

History Log

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/31/2021 2:35:51 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	8/27/2021 4:03:36 PM	Melissa Hickey	Status changed to 'CSDE Management Approved'.	S
	8/27/2021 2:49:20 PM	Marlene Padernacht	Status changed to 'CSDE Grant Contact Approved'.	S
	8/27/2021 1:48:38 PM	Bridget Calabrese	Status changed to 'Application Edits Completed'.	S
	8/27/2021 12:36:19 PM	Marlene Padernacht	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/16/2021 2:13:40 PM	Stephen Bergin	Status changed to 'LEA Superintendent Approved'.	S
	8/16/2021 2:06:47 PM	Bridget Calabrese	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/25/2021 8:13:03 AM	Eileen Ehman	Status changed to 'Application Started'.	S
	5/18/2021 9:17:02 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER - HCY II	Total
LEA	\$7,239,174.00	\$0.00	\$0.00	\$7,239,174.00
Total	\$7,239,174.00	\$0.00	\$0.00	\$7,239,174.00

Contacts

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
ARP ESSER Funds Contact [Select at least 1 contact(s)]	<u>Bridget Calabrese</u> <u>Joseph DiBacco</u> <u>Joanne Cegan</u> <u>Rick Belden</u>

Program Information

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Program Information

Our Connecticut school communities-with students at the center-continue to be bold and innovative as they respond to the COVID-19 pandemic. The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. ESSER I created the opportunity to **survive**, ESSER II created the opportunity to **thrive**, and ARP ESSER is Connecticut's opportunity to **transform** our schools.

In this application, we urge LEAs to reflect on the needs assessment conducted for the ESSER II application and to consider how ARP ESSER funds might help expand the depth and breadth of existing initiatives to reach our goal of reimagining schools to transform students' lives.

Timelines:

June 23, 2021	LEA "Safe Return to In-Person Instruction and Continuity of Services Plan" must be made publicly available online.
August 16, 2021	LEA ARP ESSER Plan (application) is due.
September 30, 2024	ARP ESSER Funds must be obligated.

Stakeholder Engagement

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs must engage in meaningful consultation with stakeholders when creating their LEA ARP ESSER Plan. Stakeholders with whom the LEA should consult include, but are not limited to the following.

Check all that apply:

- students
- families/legal guardians
- school and district administrators (including special education administrators)
- teachers, principals, school leaders, other educators, school staff, and their unions
- Tribes (if applicable) - To the extent present in or served by the LEA
- civil rights organizations (including disability rights organizations) - To the extent present in or served by the LEA
- stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students - To the extent present in or served by the LEA
- Boards of Education
- Other (Please list)

* Provide a description of how the LEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account.

Ansonia Public Schools utilized Parent Square to notify parents and community members about its intention to apply for ARP ESSER funding. We provided information about the ARP ESSER Grant, including the guidance that was available, in order to gauge input in the development of our plan. We also opened discussion about the plan during

the June 17, 2021 Ansonia Board of Education meeting; initiated a survey for any parent or community member; and posted information on our district website and Facebook pages, where we also shared our initial plans for the Safe Reopening of School.

We incorporated suggestions from several individuals, who took the time to write letters of support and express their feelings about the importance of these specific strategies:

1. Ansonia teacher Christine Davis, who is a TEAM Master Mentor for beginning teachers in the district. In her letter of support, she wrote about the importance of the Teacher Mentoring Program in supporting and retaining new Ansonia teachers.
2. Valerie Knight-DiGanti, program officer with the Valley Community Foundation in Derby, CT, wrote about the importance of the new childcare center focusing on young children in Ansonia and the immediate region.
3. Greg Johnson, president of the Valley chapter of the NAACP, wrote about the importance of the new community center, the new childcare center, and the new position of Director of Equity and Communications.

We will continue to accept input from our main stakeholders, our students and families, throughout the implementation of our ARP ESSER grant program. If any major changes need to be made as a result of immediate need, we will contact our state-assigned program manager.

Documents		
Type	Document Template	Document/Link
ARP Letters of Support	N/A	 APS Letter of Support_Christine Davis  APS Letter of

Support_Valerie Knight-DiGangi

 APS Letter of Support_Greg Johnson

Safe Return to In-Person Instruction and Continuity of Services Plan

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Safe Return to In-Person Instruction and Continuity of Services Plan

LEAs are required to publish a plan for the safe return to in-person instruction and continuity of services that includes the extent to which the LEA has adopted policies and a description of any such policies on each of the following (section 2001(i)(1) of ARP):

Health and safety strategies:

- universal and correct wearing of masks;
- physical distancing (e.g., use of cohorts/podding, handwashing and respiratory etiquette);
- cleaning and maintaining healthy facilities, including improving ventilation;
- contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, and/or Tribal health departments;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible;
- appropriate accommodations for children with disabilities with respect to health and safety policies, as well as coordination with state and local health officials

Continuity of services (including but not limited to):

- Addressing student academic needs, as well as student and staff social, emotional, mental, and other health needs, which may include student health and food services

* Public comment was taken into account

*** Please share the URL to the website where you publicly posted your plan.**

https://www.ansoniamn.gov/Uploaded/Central_Office/Documents/Ansonia_Safe_Return_to_School_Plan_-_June_23,_2021.pdf

ARP ESSER Uses of Funds

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Instructions:

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act and for the specific areas described below. Helpful information may be found in [ESSER Uses of Funds FAQ](#)

LEAs will indicate Uses of Funds in the ARP ESSER Budget by selecting a budget tag for each budget detail from the Uses of Funds tag group drop down. The drop down list will have a shortened version of each use. Please refer to the descriptions below for the tag for each use of funds.

Uses of ARP ESSER Funds

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Budget Detail Tag

Addressing learning loss

<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>	<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>
<p>Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</p>	<p>Providing principals/leaders with resources</p>
<p>Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.</p>	<p>Addressing unique needs of special populations</p>
<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<p>Improving preparedness and response</p>
<p>Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</p>	<p>Training to minimize disease spread</p>
<p>Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency, and to purchase PPE.</p>	<p>Supplies to sanitize and clean and PPE</p>
<p>Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.</p>	<p>Long-term closure activities</p>
<p>Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</p>	<p>Education technology</p>

Mental health services	Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
Summer learning	Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
Facility repairs/improvement to minimize disease spread	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Improve air quality	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purification and other air cleaning; fans, control systems, and window and door repair and replacement.
Health and safety of students, staff and educators	Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
Other ARP ESSER eligible activities	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
Administrative	Administrative Costs - necessary and reasonable
Indirect Cost	Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.

Priority Goals

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

[ARP Letter to Superintendents 05-09-21](#)

[Benchmark Assessment Guidance to LEAs](#)

[ARP ESSER Guidance](#)

PRIORITY 1: Learning Acceleration, Academic Renewal, and Student Enrichment (Required)

Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.

* **My district is using ARP ESSER funds for Priority 1 purposes.**

Minimum 20% required set aside for Priority 1 (select Priority 1 budget tag in Budget Details): \$1,447,835.00

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 1 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: *By hiring additional staff to support summer learning, extended day, credit recovery and the targeted needs of special populations, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.*

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

By hiring additional qualified staff to support summer learning, extended day, college/work experiences, STEM and the targeted deficient areas of our high needs population with research based interventions, the district will

increase its District Performance Index in ELA from 59.0 in 2018-2019 to 67.3 and in Math from 53.6 in 2018-2019 to 64.3 by 2024.

Needs Assessment

- My district is continuing to use the Needs Assessment from ESSER II.
- My district is updating the Needs Assessment documented in the ESSER II application.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* Implementation of a summer school, extended school day, Saturday Academy for our students to attend to support the loss of learning, acceleration, and enrichment. Our vision is to implement summer school to our K-5 learners. These learners</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* We would like to begin implementation of these strategies beginning this school year and continue through 2024.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* The person(s) who will be coordinating implementation and monitoring will be the Assistant Superintendent, Director of Programs, building administrators, and the hired coordinator of each of the programs.</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* We will see the impact of this strategy through the result of our data on indicators such as our District Performance Index, Universal Screeners (STAR, DIBELS), and the movement of our SRBI students/high needs students in the SRBI process.</p>

THESE TEACHERS

will be chosen on data from our spring screeners, EdSight and teacher input. During this summer session, explicit phonics instruction, reading and math will be at the forefront of our academic component. Focusing specifically on small group instruction in areas of need for each student. There will be an afternoon enrichment where we will work with community partners to bring in real-world experiences. (ie: gardening, ocean exploration, animal habitats) During the course of each school year, we will

implement an extended day program in the early month that will target students in our SRBI process as well as our high needs population. We will extend their school day an additional hour for academic enrichment. This academic enrichment will focus primarily on reading and math skills. Our Saturday SAT Academy is for students to prepare for the SAT. The academy focuses on test-taking strategies and techniques on how to answer questions on the SAT and provide instruction on the critical reading, math, and writing

<p>skills needed to improve scores. Students will take a mock SAT and be placed into groups and receive personalized instruction in order to improve their areas of weakness.</p>	<input type="checkbox"/>	<p>* We would like to hire a Director of Programs. This crucial position would lead the helm for any programs outside of our regular school day. They would be responsible for but not limited to the following programs, summer school, extended school day, and Saturday Academy. Our vision of this role is that the Director of</p>	<p>* We would like to hire this position this school year (2021-22) and continue through 2024.</p>	<p>* The person who will be coordinating implementation and monitoring will be the Assistant Superintendent</p>	<p>* We will know that this indicator is impactful and successful by reviewing student participation, attendance rates and student scores on indicators such as our universal screeners (STAR, DIBELS). We will also use SBA, NGSS and SAT data.</p>
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Programs would be responsible for marketing the coordinator positions, interviewing and hiring and overseeing the individuals. They would also collect the student data needed to create the invitation list and meet with the coordinators on a regular basis. The Director of Program will be the responsible party for reporting out the data at our monthly board of education meetings as well as administration meetings. They will partner with our Director of Equity and Communications to increase participation and attendance in our

<p>programs by hosting parent meetings and events about each program.</p>	<p><input type="checkbox"/></p>	<p>* The strategy for intervention is to utilize our intervention materials such as LLI within our SRBI model in order to support our students in our Tier 2 and Tier 3 groups. LLI is a powerful, short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching while turning struggling readers into successful readers. Once instructional levels of the students are determined, small</p>	<p>* This strategy will be implemented during the 2021-2022 school year and run throughout the school year, every year in grades K-8.</p>	<p>* The people coordinating the implementation and monitoring will be the Director of ELA and Social Studies, as well as the Assistant Superintendent.</p>	<p>* In order to track progress for evidence, progress monitoring reports will be kept for each individual student who is a part of the LLI intervention across grades K-8 using our Performance Matters database. Progress monitoring will be ongoing in order to determine the growth of students' instructional and independent reading levels over time. This data will also be used to evaluate effectiveness of instruction with integrated reporting tools and to share data and customize reports according to district requirements. As a district, we will know this strategy is impactful by the students moving up in their reading levels (DIBELS, Fountas and Pinnell and IRLA data) across all grades.</p>
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groups of readers can be formed. The priority should be to group students efficiently and effectively so that they can be taught at the appropriate level. This resource will also aid in decreasing the amount of referrals to special education within each school year. We envision the implementation to be on a daily basis within the SRBI model and across grades, K-8.



<p>* The strategy is centered around the creation of a robotics program and competition team including a robotics lab, which will allow students to gain a deeper understanding around STEM and its implementation in real world settings. This program will better prepare students with the hard/soft skills necessary to enter advanced manufacturing careers, post secondary.</p>		<p>* Creation of a half/full year robotics class - 2022-23 Creation of a competition team - 2022-23 Creation of a full functioning robotics lab - 2023-24</p>	<p>* The people coordinating the implementation and monitoring will be the Superintendent, Assistant Superintendent, Principal of Ansonia High School, Assistant Principal of Ansonia High School, Ansonia High School Master Teacher/PLTW, and the K-12 Director of Math and Science.</p>	<p>* Indicators of progress will include: - Student expansion of the class. We are currently set to create one class of 10-15 students. -Larger student enrollment in the advanced manufacturing tracks at Ansonia High School. -Larger student enrollment in advanced manufacturing opportunities offered by Ansonia High School (guest speakers, facility tours, Summer internships, etc.) - Tracking the scores of students' taking STAR Math Fall vs Spring and NGSS Science Grade 11 who are placed in the Robotics program.</p>
<p>* Ansonia Public Schools would like to support our high school students by building their experiences in the area of college</p>	<p><input type="checkbox"/></p>			<p>* Our indicator of success will be the increase in student college credit acquired prior to graduation, increase in apprenticeships and the number of alternative education students who graduate with job placements.</p>

preparation and apprenticeships. We envision this strategy's implementation by continuing to partner with local manufacturing companies to allow our students more apprenticeship opportunities. We currently have apprenticeship partnerships with Sikorsky and Farrell Manufacturing and plan on soliciting more partnerships for our students. We would like to develop a Summer Bridge Program to support our graduating Juniors and Seniors in college and career readiness. We foresee this

* We would like to begin implementation of these strategies beginning this school year and continue through 2024.

* The people coordinating the implementation and monitoring will be the Superintendent, Assistant Superintendent, Director of our Alternative High School, High School Principal, and High School Assistant Principal.

support as a social emotional support as well as a preparation for the field support. We want our students to have the oral proficiency interview skills they require for sought after positions. We want to run mock interviews and assist students with the development of their resumes. It is crucial that our students understand the rigor of the career and college field and know how to handle pressures of deadlines. This summer Bridge Program will assist with developing their skills and strategies to be successful

employees and college students. Ansonia Public Schools would like to continue our expansion to college preparation by continuing to partner with colleges and universities. We currently have partnerships with Gateway, Housatonic Community College, Uconn, UNH, Post, Southern, and Sacred Heart. We offer college credit courses such as ECE sources for UCONN, however, we would like to assist our low income families with the cost associated with enrolling in these classes that they can't afford. The

last portion to this strategy is to hire a Job Coach for our alternate high school. We have on average 36 to 38 high-risk students who are enrolled in our alternative high school each year. We want to ensure that they are successful once they graduate and have the skills to interview and obtain a well paying job. We would like this job coach to make connections with local businesses and invite them into school to speak about their business needs. We want these businesses to also discuss what qualifications they are looking for in a new employee.

The job coach can work with students to develop interview skills as well as job skills required for positions. The goal would be for the job coach to help students acquire jobs prior to graduation.

* Ansonia Public Schools would like to form a Teacher Mentoring Academy. This academy is in addition to the TEAM mentorship already in place. We want all our teachers but specifically new teachers to feel supported and remain in Ansonia. The first few years in the teaching profession can be very challenging



* We would like to implement this strategy beginning the 2021-2022 school year and continue through 2024.

* The people coordinating the implementation and monitoring will be the Superintendent and Assistant Superintendent.

* Our indicator for success will be teacher attrition, number of teachers needing to go on a support plan, and successful modules on TEAM.

and at times, overwhelming. We feel strongly that offering them a mentoring academy will do just that. By implementing a mentoring program, beginning teachers will be able to engage in collegial conversations with mentors and veteran teachers in order to gain knowledge and receive support. Teachers learn best from their colleagues through observations, discussions, sharing, and mentorship. Strong and ongoing mentorship will help teachers stay in the profession. As

teachers receive support, they feel valued and gain confidence in the classroom. Specifically, with a Teacher Mentoring Program in place, there will be less of a turnover rate if teachers feel supported during the first few years of teaching.

Priority 2: Family and Community Connections

The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.

My district is using ARP ESSER funds for Priority 2 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 2 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: The percentage of parents participating in High Impact Family Academic Engagement events will increase from less than 10% to at least 75% of parent/guardian population by creating and promoting Family Academic Event Nights in all content areas by 2024.

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

With the implementation of community supports such as an early childhood center, a new community center, Director of Equity and Communications and partnership with Sacred Heart University our student chronic absenteeism rate of 16.0% in 2018-2019 will drop to 11.0%, our enrollment of 2183 in 2018-2019 will increase by 3% and our student mobility rate will drop from 14.5% in 2018-19 to 11% by 2024.

Needs Assessment

- My district is continuing to use of the Needs Assessment from ESSER II.
- My district is updating the Needs Assessment documented in the ESSER II application.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared?	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress? How will you know this strategy is impactful?
* Ansonia Public Schools would like to purchase land to build or a pre-existing building that will house our Little Chargers Early Childhood Center as well as the equipment, furniture and	<input type="checkbox"/>			

<p> furniture and fixtures needed for the building. We have been studying the research behind the importance of attending an early education program especially in an urban community and we feel strongly in supporting our youngest learners as early as possible in their educational careers. Research states that children who attend high quality preschool programs are less likely to need special education, to be arrested, or to require social services. They tend to be healthier, earn higher incomes, and pay more </p>		<p> * We will begin planning immediately to apply for a school construction grant by June 2022 and the Early Childhood center should be ready for use by fall of 2024 for our very first Little Chargers class. </p>	<p> * The people coordinating the implementation and monitoring will be the Superintendent, Assistant Superintendent, Director of Facilities, and the School Readiness Coordinator. </p>	<p> * We plan on following the cohorts of students who attended our early childhood center and monitoring their academic progress as they move through their K-12 education. We will specially look to see how they compare to their peers who did not attend a high quality educational program in the areas of remediation needed, DIBELS performance, Foundations end of unit scores, and attendance. We will also track our student mobility rates and with our efforts hope to see this flatline or decline by 2024. </p>
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taxes. Investing in early childhood programs is necessary for communities to become globally competitive, improve health and education outcomes, and reduce crime and poverty. Unequal opportunities due to poverty and other early risk factors reduce our community's economic efficiency and productivity. It is our hope that in supporting the community needs specifically for childcare and academic support, that we can attract and retain more families to Ansonia so they remain here for their child's educational

career K-12.
According to
DataHaven's
Analysis of 2017
U.S. Census
data's 5 year
estimates, there
are four census
tract areas in the
Lower Naugatuck
Valley where at
least 68% of
more than 1,300
children ages 0-5
live at or below
federal poverty
guidelines: Town
Census No. of
Children Ansonia
1252 353
Ansonia 1254
135 Derby 1202
484 Naugatuck
3545 357 Total
1333 In the
summer of 2020,
the Valley
Childhood
Poverty
Collective Impact
Initiative (VCPCI)
team conducted
a survey of
families in these
areas to gain a

areas to gain a

deeper understanding from those experiencing poverty and to learn what solutions are most needed in the community. A total of 71 residents participated in the survey which included questions about the impact of their living standards on their family's health, work, and education, including before and during COVID. Beyond basic needs, many reported persistent barriers to economic mobility, education, and emotional wellbeing. The number one

barrier selected by survey participants was lack of access to affordable and accessible childcare, especially for those with infants and toddlers. VCPCI Childcare Task Force, with input from residents living in the community, is currently exploring the creation of worker/owner cooperative childcare models in partnership with the Ansonia Public Schools. Funding for this initiative will provide desperately needed childcare options where few currently exist. It will also create the ability for residents in

<p>the community to work and own a childcare business in the community, creating the potential for generational wealth.</p>	<p>* Obtaining a community facility that will house the new and enriched programs addressing learning loss among students, provide activities to address the unique needs of children, provide a safe environment in case of short-term and long-term closures, and address the needs of our families. This community facility will be utilized for a multitude of programs that will</p>	<p><input type="checkbox"/></p>	<p>* We will begin planning immediately to apply for a school construction grant by June 2022 with concluding the project by 2024.</p>	<p>* The people coordinating the implementation and monitoring will be the Director of Facilities, Superintendent, and Assistant Superintendent.</p>	<p>* We will utilize our student mobility rate and student attendance to track whether this strategy was impactful.</p>
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be held during hours that best meet the needs of Ansonia children and their parents and guardians. We will partner with community agencies, such as Valley Regional Adult Education, The Workplace, BHCare, Griffin Hospital, the Boys & Girls Club of the Lower Naugatuck Valley and TEAM to launch new programs. ?? Studies indicate that community centers such as this produce tremendous value for youths, families and the community as a whole. Community centers help increase the

earning power of parents, as well as of youth when they become adults. They also contribute to major savings for society by helping to prevent costly expenditures for health care, public assistance programs, and criminal justice system involvement and incarceration. Our hope is that this community center will fill the gap between school and home, providing safe environments where kids have fun, participate in life-changing programs, and form supportive relationships with peers and caring adults.

* Ansonia Public

Schools would like to hire a highly skilled leader as our Director of Equity and Communication. This individual would assist with enhancing communication with our community and to ensure equity, fairness, and justice throughout the district. They will also implement a communication plan, assist the district to frame everyday practices through an equity lens, and lead the district in providing a safe, progressive learning environment that ensures students achieve their maximum

* We would like to begin implementation of these strategies beginning this school year and continue through 2024.

* The people coordinating the implementation and monitoring will be the Superintendent, Assistant Superintendent, and Board of Education.

* The evidence of progress will be an increase in recruitment of minority teachers and staff. We will also examine and analyze our student discipline data. We will know if this strategy is impactful if our discipline numbers are on the downward trend specifically by racial and ethnic subgroups. Lastly, attendance will be examined in both teachers and students. Attendance should increase when both teachers and students feel supported, included and are working in a positive welcoming environment.

INDIVIDUAL
potential with the confidence to take intellectual risks and become curious lifelong learners. This individual will work in true partnership with the community, parents, and educators to continue to create and provide enriching experiences in our classrooms while opening the lines of communication with our families. Their main focus will be equity through opportunity and engagement. Some of their job responsibilities will be: - Communicates the district's mission, values, and strategic direction to a

diverse community. - Cultivates and maintains effective partnerships with diverse external organizations, other relevant organizations, leaders, partners and vendors in order to inform the district's strategy for racial equity work and other diversity and inclusion objectives. - Works collaboratively with other district's leaders to modify, improve, and operationalize a results oriented racial equity plan to increase collective knowledge and integrated outcomes. - Leads the

communication, development, and advancement of the district's internal and external equity, diversity, and inclusion strategy. -Collaborates with other stakeholders in the development of the district's strategic plan regarding racial equity. -Leads development and ensures the delivery of equitable services, policies, practices, and actions. - Develops and delivers equity trainings and other learning materials. - Analyzes and presents equity related data. - Coaches and mentors

colleagues on equity related development. - Conducts and communicates equity assessments. - Communicates the overall leadership and management in the implementation of the district's equity and inclusion strategy, including development of the annual equity plan and annual report. - Oversees, communicates, and implements strategic community engagement initiatives in the areas of integrity, excellence, justice, and compassion. - Documents school related events by taking

<p>pictures, collecting information pertinent to the event, and posting on the Ansonia Public Schools Website, Facebook Page, and other social media platforms to inform the community at large.</p>	<p><input type="checkbox"/></p>	<p>* We will begin planning immediately to apply for a school construction grant by June 2022 with concluding the project by 2024.</p>	<p>* The people coordinating the implementation and monitoring will be the Director of Facilities, Superintendent, and Assistant Superintendent.</p>	<p>* Our main indicator of success will be the enrollment of parents and students in the program as well as their achievement of credits.</p>
<p>* Ansonia Public Schools would like to build an addition onto our high school to be used for our high school students during the day as well as a partnership with Sacred Heart University in the evenings. With our partnership with Sacred Heart University, not only our students but their parents would be able to take</p>				

ABLE TO TAKE

college credit courses at a discounted rate on our high school campus. This strategy would be a game changer for our families in Ansonia. Many of our hard working parents can now take advantage of this opportunity to better their careers and livelihood by taking discounted courses miles from their homes.

Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff:

The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.



My district is using ARP ESSER funds for Priority 3 purposes.

Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide

Applying what we have learned during the pandemic requires careful consideration of the importance of student access to in-person learning and enrichment balanced with the strategic use of technology to engage and expand learning opportunities. Resources should be allocated to maintain or upgrade access to technology and connectivity for the long term and to ensure that technology training and support is provided to students, school staff, and families to maximize student outcomes.

My district is using ARP ESSER funds for Priority 4 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 4 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: *By providing targeted professional development on virtual learning platforms, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.*

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

By keeping our schools safe, increasing staff development, and purchasing 21st century technology resources, our teacher attrition rate of 85% in 2018-19 will continue to maintain or grow 5% by the year 2024.

Needs Assessment

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome

What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared?	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress. How will you know this strategy is impactful?
<p>* Ansonia Public Schools would like to employ an Assistant Data Manager. We envision the implementation of this role to : - Oversee all aspects of PowerSchool, the student database management system, including providing guidance, support, and training to all PowerSchool users and processing database queries/reports - Support teachers with PowerTeacher and PowerTeacher Gradebook - Implement and maintain PowerSchool</p>	<p><input type="checkbox"/></p>	<p>* We would like to implement this strategy beginning the 2021-2022 school year and continue through 2024.</p>	<p>* The people coordinating the implementation and monitoring will be the Superintendent, Assistant Superintendent, and the Director of Technology.</p>	<p>* Teacher's proficiency level with Powerschool and Performance Matters will increase. This will impact the strength and validity of our data in Performance Matters to make educational decisions for our students specifically in SRBI. With this additional staff member, state reports will be submitted before deadlines. Lastly, there will be more support to our buildings on data analysis, schedules and building reports in a timely manner to make instructional decisions.</p>

Parent Portal -Use
Excel extensively
for assessment
gathering and
importing -
Implement
PowerScheduler to
set up student class
schedules -Provide
monthly enrollment
data to
administrators -Be
responsible for
accurate student
data reporting and
uploading reports to
the State of CT
Department of
Education's website
-Act as the school
registrar, registering
new students or
withdrawing
students who leave
the system, and
maintain student
records -Be
responsible for all
aspects of
kindergarten
registration
providing accurate
student projections
for the following
year -Maintain

<p>school schedules for planned/unplanned early dismissals, delayed openings, testing schedules, etc. -Document student attendance -Update school website with calendar and news information</p>	<p><input type="checkbox"/></p>	<p>* Ansonia Public Schools would like to implement a firewall to keep our students and staff safe and run without any interruption. State and federal laws require that schools monitor and filter their students' web usage, and for good reason. We realize that the world's internet is not free of dangerous content, like malware and phishing scams. All students are</p>	<p>* We would like to implement this strategy as early as possible in the 2021-22 school year.</p>	<p>* The people coordinating the implementation and monitoring will be the Superintendent, Assistant Superintendent, and the Director of Technology.</p>
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exposed to the internet and they must be kept safe from malicious and age-inappropriate content. These safety precautions are just as true for our staff. We want to ensure that their personal information is protected from an outside attack on our system. A network firewall will protect students and staff from the growing world of malware on the internet.

* Students and staff will be protected from inappropriate content and remain safe from viruses. Their work and personal information will remain secure and confidential. There will be less interrupted academic time in the day without the loss of internet as a result of the firewall protecting against malware and phishing scams. Testing schedules, data meetings, and PPT's will not need to be rescheduled due to the internet interruption and accessibility to our systems. Lastly, we will monitor our applications and website usage through our LEARN platform and compare usage from previous years after the firewall installation. We will not be vulnerable to an attack on any of our data platforms and ransomware requested due to hackers entering our system.

* We would like to purchase ViewSonic Interactive Display Boards for our middle school and high school classrooms to replace our out-



dated technology. ViewSonic boards will allow our teachers to better engage our students, assist students with visual impairments and allow our students to strengthen their 21 century skills. With the ViewSonic boards, teachers gain the ability to draw, annotate, and write on screen, which makes it easier to convey complex ideas. Users can open apps, games, and web pages within myViewBoard. With updated tools like these, capturing the imagination and attention of students becomes much easier and simpler for teachers. A ViewBoard assists students who face visual impairments

* We would like to purchase and install all the ViewSonic Interactive Display Boards during the 2021-22.

* The people coordinating the implementation and monitoring will be the Superintendent, Assistant Superintendent, Director of Technology, and the Director of Facilities.

* We will see evidence of use of the ViewSonic Interactive Boards during our instructional rounds, school collaboration meetings, Professional Learning Community Meetings, review of teacher lesson plans, and daily observations. An increase in student engagement should be evidenced in our observations. ViewSonic will make it easy for teachers to increase their use of collaboration, formative assessment, polling and data driven instruction, along with enhanced lesson development.

by making what is on the high-resolution display easier to see. Plus, speakers allow for text-to-speech software that helps broadcast material aloud. Recording software makes presentations re-watchable at a slower speed or while in a better-suited environment, while speech-to-text software creates live captions. For those with mobility needs, the ViewBoard is pairable with a multitude of different devices, such as special keyboards, touch panels, writing instruments, and pointing tools. Furthermore, Casting and Throwing features allow students to send information

back and forth between their devices from a distance, giving them a greater ability to interact with the lesson without feeling left out or constrained. When it comes to preparing high school students for a transition into the workforce and having a successful career, collaborative technology in school becomes that much more important. With 21st Century skills, our students will have the adaptive qualities they require to keep up with a business environment that is constantly evolving. ViewSonic has the technology to develop 21st century skills.

* We would like to

hire a Technology Instructional Specialist. This pivotal position will be working directly with teachers on how to properly align and embed technology into their instruction. They will work hand-in-hand with our Instructional Specialists for Literacy and Numeracy on the best technology applications to utilize to enhance the curriculum for all learners. The Technology Specialist will collaborate with classroom teachers and co-teach lessons with them using technology. They will also facilitate professional development throughout the course of the year



* We would like to hire this position this school year (2021-22) and continue through 2024.

* The person who will be coordinating the implementation and monitoring will be the Assistant Superintendent and the Director of Technology.

* We will know if this strategy is impactful with the increase of technology application being utilized by our teachers and students. We will be able to monitor and track this progress using our Classlink and LEARN platforms. These platforms track usage by year, month, week and day by district, school, teacher, class and student by each application and/or website.

in-person and virtually at staff meetings, PLC meetings and district professional development days. The pre-recorded virtual professional trainings will be housed on our Google Shared Drive Technology Hub. The Technology Instructional Specialist will also oversee our instructional licenses, programs and softwares such as Classlink, LEARN, Lexia, Rosetta Stone, and IXL. They will be the first point of contact for onboarding new students and adding them to the appropriate databases.

Priority 5: Building Safe and Healthy Schools

Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with federal relief funding allowable uses as a means to continue facility repairs and improvements, such as improving ventilation and providing more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).

My district is using ARP ESSER funds for Priority 5 purposes.

No SMART Goal required for this priority area

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared?	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress? How will you know this strategy is impactful?
* Ansonia Public Schools would like to upgrade our HVAC systems. BVH was commissioned to perform a limited study of the mechanical	<input type="checkbox"/>			

systems at Ansonia Public Schools with ESSER I funds. They prioritized their findings and outlined them in each of our building reports. Based on the findings we would like to upgrade our HVAC systems in all of our buildings beginning with the highest priorities outlined of which HVAC units need to be replaced, weight against cost, condition, and monies allocated. ??A HVAC system is an important approach to lowering the concentrations of indoor air pollutants or contaminants including any viruses that may be in the air is to increase ventilation - the amount of outdoor air coming indoors. Ensuring

* This strategy will be implemented in the 2021-22 school year and continue through 2024. The equipment that will need to be replaced and upgraded will need more extensive work and time. With building occupancy having many safety factors the majority of work will need to be planned for school shutdowns and during the course of summer vacations.

* The people coordinating the implementation and monitoring will be the Ansonia Board of Education School Facilities Committee and Director of Facilities.

* Health effects from indoor air pollutants may be experienced soon after exposure or, possibly, years later. Immediate effects may show up after a single exposure or repeated exposures. These may include irritation of the eyes, nose, and throat, headaches, dizziness, and fatigue. Such immediate effects are usually short-term and treatable. Sometimes the treatment is simply eliminating the person's exposure to the source of the pollution, if it can be identified. We will look at both student, teacher's absences along with a decline of in-district work orders related to heating and cooling, and health related issues.

indoors. Ensuring proper ventilation with outside air can help reduce the concentration of airborne contaminants, including viruses, indoors. Proper ventilation also reduces surface contamination by removing some virus particles before they can fall out of the air and land on surfaces.



* This strategy will be implemented in the 2021-2022 school year and continue through 2024.

* The people coordinating the implementation and monitoring will be the Ansonia Board of Education School Facilities Committee and Director of Facilities.

* We will look at both student and teacher's absences due to health related issues.

* The School district will purchase and continue to supply faculty, staff, and students with the proper Personal Protective Equipment need to try and mitigate any transmission of any and all viruses, this to include disposable masks, cleaning chemicals to clean and sanitize classroom and work spaces along with disposable gloves, and hand sanitizers until the current crisis is over.

Other Allowable Uses

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. In addition, other specific allowable activities can be found on the "ARP ESSER Uses of Funds" page.

My district is using ARP ESSER Funds for other allowable activities

ARP ESSER Funds Budget

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$1,462,826.00
200 - Personal Services > Employee Benefits	\$354,993.00
300 - Purchased Professional and Technical Services	\$407,004.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$115,101.00
600 - Supplies	\$249,300.00
700 - Property	\$4,649,950.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$7,239,174.00
Allocation	\$7,239,174.00
Remaining	\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$1,462,826.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>Director of Equity and Communications: Certified administrator for parent outreach, with a focus on improving communications with all community members, as well as promoting equity in all facets of Ansonia Public Schools. Salary average of \$118,988 per year for three years (2021-2024), for a total of \$356,963.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	<p>Salaries for Coordinators, teachers and support staff for summer, after school and Saturday morning programs during the 2023 and 2024 year, with additional funding from Ansonia's Alliance, Priority School District, Summer School and Extended School Hours grant programs.</p> <p>Budget of \$246,000 for two years, with \$210,000 for certified salaries and \$36,000 for non-certified salaries.</p>
Cost:	\$356,963.00	
Line Item Total:	\$356,963.00	
Object:	100 - Personal Services > Salaries	<p>Salaries for Coordinators, teachers and support staff for summer, after school and Saturday morning programs during the 2023 and 2024 year, with additional funding from Ansonia's Alliance, Priority School District, Summer School and Extended School Hours grant programs.</p> <p>Budget of \$246,000 for two years, with \$210,000 for certified salaries and \$36,000 for non-certified salaries.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Ansonia School District (002-000)		
Quantity:	1.00		
Cost:	\$246,000.00		
Line Item Total:	\$246,000.00		
Object:	100 - Personal Services > Salaries		<p>Director of Programs: Certified administrator for the expanded and new after school, Saturday morning and summer programs, which began during the summer of 2021, in order to address learning loss. Salary average of \$115,581 per year for two years (2021-2023), with the third year covered with other funds, for a total of \$231,363.</p>
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Ansonia School District (002-000)		
Quantity:	1.00		
Cost:	\$231,363.00		
Line Item Total:	\$231,363.00		
Object:	100 - Personal Services > Salaries		<p>Technology Instructional Specialist: Certified position to coach classroom teachers in the use of new online learning programs and equipment purchased since March 2020, in order to address the needs of all students. Salary average of \$75,000 per year for three years (2021-2024), for a total of \$225,000.</p>
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of			

Funds:	Education technology	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$225,000.00	
Line Item Total:	\$225,000.00	
Object:	100 - Personal Services > Salaries	<p>Assistant Data Manager: This new position will focus on the management and collection of data from the district's new learning programs and assessments in order to assist principals and district leaders with current reports on student learning. This is a non-certified position, based on an average salary of \$60,000 per year x 3 years (2021-2024), for a total of \$180,000.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Providing principals/leaders with r...	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$180,000.00	
Line Item Total:	\$180,000.00	
Object:	100 - Personal Services > Salaries	<p>Robotics and AI Lab Manager: Certified position to manage the new Robotics and AI lab at Ansonia High School. Salary average of \$75,000 per year for two years (2022-2024), for a total of \$150,000.</p>
Purpose:	01 - Public School Activities	
ARP ESSER	1: Learning Acceleration, Academic ...	

Priority:		
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$150,000.00	
Line Item Total:	\$150,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$73,500.00	
Line Item Total:	\$73,500.00	
Total for 100 - Personal Services > Salaries:		\$1,462,826.00
Total for all other Objects:		\$5,776,348.00

Salaries for teachers involved in the College Prep, Apprenticeships, and Summer Bridge Program, geared to serve student in Ansonia High School, \$24,500 per year x 3 years (2022-2024). Rate is based on \$35/hr x 700 hours per year.

TOTAL: \$73,500

Total for all Objects:	\$7,239,174.00
Allocation:	\$7,239,174.00
Remaining:	\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$354,993.00 ▼

Budget Detail		Narrative Description	
Object:	200 - Personal Services > Employee Benefits	Benefits for Director of Equity and Communications: Medical package estimated at \$30,000 per year x 3 years = \$90,000. Medicare (.0145) based on \$356,963=\$5,167. TOTAL: \$95,167.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	2: Family and Community Connections		
Uses of Funds:	Addressing unique needs of special ...		
LEA / School:	Ansonia School District (002-000)		
Quantity:	1.00		
Cost:	\$95,167.00		
Line Item Total:	\$95,167.00		
Object:	200 - Personal Services > Employee Benefits		Benefits for Technology Instructional Specialist: Medical package estimated at \$30,000 per year x 3 years = \$90,000. Medicare based on \$75,000 per year x 3 years (.0145% x \$225,000), \$3,263. TOTAL: \$93,263.
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		

Uses of Funds:	Education technology
LEA / School:	Ansonia School District (002-000)
Quantity:	1.00
Cost:	\$93,263.00
Line Item Total:	\$93,263.00
Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing unique needs of special ...
LEA / School:	Ansonia School District (002-000)
Quantity:	1.00
Cost:	\$62,163.00
Line Item Total:	\$62,163.00
Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities

Benefits for Robotics and AI Lab Manager:
 Medical package estimated at \$30,000 per year x 2 years = \$60,000.
 Medicare based on \$75,000 per year x 2 years (.0145% x \$150,000), \$2,163.
 TOTAL: \$62,163.

Benefits for Assistant Data Manager:
 Medical package estimated at \$13,500 per year x 3 years = \$40,500.

ARP ESSER Priority:	4: Strategic Use of Technology, Sta...
Uses of Funds:	Addressing learning loss
LEA / School:	Ansonia School District (002-000)
Quantity:	1.00
Cost:	\$55,418.00
Line Item Total:	\$55,418.00

FICA: .0765% x \$180,000), \$14,918.
TOTAL: \$55,418.

Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing learning loss
LEA / School:	Ansonia School District (002-000)
Quantity:	1.00
Cost:	\$42,117.00
Line Item Total:	\$42,117.00

Benefits for Director of Programs:
Medical package estimated at \$19,381 per year x 2 years = \$38,762.
Medicare (.0145) based on \$231,363, \$3,355.
TOTAL: \$42,117.

FICA for summer, after school and Saturday morning programs during the 2023 and 2024 years, based on certified salaries of \$210,000 and non-certified salaries of \$36,000.

Total: \$5,799

FICA for teachers involved in the College Prep, Apprenticeships and Summer Bridge Program serving Ansonia High School students.
 .0145% x \$73,500=\$1,066

Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing learning loss
LEA / School:	Ansonia School District (002-000)
Quantity:	1.00
Cost:	\$5,799.00
Line Item Total:	\$5,799.00

Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing unique needs of special ...
LEA / School:	Ansonia School District (002-000)
Quantity:	1.00
Cost:	

	\$1,066.00	
Line Item Total:	\$1,066.00	
Total for 200 - Personal Services > Employee Benefits:		
		\$354,993.00
Total for all other Objects:		
		\$6,884,181.00
Total for all Objects:		
		\$7,239,174.00
Allocation:		
		\$7,239,174.00
Remaining:		
		\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$407,004.00 ▼

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	<p>Purchased services for the College Prep, Apprenticeships, Summer Bridge Program and the Job Coach for the Ansonia High School alternative high school program. Budget of \$60,000 per year x 3 years, 2021-2024. TOTAL: \$180,000</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$180,000.00	
Line Item Total:	\$180,000.00	<p>New Palo Alto Next Generation managed firewall for Ansonia Public Schools, with vendor providing 24/7 monitoring of all network traffic, in order to identify and block unwanted traffic and cyberattacks on the district's network. The Firewall Platform supports the latest cybersecurity applications including DNS and IOT security. This will protect the integrity of the district's SIS system, data systems, and online learning programs for</p>
Object:	300 - Purchased Professional and Technical Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	

Uses of Funds:	Education technology	students.
LEA / School:	Ansonia School District (002-000)	Cost of the firewall for five years, beginning 2021: \$117,004.
Quantity:	1.00	
Cost:	\$117,004.00	
Line Item Total:	\$117,004.00	
Object:	300 - Purchased Professional and Technical Services	TEAM Program mentor academy: Professional Development for first and second year teachers, which will supplement the TEAM program. This will cover the cost of outside PD providers who will work closely with first and second year teachers, in conjunction with administrators, during the 2021-2024 school years. New teachers will also be provided release time to observe model practices in the district, as well as Blue Ribbon school classrooms.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Providing principals/leaders with r...	A budget of \$25,000 will be provided each year for three years, for a total of \$75,000.
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$75,000.00	
Line Item Total:	\$75,000.00	
Object:	300 - Purchased Professional and Technical Services	Professional Services (including programming from community partners and presenters) for the summer, after school and Saturday morning programs during 2023 and 2024, \$35,000.
Purpose:	01 - Public School Activities	

ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing learning loss
LEA / School:	Ansonia School District (002-000)
Quantity:	1.00
Cost:	\$35,000.00
Line Item Total:	\$35,000.00

Total for 300 - Purchased Professional and Technical Services:	\$407,004.00
Total for all other Objects:	\$6,832,170.00
Total for all Objects:	\$7,239,174.00
Allocation:	\$7,239,174.00
Remaining:	\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

500 - Other Purchased Services - \$115,101.00 ▼

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Pupil transportation for summer, after school and Saturday morning programs during the 2023 and 2024 years, with additional funding from the Ansonia Summer School and Extended School Hours grant programs. Cost is based on current rate of \$351.50 per bus and \$24.20 for bus aides. Budget: \$85,701
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	Transportation for students in the College Prep, Apprenticeships, and Summer Bridge Program at Ansonia High School: College/post-secondary visits, \$600 per trip x 8/yr x 3 years = \$14,400 Transportation for students to apprenticeships: \$5,000 per year x 3 years - \$15,000
Cost:	\$85,701.00	
Line Item Total:	\$85,701.00	
Object:	500 - Other Purchased Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing unique needs of special ...	

LEA / School:	Ansonia School District (002-000)	TOTAL: \$29,400
Quantity:	1.00	
Cost:	\$29,400.00	
Line Item Total:	\$29,400.00	
Total for 500 - Other Purchased Services:		\$115,101.00
Total for all other Objects:		\$7,124,073.00
Total for all Objects:		\$7,239,174.00
Allocation:		\$7,239,174.00
Remaining:		\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$249,300.00 ▼

Budget Detail		Narrative Description
Object:	600 - Supplies	Instructional materials, including Leveled Literacy Intervention kits, to address the specialized needs of students in order to address learning loss. Budget of \$150,611 for the 2021-2024 year.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	PPE supplies (including masks, hand sanitizer and other necessary PPE) for students and staff of Ansonia Public Schools for the 2022-2024 years (supplemented during the 2021-22 year by the ESSER II grant), \$66,621.
Cost:	\$150,611.00	
Line Item Total:	\$150,611.00	
Object:	600 - Supplies	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	Health and safety of students, staf...
Uses of Funds:		

LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$66,621.00	
Line Item Total:	\$66,621.00	
Object:	600 - Supplies	Instructional supplies for summer, after school and Saturday morning programs during the 2023 and 2024 years, with additional funding from the district's Summer School and Extended School Hours program grants. Budget: \$16,034
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$16,034.00	
Line Item Total:	\$16,034.00	
Object:	600 - Supplies	Supplies for College Prep, Apprenticeships, and Summer Bridge Program at Ansonia High School. Total of \$16,034 for three years (2021-2024)
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of		

Funds:	Addressing unique needs of special ...
LEA / School:	Ansonia School District (002-000)
Quantity:	1.00
Cost:	\$16,034.00
Line Item Total:	\$16,034.00

Total for 600 - Supplies:	\$249,300.00
Total for all other Objects:	\$6,989,874.00
Total for all Objects:	\$7,239,174.00
Allocation:	\$7,239,174.00
Remaining:	\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$4,649,950.00 ▼

Budget Detail		Narrative Description
Object:	700 - Property	<p>Purchase of new early childhood education building in Ansonia: Ansonia Public Schools will work in collaboration with a local contractor/property owner to complete the construction of a building in a centralized location of the city to provide infant and toddler care, identified by local residents living in poverty as the #1 barrier to economic mobility, education, and emotional wellbeing.</p> <p>The building construction will be completed in 12 months, and the school district will offer infant and toddler childcare on a sliding fee scale set by the OEC.</p> <p>The estimated cost of the building is \$2,000,000.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$2,000,000.00	
Line Item Total:	\$2,000,000.00	
Object:	700 - Property	<p>Obtaining a community facility that will house the new and enriched programs addressing learning loss among students, provide activities to address the unique needs of children, provide a safe environment in case of short- and long-term closures, and address the needs of our families.</p> <p>This community facility will be utilized for a multitude of programs that will be held during hours that best meet the</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Addressing learning loss	

LEA / School:	Ansonia School District (002-000)	needs of Ansonia children and their parents and guardians. We will partner with community agencies, such as Valley Regional Adult Education, The Workplace, BHCare, Griffin Hospital, the Boys & Girls Club of the Lower Naugatuck Valley and TEAM to launch new programs.
Quantity:	1.00	
Cost:	\$750,000.00	
Line Item Total:	\$750,000.00	A portion of the cost of this new building (\$750,000) was included in Ansonia's approved ESSER II application. An additional \$750,000 will cover the balance needed for the purchase of the building.
Object:	700 - Property	Robotics and AI equipment for new program at Ansonia High School: New Lab will be planned and developed during the 2021-22 school year, in order to provide programs starting in 2022 that inspire the next generation of AI leaders with the knowledge, skills and ethical thinking needed to meet the growing need for AI talent in the world. Estimated cost of equipment: \$500,000.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Education technology	
LEA / School:	Ansonia School District (002-000)	Furniture, fixtures and equipment for the new Early Childhood Education building, estimated at \$400,000.
Quantity:	1.00	
Cost:	\$500,000.00	
Line Item Total:	\$500,000.00	
Object:	700 - Property	
Purpose:	01 - Public School Activities	
ARP ESSER	2: Family and Community Connections	

ARP ESSER Priority:	2: Family and Community Connections
Uses of Funds:	Addressing unique needs of special ...
LEA / School:	Ansonia School District (002-000)
Quantity:	1.00
Cost:	\$400,000.00
Line Item Total:	\$400,000.00
Object:	700 - Property
Purpose:	01 - Public School Activities
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...
Uses of Funds:	Education technology
LEA / School:	Ansonia School District (002-000)
Quantity:	1.00
Cost:	\$199,950.00
Line Item Total:	\$199,950.00
Total for 700 - Property:	
	\$4,649,950.00

reimbursement rate with the State of CT is 76%; cost to Ansonia is \$400,000.

Tentative timeline is one year for planning and approvals, 15-18 months for construction, and occupancy date of Spring 2024.

Replacement of outdated whiteboards and projectors in Ansonia Middle School and Ansonia High School in order to improve the educational interaction between students and their classroom instructors in Ansonia Public Schools. Budget of \$200,000 will pay for the replacement of 62 whiteboards and projectors at a cost of \$3,225 each. The labor will be provided by the district's technology department.
TOTAL: \$199,950

Total for all other Objects:	\$2,589,224.00
Total for all Objects:	\$7,239,174.00
Allocation:	\$7,239,174.00
Remaining:	\$0.00

ARP ESSER Funds Budget Overview

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$7,239,174.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,462,826.00	1,462,826.00
200 - Personal Services > Employee Benefits		354,993.00	354,993.00
300 - Purchased Professional and Technical Services		407,004.00	407,004.00
500 - Other Purchased Services		115,101.00	115,101.00
600 - Supplies		249,300.00	249,300.00
700 - Property		4,649,950.00	4,649,950.00
Total		7,239,174.00	7,239,174.00
	Allocation		7,239,174.00
	Remaining		0.00

Related Documents

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	
ARP Letters of Support	N/A	 <u>APS Letter of Support_Christine Davis</u>  <u>APS Letter of Support_Valerie Knight-DiGangi</u>  <u>APS Letter of Support_Greg Johnson</u>

Assurances

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

* Certified ARP ESSER Assurances on file in LEA Document Library in eGMS."

ARP ESSER HCY II Intent to Participate

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER HCY II Intent to Participate

Your HCYII allocation is:

Important Note for Districts with less than \$5000 HCY II allocation.

After you have completed this page, your allocation will be loaded if you are joining a consortium. If you are declining the funds, the allocation will be removed.

The US Department of Education has established a formula for awarding ARP Homeless II funds to eligible LEAs based upon each LEA's proportional share of:

- allocations under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) for the most recent fiscal year: and
- the number of homeless children and youth identified in an LEA relative to all LEAs in the State, using the greater of the number of homeless children and youth in either the 2018-19 or 2019-20 school year.

Under this formula, an LEA must have an allocation of at least \$5,000 to be eligible to receive a ARP Homeless II allocation on its own. If an LEA's allocation is less than \$5,000, the LEA must join a consortium of LEAs in which the sum of its members' allocations meets the \$5,000 threshold. This \$5,000 minimum is intended to enable and LEA to have sufficient ARP Homeless II funds to address the needs of homeless children and youth. For the purpose of ARP Homeless II funds, a consortium means a subgrantee that consists of more than one LEA. Only CT LEAs may serve as the fiscal agent for a consortium."

*** Consortia Intent to Participate ARP HCY II Budget Options (Select One.)**

- 1. My district/school will NOT participate in a consortium and declines ARP-HCY II funds.
- 2. My district/school will participate in a consortium (with a combined amount over \$5000) and elects to act as the fiscal agent for ARP HCY II for the following LEA members: (Enter the organization numbers and names of all consortium members that you will act on behalf of as the fiscal agent.)

- 3. My district/school will participate as a member in a consortium (with a combined amount over \$5000) with the following LEA serving as the fiscal agent for ARP HCY II funds: (Enter the organization number and name of the lead LEA that will act as the fiscal agent.)
- 4. Not applicable. My district/school ARP HCY II allocation I is greater than \$5,000 and will serve as its own fiscal agent for ARP HCY II funds without a consortium.

If Option 2 selected, enter the organization (district) number(s) and name(s) of all consortium members that you agree to act on behalf of as the fiscal agent for these funds.

District Number	District Name

If Option 3 selected, enter the number and name of the organization (district) that you have selected to act as the fiscal agent for these funds.

Fiscal Agent District Number	Fiscal Agent District Name

CSDE Application Review Status Checklist

Ansonia School District (002-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - CSDE Application Review Status Checklist

This checklist is a means of communication between the 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, the CSDE will review the application and mark each section as 'OK' or 'Attention Needed'.
- If the application is marked as 'Attention Needed', it will be returned to the LEA with a status of 'Returned - Revisions Needed' and will require modifications. The LEA will review the checklist for specific written feedback, explanations, and comments that identify areas that need to be addressed in order to move the application to Approved status.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the CSDE determines that the item has been corrected, 'Attention Needed' will be changed to 'OK' by the CSDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of 'Returned - Revisions Needed'.
- An application will move to Approved status once all comments and concerns in the application have been addressed.

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

<input type="checkbox"/>	1. Stakeholder Engagement:	OK ▼	Marlene Padernacht	8/27/2021 9:14:08 AM
	1. Stakeholders with whom the LEA consulted are checked.			
	2. Description provided of how the LEA afforded the public an opportunity for input.			
	3. Summary of input provided.			
	4. How input was taken into account provided.			
<input type="checkbox"/>	2. Safe Return to In-Person Instruction and Continuity of Services Plan:	OK ▼	Marlene Padernacht	8/27/2021 9:14:08 AM
	1. Public comment was taken into account.			
	2. URL provided to website where plan is publicly posted.			
<input type="checkbox"/>	3. Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment	OK ▼	Marlene Padernacht	8/27/2021 2:46:34 PM
	1. SMART goal provided is aligned to Priority 1 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 1 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	4. Priority 2: Family and Community Connections	OK ▼	Marlene Padernacht	8/27/2021 12:32:57 PM
	1. SMART goal provided is aligned to Priority 2 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	5. Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff	OK ▼	Marlene Padernacht	8/27/2021 12:32:57 PM
	1. SMART goal provided is aligned to Priority 3 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			

<input type="checkbox"/>	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	OK ▼	Marlene Padernacht	8/27/2021 2:46:34 PM
	1. SMART goal provided is aligned to Priority 4 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 4 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	OK ▼	Marlene Padernacht	8/27/2021 12:32:57 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			
<input type="checkbox"/>	8. Other Allowable Activities	Not Applicable ▼	Marlene Padernacht	8/27/2021 9:16:36 AM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK ▼	Marlene Padernacht	8/27/2021 2:49:10 PM
	1. Selection of "Priority Goals" budget tags align with strategies for "Priority Goals" and/or "Other Allowable Uses."			
	2. "Uses of Funds" budget tags are selected appropriately.			
	3. Budget details align and support data for selected "Priority Goals" and/or "Other Allowable Uses."			
	4. Budget detail costs are allowable and narratives adequately describe budgeted costs.			
<input type="checkbox"/>	10. Assurances	OK ▼	Marlene Padernacht	8/27/2021 9:16:36 AM
	1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.			
<input type="checkbox"/>	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable ▼	Marlene Padernacht	8/27/2021 12:34:41 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			