007) - Partnership - Continuation

100 - Personal Services > Salaries - \$64,674.00 ▼

Budget Detail

Narrative Description

Object: 100 - Personal Services > Salaries
Purpose: 01 - Public School Activities
LEA / School: Roosevelt School (015-000-SG000007)

1 FTE FAMILY RESOURCE COORDINATOR

Quantity: 1.00
Cost: \$64,354.00
Line Item Total: \$64,354.00

Object: 100 - Personal Services > Salaries
Purpose: 01 - Public School Activities
LEA / School: Roosevelt School (015-000-SG000007)

FRC - TRAINER - ACADEMIC AND SEL IMPROVEMENT - PROFESSIONAL DEVELOPMENT
1 TRAINER x 2 DAYS x 2 HRS x \$80 PER HR = \$320

Quantity: 1.00
Cost: \$320.00
Line Item Total: \$320.00

Total for 100 - Personal Services > Salaries: \$64,674.00
Total for all other Objects: \$57,976.00
Total for all Objects: \$122,650.00
Allocation: \$122,650.00
Remaining: \$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Roosevelt School (015-000-SG000007) - Partnership - Continuation

200 - Personal Services > Employee Benefits - \$38,454.00 ▼

Budget Detail

Narrative Description

Object: 200 - Personal Services > Employee Benefits

Purpose: 01 - Public School Activities

LEA / School: Roosevelt School (015-000-SG000007)

Quantity: 1.00

Cost: \$38,379.00

Line Item

Total: \$38,379.00

FAMILY RESOURCE COORDINATOR FRINGE

MEDICARE @ 1.45% - \$933

MERF @ 21.93% - \$14,113

HEALTH - \$23,333

Object: 200 - Personal Services > Employee Benefits

Purpose: 01 - Public School Activities

LEA / School: Roosevelt School (015-000-SG000007)

Quantity: 1.00

Cost: \$75.00

Line Item

Total: \$75.00

FRC ACADEMIC AND SEL IMPROVEMENT - PROFESSIONAL DEVELOPMENT FRINGE

MEDICARE @ 1.45% - \$5

MERF @ 21.93% - \$70

Total for 200 - Personal Services > Employee Benefits: \$38,454.00

Total for all other Objects: \$84,196.00

Total for all Objects: \$122,650.00

Allocation: \$122,650.00

Remaining: \$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Roosevelt School (015-000-SG00007) - Partnership - Continuation
300 - Purchased Professional and Technical Services - \$1,200.00 ▼

Budget Detail

Narrative Description

Object: 300 - Purchased Professional and Technical Services

Purpose: 01 - Public School Activities

LEA / School: Roosevelt School (015-000-SG00007)

Quantity: 1.00

Cost: \$1,200.00

Line Item Total: \$1,200.00

FRC Coordinator PD Training: Community and Student Academic Improvement - \$1,200

Total for 300 - Purchased Professional and Technical Services:	\$1,200.00
Total for all other Objects:	\$121,450.00
Total for all Objects:	\$122,650.00
Allocation:	\$122,650.00
Remaining:	\$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110)
- Roosevelt School (015-000-SG00007) - Partnership - Continuation
500 - Other Purchased Services - \$9,822.00 ▼

Budget Detail

Narrative Description

Object: 500 - Other Purchased Services

Purpose: 01 - Public School Activities

LEA / School: Roosevelt School (015-000-SG00007)

Quantity: 1.00

Cost: \$9,822.00

Line Item Total: \$9,822.00

- PAT Renewals - \$420
- Cayen Annual Fee - \$900
- Alliance Dues - \$500
- Prepared food for non-academic parents/community events, ceremonies, banquets, celebrations, activities, open house, etc. - \$2,000
- Families in Training Engagement (Field Trips) - \$2,500
- Families in Training Engagement (Vendors/Presenters) - \$2,250
- After School Engagement - Positive Youth Development - \$1,102
- Diaper Bank Membership - \$150

Total for 500 - Other Purchased Services: \$9,822.00
Total for all other Objects: \$112,828.00
Total for all Objects: \$122,650.00
Allocation: \$122,650.00
Remaining: \$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Roosevelt School (015-000-SG000007) - Partnership - Continuation
600 - Supplies - \$8,500.00

Budget Detail

Narrative Description

Object: 600 - Supplies

Purpose: 01 - Public School Activities

LEA / School: Roosevelt School (015-000-SG000007)

Quantity: 1.00

Cost: \$8,500.00

Line Item Total: \$8,500.00

- Administrative/Office Supplies - \$2,000
- Community Resources/Supplies - \$2,500
- Printing & Outreach/Promotional Supplies - \$1,00
- Early Childhood Resources and Materials - \$3,000

Total for 600 - Supplies: \$8,500.00

Total for all other Objects: \$114,150.00

Total for all Objects: \$122,650.00

Allocation: \$122,650.00

Remaining: \$0.00

Budget Overview

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Roosevelt School (015-000-SG00007) - Partnership - Continuation

Filter by Location: All - \$122,650.00

Purpose		01 - Public School Activities	Total
Object			
100 - Personal Services > Salaries		64,674.00	64,674.00
200 - Personal Services > Employee Benefits		38,454.00	38,454.00
300 - Purchased Professional and Technical Services		1,200.00	1,200.00
500 - Other Purchased Services		9,822.00	9,822.00
600 - Supplies		8,500.00	8,500.00
Total		122,650.00	122,650.00
Allocation			122,650.00
Remaining			0.00

Family Resource Center Project Allocations

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Roosevelt School (015-000-SG00007) - Partnership - Continuation

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Roosevelt School	\$122,650.00	\$0.00	\$122,650.00	\$122,650.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Roosevelt School (015-000-SG00007) - Partnership - Continuation

Required Documents	
Type	Document Template Document/Link
Family Resource Center Principal Letter of Support [Upload at least 1 document(s)]	N/A  Roosevelt - 26-27 FRC Letter of Support
Optional Documents	
Type	Document Template Document/Link
Other Family Resource Center Documentation	N/A

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - Family Resource Center (16110) - Roosevelt School (015-000-SG00007) - Partnership - Continuation

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.

The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

Standard Statement of Assurances for Grant Programs

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - 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;

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

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

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - 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

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Family Resource Center (16110) - Rev 0 - 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](#))



1. Family Resource Center

Not Reviewed



- 1.01 Cover Page
- 1.02 Site Plan and Description
- 1.03 Budget
- 1.04 Related Documents
- 1.05 Assurances

CESAR A. BATALLA SCHOOL
606 Howard Avenue
Bridgeport, Connecticut 06605
Telephone (203) 579-8500
Rev. Digna A. Marte, Principal

Mrs. Janet Sayegh
Assistant Principal



Mrs. Ana Sousa-Martins
Assistant Principal

Letter of Support – Family Resource Center (FRC)

August 13, 2026

To Whom It May Concern:

I am happy to write this letter of support for the renewal of the Connecticut State Department of Education grant to fund the programs at the Cesar A. Batalla School Family Resource Center. As Principal, I understand the synergy created when you have collaboration between families and the resource center. By working together, families can gain access to valuable resources and support, while the resource center can better understand the needs of the community. This constructive collaboration can result in tailored programs and services that directly address the challenges faced by families. This partnership can create a more supportive and empowering environment for all involved.

The Cesar A. Batalla School Family Resource Center offers a wide range of services and programs designed to support families in overcoming these challenges and building strong, healthy relationships. One of the key benefits of Family Resource Centers is their accessibility and affordability. The Center is in the heart of the community, making it easy for families to access the services they need. Additionally, our FRCs offer their programs and services free of charge or at a low cost, ensuring that all families, regardless of their financial situation, can benefit from the support they provide.

Currently, we work with the Family Resource Center and our neighboring community to provide several programs to our constituents. The center is the heartbeat of support for families facing challenges within our area. We often offer services beyond just material resources, such as counseling, parenting classes, and job training. This comprehensive support can help families thrive in various aspects of their lives. From parenting classes to food assistance, we are the safety net that keeps families strong. With this grant, we can expand our reach and impact on even more lives. We look forward to supporting our FRC as it continues operation from July 1, 2026, to June 30, 2027.

Sincerely,

Rev. Digna A. Marte, Principal

Dr. Sarah-Jane Henry
Principal



DUNBAR
SCHOOL
BRIDGEPORT, CT

Diana Lipman
Assistant Principal

445 Union Ave, Bridgeport CT, 06607
Phone: 203-275-3631
Fax: 203-337-0112

Letter of Support – Family Resource Center (FRC)

8/10/2026

To Whom It May Concern:

I am happy to write this letter of support for the renewal of the Connecticut State Department of Education grant to fund the programs at the Paul Laurence Dunbar School Family Resource Center. As Principal, I understand the synergy created when you have collaboration between families and the resource center. By working together, families can gain access to valuable resources and support, while the resource center can better understand the needs of the community. This constructive collaboration can result in tailored programs and services that directly address the challenges faced by families. This partnership can create a more supportive and empowering environment for all involved.

The Paul Laurence Dunbar School Family Resource Center offers a wide range of services and programs designed to support families in overcoming these challenges and building strong, healthy relationships. One of the key benefits of Family Resource Centers is their accessibility and affordability. The Center is in the heart of the community, making it easy for families to access the services they need. Additionally, our FRCs offer their programs and services free of charge or at a low cost, ensuring that all families, regardless of their financial situation, can benefit from the support they provide.

Currently, we work with the Family Resource Center and our neighboring community to provide several programs to our constituents. The center is the heartbeat of support for families facing challenges within our area. We often offer services beyond just material resources, such as counseling, parenting classes, and job training. This comprehensive support can help families thrive in various aspects of their lives. From parenting classes to food assistance, we are the safety net that keeps families strong. With this grant, we can expand our reach and impact on even more lives. We look

Dr. Sarah-Jane Henry
Principal



DUNBAR
SCHOOL
BRIDGEPORT, CT

Diana Lipman
Assistant Principal

445 Union Ave, Bridgeport CT, 06607

Phone: 203-275-3631

Fax: 203-337-0112

forward to supporting our FRC as it continues operation from July 1, 2026, to June 30, 2027.

Dr. Sarah-Jane Henry

Principal



Theodore Roosevelt School
680 Park Ave
Bridgeport, CT 06604
Telephone (203) 275-2100
Fax (203) 337-0120

Ms. Jacqueline Simmons, Principal
JSimmons@Bridgeportedu.net

Mr. David Purviance, Asst. Principal
DPurviance@Bridgeportedu.net

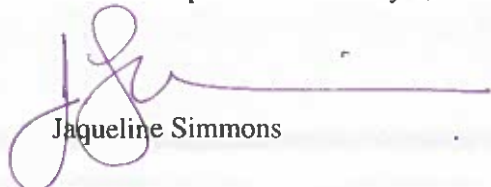
August 3, 2026

To Whom It May Concern:

I am happy to write this letter of support for the renewal of the Connecticut State Department of Education grant to fund the programs at the Roosevelt School Family Resource Center. As Principal, I understand the synergy created when you have collaboration between families and the resource center. By working together, families can gain access to valuable resources and support, while the resource center can better understand the needs of the community. This constructive collaboration can result in tailored programs and services that directly address the challenges faced by families. This partnership can create a more supportive and empowering environment for all involved.

The Roosevelt School Family Resource Center offers a wide range of services and programs designed to support families in overcoming these challenges and building strong, healthy relationships. One of the key benefits of Family Resource Centers is their accessibility and affordability. The Center is in the heart of the community, making it easy for families to access the services they need. Additionally, our FRCs offer their programs and services free of charge or at a low cost, ensuring that all families, regardless of their financial situation, can benefit from the support they provide.

Currently, we work with the Family Resource Center and our neighboring community to provide several programs to our constituents. The center is the heartbeat of support for families facing challenges within our area. We often offer services beyond just material resources, such as counseling, parenting classes, and job training. This comprehensive support can help families thrive in various aspects of their lives. From parenting classes to food assistance, we are the safety net that keeps families strong. With this grant, we can expand our reach and impact on even more lives. We look forward to supporting our FRC as it continues operation from July 1, 2026, to June 30, 2027.


Jacqueline Simmons
Principal

Bridgeport Public Schools

Ad Hoc Lottery Committee

Proposal to strengthen transparency, equity,
and public confidence in lottery-based
admissions

August 24, 2026

Proposal for Board Consideration



Purpose of the Ad Hoc Lottery Committee

A committee focused on the lottery process to allow greater understanding, consistency, and auditable.

Transparency

Make lottery procedures, guidelines, policies, eligibility rules, waiting lists, and appeals, more accessible and easier for families and community members to understand.

Equity

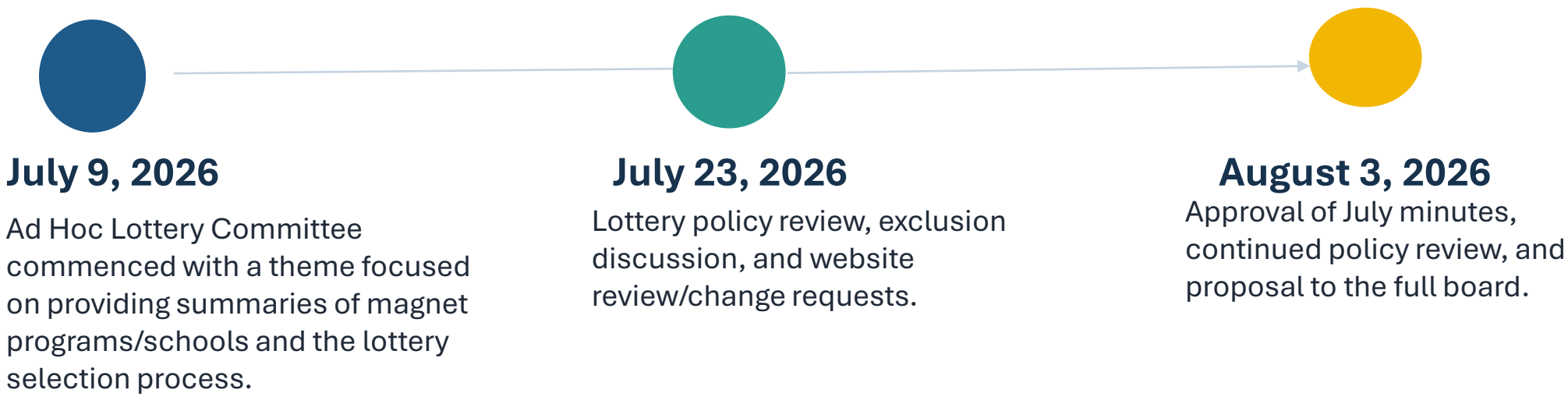
Apply consistent criteria, minimize barriers to access, and ensure families receive clear information about opportunities, waitlists, and appeals.

Accountability

Establish clear roles, system controls, audit trails, and annual reporting to increase transparency and accountability.

Committee Discussions and Themes

The meetings centered on policy clarity, website transparency, exclusions, and Board proposal development.



Proposal intent: convert committee consensus into Board policy, administrative procedures, and website updates that families can rely on before, during, and after the lottery draw.

Proposed Operating Principles

Decision rules should be simple enough for families to understand and strong enough to audit.

Clarity

Clearly define eligibility requirements, timelines, waitlists, and appeals.

Consistency

Apply the same published rules to every applicant.

Limited Access

Centralize permission to modify lottery records and provide read-only access where school teams need visibility.

Auditability

Maintain date/time-stamped change logs, draw files, waitlist reports, and annual Board reporting.

Criteria Compliance

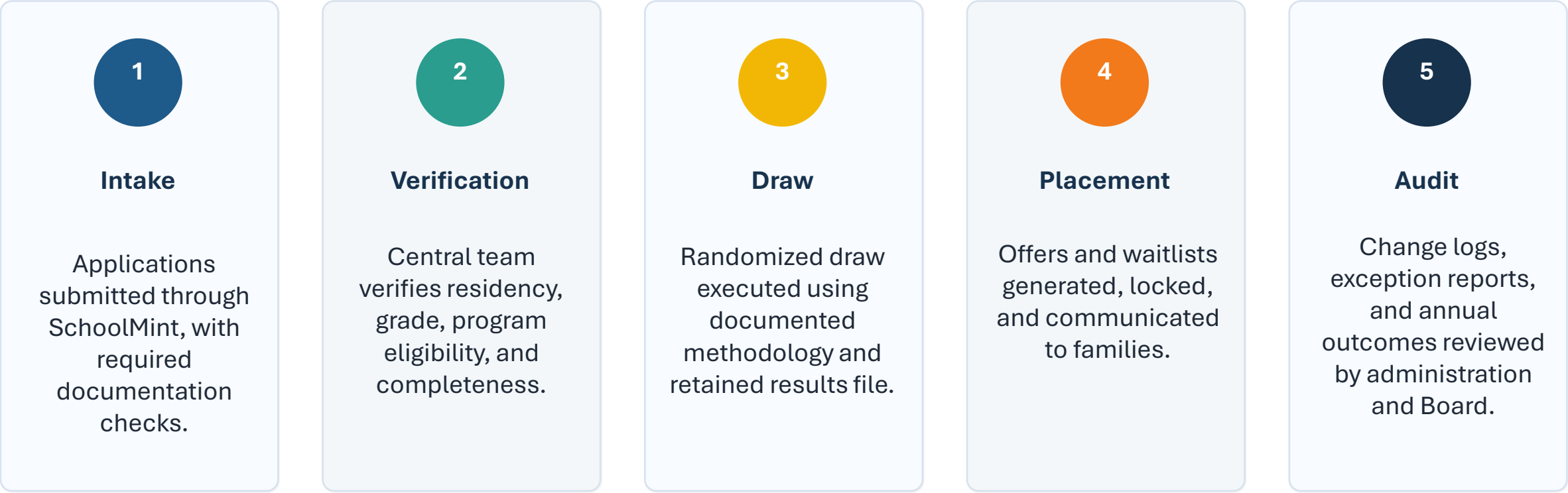
Monitor outcomes by school, grade, program, and available demographic indicators to identify access barriers.

Public Confidence

Publish the lottery process, policies, guidelines, and selection process in a more accessible manner.

Data Governance and System Controls

Protect the integrity of the lottery record from application through waitlist management.



Recommended control: only the designated ombudsperson may edit locked lottery records after the draw; schools will receive read-only visibility and shall submit change requests to the ombudsperson.

Summary of Proposed Changes

Institute an Ombudsperson	Implement 100% Lottery Margin	Update Lottery Policies	Modifications to SchoolMint's Website	Institute Annual Reporting
• Single point of contact who will be the sole person to modify a lottery's selection. • This person will be selected by the superintendent. • Remove lottery selection modification access from the current 40-50 people.	• Lottery selection process to be conducted at 100% margin. Meaning seats will not be left open for margins of error.	• Standardize the elementary and high school policies. • Standardize the sibling policy. • Added language to allow an extended waitlist for Fairchild Wheeler. • Added language to clearly specify that lottery seats are relinquished upon exit of the school.	• Contain lottery background, best practices on completing the lottery application, highlight common errors, and video guiding parents through the selection process. • Provide links to the Lottery policies and guidelines. • Highlight lottery school themes. • Website to be accessible in different languages.	• Upon elementary and high school lottery selection completion a report shall be provided to the superintendent and the board outlining the results of the lottery certification and reiterating who has access to the lottery selection process.

* Exclusions to the lottery were discussed but the Ad hoc Lottery Committee decided against those practices.

Motions to Codify Committee Changes

Motion 1: Institute a Lottery Ombudsperson and remove access to the lottery selection process from all others.

Motion 2: Implement 100% Lottery Margin.

Motion 3: Refer the elementary and high school and sibling policies as discussed during the Ad hoc Lottery Committee to the Policy Committee.

Motion 4: Modify SchoolMint's Website as discussed.

Motion 5: Institute Annual Reporting as discussed.

Bridgeport Board of Education

Elementary Magnet School Sibling Policy

A Sibling Policy has been adopted in order to encourage single, rather than divided, elementary school allegiances and thereby promote high levels of parental involvement and provide for continuity within the household.

Definition:

Within the context of this policy, siblings are defined as children with a common parent or legal Guardian whom live within the same household. Criteria for entrance must be met by each sibling (i.e. twin, triplets etc.) in order to be included in the lottery for acceptance.

Entrance criteria:

For Classical Studies, Geraldine Claytor (Lottery Students Only), High Horizons, Multicultural and Park City.

The Process:

Kindergarten

- Kindergarten applicants, with a sibling(s) currently attending grades K-8 in the same magnet school to which they have applied, will automatically gain admission into the school. Remaining spaces will be filled by non-sibling applicants.
- Parents of currently enrolled/accepted students must meet parent commitment requirements in order to register an incoming sibling.
- In the event the number of sibling candidates alone exceeds the number of spaces available, a sibling lottery will be held with the non-sibling lottery to follow.
- Twins, triplets, etc., will be treated as one unit in the lottery with their lottery numbers placed on the same lottery waiting list.
- As follow-up to the definition of sibling, the parent or guardian will provide legal documentation as confirmation (if requested).

Waiting List:

Waiting lists are established for students applying for grades K-8.

- When a vacancy occurs, siblings will be given preference for admission over non-siblings in the order in which their names appear on the waiting list.
- All entrance criteria for siblings grades 1-8 must be met.
- Every effort will be made to fill empty lottery seats by October 1st.

- If empty seats remain after October 15 the district will assist in ensuring all seats are filled.
- Students on the lottery waiting list must apply each year to gain access to a magnet school
- Once a student accepts a seat at a magnet program, their name will be removed from all other magnet school waiting lists for the current school year.

Revised: 8.23.2021

BOE Approved: 8.23.2021

Bridgeport Board of Education

Elementary Magnet Entrance & Performance Expectations Policy

The magnet schools (Classical Studies, Geraldine Claytor, High Horizons, Multicultural, and Park City)-encourage students to pursue academic excellence. Instruction is centered on specific themes: project-based learning, language arts, world languages, and science (themes are listed by school as stated in the prior sentence). The magnet programs are rigorous and intended to groom students for college. We expect our students to excel in academic study and demonstrate personal conduct appropriate to an academic learning environment.

Bridgeport Public Magnet Schools are open to all students on an equal basis including students with disabilities. A student with a disability retains all rights under IDEA in each of these schools. School personnel must ensure that a student's IEP and 504 Plan is implemented and all services are delivered.

The elementary magnet programs expect all students to be successful. However, to maintain academically high standards, elementary students in grades 1-8 who do not meet our minimum academic, attendance and/or behavioral requirements and parent commitment will be supported through a series of interventions. If after the implementation, documentation, and evaluation of intervention practices prove to be unsuccessful the students may be, at a time deemed appropriate, reassigned from the magnet school to their neighborhood schools.

Elementary Entrance Requirements for Classical Studies, Geraldine Claytor, High Horizons, Multicultural, and Park City

All magnet lotteries will be held in a public setting and all parents of applicants will be notified of the location, date and time.

- A. Any pre-k program is not a part of the magnet program and does not guarantee entrance into the magnet program.
- B. Kindergarten
 - Selection by lottery.
 - Parents of currently enrolled/accepted students must meet parent commitment requirements in order to register an incoming sibling.
 - There are no additional entry requirements.

C. Grades 1 - 8 at Classical Studies, Geraldine Claytor, High Horizons, Multicultural, and Park City must meet the following criteria:

- Selection by lottery.
- A final grade of C or better in core academic subjects (Reading, Writing, Math, Science, and Social Studies).
- A conduct/effort grade of 1 or 2 across the report card.
- Student school attendance must be aligned with the Bridgeport Public School Attendance Policy.
- Signed Parent Commitment.
- Teacher Recommendation Form.
- Student Interview/ Writing Prompt.

Criterion for reassignment from Classical Studies, Geraldine Claytor, High Horizons, Multicultural, and Park City:

Grades 1 -8 Reassignment Criteria:

A. A grade of “D” or below for two consecutive marking periods in a core subject (Reading, Writing, Math, Science & Social Studies).

- Academic interventions will be put in place through the SRBI process and documented prior to reassignment.

B. A behavioral grade of a 3 or higher across the report card.

- Behavioral interventions will be put in place through the SRBI process and documented prior to reassignment.

C. Failure to adhere to the Bridgeport Public School Attendance Policy. (See BPS Attendance Policy) Attendance supports will be put in place and documented prior to reassignment.

D. For a Type 3 violation of the Code of Conduct (or a violation of the digital code of conduct) reassignment will coincide with the end of a marking period to assist the student’s transition.

E. Family did not meet parent commitment requirement.

Reassignment Process:

A. A notification letter regarding possible reassignment will be issued at the time of earning a grade of D or below, a behavior grade of 3 or higher, and/or failure to adhere to the BPS Attendance Policy.

B. A parent/guardian meeting must be scheduled within 10 business days.

C. Prior to the reassignment to the neighborhood school, the principal must provide the family with written notification which shall include a copy of the Magnet School Policy.

D. The Assistant Superintendent/Executive Director must be notified of every student reassigned, identifying the school, race, ethnicity, sex, grade and reason. This information will be promptly be reported to the Superintendent, who will then report the information to the Board of Education.

Reassignment Timeline:

Students who surface for potential reassignment during the school will be provided a letter (mail, email, school messenger etc.) to the parent/guardian notifying them of possible reassignment with a signature request. A meeting with the parent/guardian will be scheduled within 10 business days. The Principal will give the parent/guardian notice prior to the beginning of the neighborhood school reassignment. The student will be referred to his/ her neighborhood school for the beginning of the new school year.

Appeal Process:

- After receiving final notification of reassignment, the parent/guardian may file an appeal with the Assistant Superintendent/Executive Director within ten (10) business days. The Assistant Superintendent/Executive Director must approve or reject the appeal, in writing, within ten (10) business days.
- If the parent/guardian(s) is not in agreement, they may appeal to the Superintendent within ten (10) business days. The Superintendent must approve or reject the appeal in writing within ten (10) business days.
- If the parent/guardian is not in agreement with the Superintendent's decision, the parent/guardian can request in writing, a meeting with the BOE.
- The BOE will schedule a meeting with the parent/guardian to review their appeal and a final decision regarding the appeal will be rendered by the BOE within ten business days after the meeting date.
- The student will be allowed to remain in the designated magnet school pending the completion of the appeal process. In the event that the appeal process timelines are not adhered to by administration at the school or district levels, the appeal will be upheld.

Waiting List:

Every effort will be made to fill empty lottery seats by October 1st.

- If empty lottery seats remain after October 15, the district will assist in ensuring all seats are filled.
- Students on the lottery waiting list must apply each year to gain access to a magnet school.
- Once a student accepts a seat at a magnet program, his/her name will be removed from all other magnet school waiting lists for the current school year.

Bridgeport Board of Education

High School Magnet Entrance & Performance Expectations Policy

The magnet schools (Central Magnet, Fairchild Wheeler, and Bridgeport Military Academy) encourage students to pursue academic excellence. Instruction is centered on specific themes: project-based learning, language arts, world languages, and science (themes are listed by school as stated in the prior sentence). The magnet programs are rigorous and intended to groom students for college. We expect our students to excel in academic study and demonstrate personal conduct appropriate to an academic learning environment.

Bridgeport Public Magnet Schools are open to all students on an equal basis, including students with disabilities. A student with a disability retains all rights under IDEA in each of these schools. School personnel must ensure that a student's IEP and 504 Plan is implemented, and all services are delivered.

The high school magnet programs expect all students to be successful. However, to maintain academically high standards, high school students who do not meet our minimum academic, attendance and/or behavioral requirements will be supported through a series of interventions. If after the implementation, documentation, and evaluation of intervention practices prove to be unsuccessful the students may be, at a time deemed appropriate, reassigned from the magnet school to their neighborhood schools.

High School Entrance Requirements for Central Magnet, Fairchild Wheeler, and Bridgeport Military Academy

All magnet lotteries will be held in a public setting and all parents of applicants will be notified of the location, date and time.

Central Magnet:

The Central Magnet Component of Central High School is a highly rigorous, college preparatory program for students desiring a serious academic challenge. Central Magnet students will excel in academic study, demonstrate personal conduct appropriate to a learning environment, and enroll in college level classes while still in high school.

In order to maintain academically high standards, for students who do not meet Central Magnet High School's minimum academic and behavioral requirements, an academic plan and interventions will be put in place to support that student's effort to succeed. If after the implementation, documentation and evaluation of the practices prove to be unsuccessful the

student may at a time deemed appropriate, be reassigned from the Central Magnet Component and returned to their neighborhood school.

Entrance Requirements for Eighth Grade Students to Central Magnet:

- Be a Bridgeport resident.
- Selection by lottery for non-feeder and TAG students.
- Final grade of C+ or better in core academic subjects on grade 7th and 8th report cards.
- Student Handbook and attendance must be aligned with Bridgeport Public School policy.
- SBAC scores with a minimum of 2 in reading and 2 in math or an average score above the 25th percentile in reading and math on the district benchmark assessment administered in grade 8 for the Magnet. Students who score in the top 10% percentile on the district assessment for the Magnet will be automatically accepted to Central Magnet.
- Principal Recommendation

Please note:

- All grade 8 students in TAG and in BPS magnet elementary schools including Classical Studies and Geraldine Claytor may automatically enter Central Magnet if they have met the minimum entrance requirements stated above.

All other eighth grade public, parochial and private elementary students must apply for entrance through the lottery. As part of the lottery screening process, the applicant must meet the minimum entrance requirements. The lottery places the qualified applicants in numbered positions on a wait list for entry. Admittance to Central Magnet is determined by the number of available seats and the next position of qualified applicants on the wait list. Students on the waiting list must apply each year to gain access the Central Magnet program.

Requirements for Continuing Enrollment in Central Magnet:

When students are not meeting our minimum academic, attendance and behavioral standards during the academic year, all reasonable efforts are made to support student's efforts to succeed.

All 9th and 10th grade students must enroll in 4 courses, which include 2 core academic courses (English, Math, Science, Social Studies and World Language), inclusive of 4 credits each of English, Math, Science, History and 3 credits of the same World Language.

For the class of 2020 and beyond, all Central magnet students must successfully complete 1 Advanced Placement or an ECE/dual enrollment course to earn a Central Magnet diploma.

To maintain enrollment, all students are expected to maintain a C average in core academic classes, English, Math, Science and Social Studies.

Students must pass a minimum of 3 courses per semester or placed on academic probation or reassigned to district school. Students who fail 2 academic courses by the end of the school year will be deselected.

Students will have one marking period to improve grades.

The reassignment to the district school will be determined on a case by case basis at a final conference with the student, parent and administrator in which the parent or guardian will be provided with a copy of the Magnet School Policy. The timing of the reassignment will coincide with the end of a marking period to assist the student's transition.

Appeal Process:

- After receiving final notification of reassignment, the parent/guardian may file an appeal with the Assistant Superintendent within ten (10) business days. The Assistant Superintendent must approve or reject the appeal, in writing, within ten (10) business days.
- If the parent/guardian(s) is not in agreement, they may appeal to the Superintendent within ten (10) business days. The Superintendent must approve or reject the appeal in writing within ten (10) business days.
- If the parent/guardian is not in agreement with the Superintendent's decision, the parent/guardian can request in writing, a meeting with the BOE.
- The BOE will schedule a meeting with the parent/guardian to review their appeal and a final decision regarding the appeal will be rendered by the BOE within ten business days after the meeting date.
- The student will be allowed to remain in the designated magnet school pending the completion of the appeal process.
- In the event that the appeal process timelines are not adhered to by administration at the school or district levels, the appeal will be upheld.
- The student will be allowed to remain in the designated magnet school pending the completion of the appeal process.

Waiting List

- Every effort will be made to fill empty lottery seats by October 1st.
- If empty seats remain after October 15, the district will assist in ensuring all seats are filled.
 - Students on the lottery waiting list must apply each year to gain access to a magnet school.
- Once a student accepts a seat at a magnet program, their name will be removed from all other magnet school waiting lists for the current school year.

Fairchild Wheeler

- All grade 8 Inter-district Discovery Magnet School students may automatically qualify for acceptance to Fairchild Wheeler. An on-line application must be completed.
- All remaining seats not filled by Discovery will be filled by a blind lottery. □ There is no other criterion for entrance or reassignment.

Bridgeport Military Academy

- Bridgeport Military Academy is an open-choice school and entrance is determined by a blind lottery.
- Upon acceptance, all cadets are expected to complete boot camp. □ There is no other criterion for entrance or reassignment.

Revised: 11.26.2018

BOE Approved: 03.28.2022

Updated 3/28/22

Bridgeport Board of Education

Magnet School Entrance & Performance Expectations Policy

All Bridgeport Magnet schools encourage students to pursue academic excellence. Instruction is centered on specific themes: project-based learning, language arts, world languages, and science. The magnet programs are rigorous and intended to groom students for college. We expect our students to excel in academic study and demonstrate personal conduct appropriate to an academic learning environment.

Bridgeport Magnet Schools are open to all students on an equal basis, including students with disabilities. A student with a disability retains all rights under IDEA in each of these schools. School personnel must ensure that a student's IEP and 504 Plan is implemented and all services are delivered.

The Bridgeport Magnet programs expect all students to be successful. However, to maintain academically high standards, students who do not meet our minimum academic, attendance and/or behavioral requirements and parent commitment will be supported through a series of interventions. If after the implementation, documentation, and evaluation of intervention practices prove to be unsuccessful the students may be, at a time deemed appropriate, reassigned from the magnet school to their neighborhood schools.

Magnet School Entrance Requirements:

- Acceptance of lottery guidelines as established by Superintendent and lottery policy as accepted by the Board of Education.
- Each student is allotted a application per school for a total of 5 applications
- Any blatant disregard for lottery or policy guidelines will result in a disqualification of the lottery.

Elementary School:

- Pre-k programs are not a part of the magnet program and do not guarantee entrance into the magnet program except for Discovery.
- Kindergarten (PK-3 for Discovery)
 - Selection by lottery.
 - Parent/Guardian must accept offered seat within the lottery platform within twenty (20) calendar days.
 - Parents of currently enrolled/accepted students must meet parent commitment requirements to register an incoming sibling. (For example: Volunteer Hours)
- Applicants being offered a seat within Grades 1 - 8 must meet the following criteria:
- Selection by lottery.
- A final grade of C or better in core academic subjects (Reading, Writing, Math, Science, and Social Studies).
- A conduct/effort grade of 1 or 2 across the report card.
- Student school attendance must be aligned with the Bridgeport Public School Attendance Policy.
- Signed Parent Commitment.
- Teacher Recommendation Form.
- Student Interview/ Writing Prompt.

High School:

A. Fairchild Wheeler Campuses

- All grade 8 Inter-district Discovery Magnet School students may automatically qualify for acceptance to Fairchild Wheeler.
- An on-line application must be completed.
- All remaining seats not filled by Discovery will be filled by a blind lottery.
- There is no other criterion for entrance or reassignment.

B. Bridgeport Military Academy

- Bridgeport Military Academy is an open-choice school and entrance is determined by a blind lottery.
- Upon acceptance, all cadets are expected to complete boot camp.
- There is no other criterion for entrance or reassignment.

C. Central Magnet

- Be a Bridgeport resident.
- Selection by lottery for non-feeder and Talented and Gifted students.
- Final grade of C+ or better in core academic subjects on grade 7th and 8th report cards.
- Student Handbook and attendance must be aligned with Bridgeport Public School policy.
- SBAC scores with a minimum of 2 in reading and 2 in math or an average score above the 25th percentile in reading and math on the district benchmark assessment administered in grade 8 for the Magnet. Students who score in the top 10% percentile on the district assessment for the Magnet will be automatically accepted to Central Magnet.
- Both Teacher and Counselor Recommendation Required.

Please note:

- a. All grade 8 students in the Talented and Gifted Program and in BPS Magnet Elementary schools will have a feeder priority within the lottery system to enter Central Magnet if they have met the minimum entrance requirements stated above.
- b. All other eighth grade public, parochial and private elementary students must apply for entrance through the lottery.
 - i. As part of the lottery screening process, the applicant must meet the minimum entrance requirements.
 - ii. The lottery will place the qualified applicants in numbered positions on a waitlist for entry.
 1. Admittance to Central Magnet is determined by the number of available seats and the next position of qualified applicants on the wait list.
 - iii. Students on the waiting list must apply each year to gain access to the Central Magnet program.

Requirements for Continuing Enrollment in Central Magnet:

When students are not meeting our minimum academic, attendance and behavioral standards during the academic year, all reasonable efforts are made to support student's efforts to succeed.

- All 9th and 10th grade students must enroll in 4 courses, which include 2 core academic courses (English, Math, Science, Social Studies and World Language), inclusive of 4 credits each of English, Math, Science, History and 3 credits of the same World Language.
- For the 2020 and beyond class, all Central magnet students must successfully complete 1 Advanced Placement or an ECE/dual enrollment course to earn a Central Magnet diploma.
- To maintain enrollment, all students are expected to maintain a C average in core academic classes, English, Math, Science and Social Studies.
- Students must pass a minimum of 3 courses per semester, or they will be placed on academic probation which could lead to being reassigned to their district school. Students who fail 2 academic courses by the end of the school year will be deselected.
- Students will have one marking period to improve grades.
- The reassignment to the district school will be determined on a case-by-case basis at a final conference with the student, parent and administrator in which the parent or guardian will be provided with a copy of the Magnet School Policy. The timing of the reassignment will coincide with the end of a marking period to assist the student's transition.

Criterion for reassignment from Bridgeport Elementary Magnet Schools (Excluding Discovery):

A. A grade of "D" or below for two consecutive marking periods in a core subject (Reading, Writing, Math, Science & Social Studies).

- Academic interventions will be put in place through the SRBI process and documented prior to reassignment.

B. A behavioral grade of a 3 or higher across the report card.

- Behavioral interventions will be put in place through the SRBI process and documented prior to reassignment.

C. Failure to adhere to the Bridgeport Public School Attendance Policy. (See BPS Attendance Policy) Attendance support will be put in place and documented prior to reassignment.

D. For a Type 3 violation of the Code of Conduct (or a violation of the digital code of conduct) reassignment will coincide with the end of a marking period to assist the student's transition.

E. Family did not meet parent commitment requirements.

Reassignment Process:

1. A notification letter regarding possible reassignment will be issued at the time of earning a grade of D or below, a behavior grade of 3 or higher, and/or failure to adhere to the BPS Attendance Policy.
2. A parent/guardian meeting must be scheduled within ten (10) calendar days.
3. Prior to the reassignment to the neighborhood school, the principal must provide the family with written notification which shall include a copy of the Magnet School Policy.
4. The Parent will have five (5) calendar days to appeal the process.
5. The appropriate Administrator must be notified of every student reassigned, identifying the school, race, ethnicity, sex, grade and reason. This information will promptly be reported to the Superintendent, who will then report the information to the Board of Education.

Reassignment Timeline:

- Parent/guardian of students who surface for potential reassignment during the school year will be provided with a letter (mail, email, etc.) notifying them of possible reassignment with a signature request. A meeting with the parent/guardian will be scheduled within ten (10) calendar days. The principal will give the parent/guardian notice prior to the beginning of the neighborhood school reassignment. The students will be referred to their neighborhood school for the beginning of the new school year.

Appeal Process:

- After receiving final notification of reassignment, the parent/guardian may file an appeal with the appropriate Administrator within ten (10) calendar days.
- The appropriate Administrator must approve or reject the appeal, in writing, within ten (10) calendar days.
- If the parent/guardian(s) is not in agreement, they may appeal to the Superintendent within ten (10) calendar days.
- The Superintendent must approve or reject the appeal in writing within ten (10) calendar days.
- If the parent/guardian is not in agreement with the Superintendent's decision, the parent/guardian can request in writing a meeting with the BOE.
- The BOE will schedule a meeting with the parent/guardian to review their appeal and a final decision regarding the appeal will be rendered by the BOE within ten business days after the meeting date.
- The student will be allowed to remain in the designated magnet school pending the completion of the appeal process. If the appeal process timelines are not adhered to by administration at the school or district levels, the appeal will be upheld.

Waiting List:

Every effort will be made to fill empty lottery seats as soon as possible.

- If empty lottery seats remain after October 15, the district will assist in ensuring all seats are filled.
- Students on the lottery waiting list must apply each year to gain access to a magnet school.
- Once a student accepts a seat at a magnet program, their name will be removed from all other magnet school waiting lists.
- If a student is pulled from the waiting list and offered placement, the parent/guardian will have five (5) calendar days to accept the seat.

Current Magnet Students Transferring Out of a Magnet School:

- Once a parent/guardian has withdrawn their student from a Bridgeport Magnet School, they are relinquishing the seat.
- The parent/guardian must reapply through the lottery the following school year process if they would like a chance for their student to attend one of the magnet schools.
-

Extended Waitlist for Fairchild Wheeler Campus:

For Applications not filled out prior to Lottery Closure for Fairchild Wheeler.

- If a parent/guardian was interested in a chance for their student to attend a Fairchild Wheeler School but did not apply within the allotted time frame for the lottery, the district will provide an extended waitlist option.
 - This consists of logging on to the Lottery platform, creating an account and filling out an application.
- Waitlists will be created per town and per grade.

Magnet School Sibling Policy

A Sibling Policy has been adopted to encourage single, rather than divided, magnet school allegiances and thereby promote high levels of parental involvement and provide for continuity within the household.

Definition:

Within the context of this policy, siblings are defined as children with a common parent or legal guardian who live within the same household. Criteria for entrance must be met by each sibling (i.e. twin, triplets etc.) to be included in the lottery for acceptance.

Entrance criteria:

For all Bridgeport Magnet Schools, Elementary and High School.

The Process:

Kindergarten (Pre-K3 for Discovery)

- Kindergarten applicants (*Pre-K3 Applicants for Discovery*), with a sibling(s) currently attending grades K-8 in the same magnet school to which they have applied, will automatically gain admission into the school. Remaining spaces will be filled by non-sibling applicants.

For All Grades, K-12:

- Parents of currently enrolled/accepted students must meet parent commitment requirements to register an incoming sibling (i.e Volunteer Hours)
- In the event the number of sibling candidates alone exceeds the number of spaces available, a sibling lottery will be held with the non-sibling lottery to follow.
- Twins, triplets, etc., will be treated as one unit in the lottery with their lottery numbers placed on the same lottery waiting list.
- As follow-up to the definition of sibling, the parent or guardian will provide legal documentation as confirmation (if requested).

Waiting List:

Waiting lists are established for students applying for grades K-12. (*PK3- 8TH for Discovery only*).

- When a vacancy occurs, siblings will be given preference for admission over non-siblings in the order in which their names appear on the waiting list.
 - All entrance criteria for siblings grades 1-8 must be met.
- Every effort will be made to fill empty lottery seats as soon as possible.
- Students on the lottery waiting list must apply each year to gain access to a magnet school
- Once a student accepts a seat at a magnet program, their name will be removed from all other magnet school waiting lists for the current school year.