

History Log

Cooperative Educational Services (243-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/16/2021 3:59:07 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	8/16/2021 3:43:34 PM	Melissa Hickey	Status changed to 'CSDE Management Approved'.	S
	8/16/2021 12:53:46 PM	Megan Alubicki Flick	Status changed to 'CSDE Grant Contact Approved'.	S
	8/16/2021 12:20:55 PM	Christopher LaBelle	Status changed to 'Application Edits Completed'.	S
	8/16/2021 11:19:40 AM	Megan Alubicki Flick	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/13/2021 4:49:22 PM	Charles Dumais	Status changed to 'LEA Superintendent Approved'.	S
	8/13/2021 8:13:18 AM	Christopher LaBelle	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/6/2021 6:53:27 AM	Christopher LaBelle	Status changed to 'Application Started'.	S
	5/18/2021 9:17:43 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Cooperative Educational Services (243-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER - HCY II	Total
LEA	\$769,481.00	\$0.00	\$0.00	\$769,481.00
Total	\$769,481.00	\$0.00	\$0.00	\$769,481.00

Contacts

Cooperative Educational Services (243-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
ARP ESSER Funds Contact [Select at least 1 contact(s)]	<u>Christopher LaBelle</u>

Program Information

Cooperative Educational Services (243-000) Regional Education Service Center - 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

Cooperative Educational Services (243-000) Regional Education Service Center - 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.

C.E.S. used a variety of methods to receive feedback on the Continuity of Education Plan. Initially, the draft Plan was shared with our Representative Council which includes members from the majority of our member school districts. The Council was in support of our proposal. The Plan was also shared with various education groups that

we engage with, such as our Teachers Association and fellow RESCS. This was achieved primarily through Zoom meetings. Lastly, we surveyed all CES employees and parents. Our programs are quite diverse as we enroll over 350 students with disabilities, and 800 choice students through our magnet programs. The result is diverse feedback that represents all stakeholders from over 40 different cities and towns.

The feedback data was as follows:

79% of engaged stakeholders believed it was important for students to continue to wear masks. Executive Order 13A requires masks through September 30, 2021. Our data indicates parents and employees prioritize this mitigation strategy even longer. Therefore, masks remain in our Plan. 39% of stakeholders prioritized student cohorting. It was obvious employees, parents, and the community would like students to have the opportunity to engage in educational activities with others beyond their classroom. As a result, CES is loosening cohorting requirements so that students can reengage, using mitigation strategies, with our education partners and with each other.

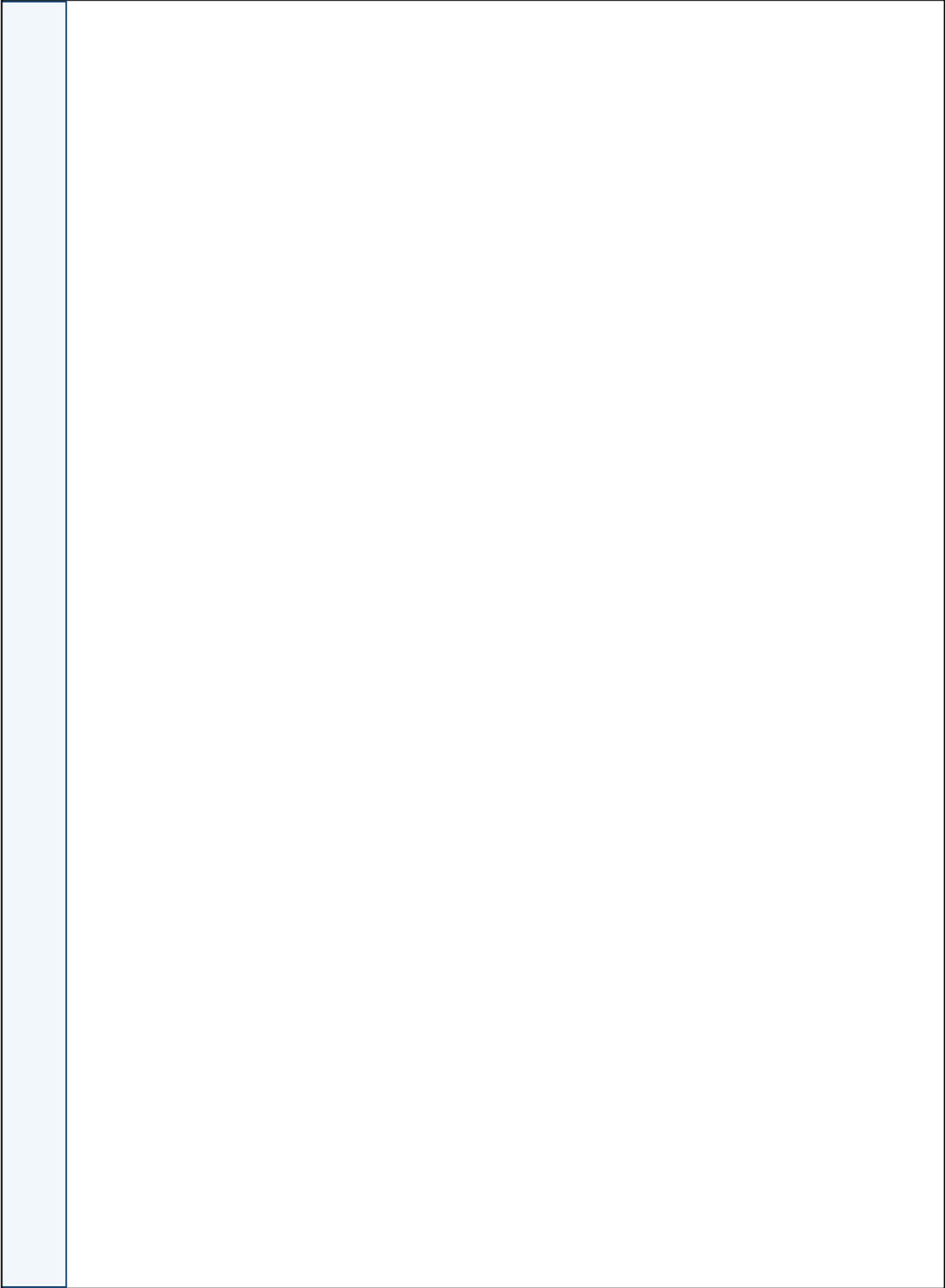
Data showed near 100% of stakeholders want frequent hand washing, hand sanitizers, and cleaning high touch areas to continue with regularity similar to 2020-21.

Two programming priorities for ARP ESSER arose from our feedback:

1. Continued summer school for the next two years for students to have time for academic recovery (Employees 94% and Parents 60%). Therefore, we have proposed the continuation of our summer programs through the next two years.
2. Academic supports in the classroom for both core academics and for Social and Emotional Learning (84% Employees and 70% parents). Therefore, we have proposed the addition of a school psychologist to assist in meeting the anticipated SEL needs for students. Academic supports are achieved through previous ESSER funds and additional materials.

Our Plan is posted on our website as required and it is a working document. We will continue to gain feedback and adjust as required.

Documents		
Type	Document Template	Document/Link
ARP Letters of Support	N/A	



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

Cooperative Educational Services (243-000) Regional Education Service Center - 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.ces.k12.ct.us/covid-19-updates>

ARP ESSER Uses of Funds

Cooperative Educational Services (243-000) Regional Education Service Center - 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>

<p>Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.</p>	<p>Mental health services</p>
<p>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.</p>	<p>Summer learning</p>
<p>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.</p>	<p>Facility repairs/improvement to minimize disease spread</p>
<p>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.</p>	<p>Improve air quality</p>
<p>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.</p>	<p>Health and safety of students, staff and educators</p>
<p>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.</p>	<p>Other ARP ESSER eligible activities</p>
<p>Administrative Costs - necessary and reasonable</p>	<p>Administrative</p>
<p>Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.</p>	<p>Indirect Cost</p>

Priority Goals

Cooperative Educational Services (243-000) Regional Education Service Center - 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): \$153,896.00

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 operating summer learning opportunities in 2022 and 2023 designed to accelerate learning for targeted students at Six to Six Magnet School and the Regional Center for the Arts, C.E.S. increase our District

Performance Index in ELA, Mathematics, and Chronic Absenteeism to 80%, 83%, and 10% respectively by 2024. We are using ESSER II funds to operate these summer schools in 2021.

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>Is this an innovative strategy that can be shared?</p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p>
<p>* At Six to Six, we will use small group targeted instruction. Leveled Literacy units will be implemented that align with classroom instruction through the school year. Math instruction will also be targeted in small groups using the Bridges Program. The</p>	<p><input checked="" type="checkbox"/></p>	<p>* Summer of 2022 Summer of 2023</p>	<p>* Anna Nelmes-Stoughton, principal at Six to Six Interdistrict Magnet School. Eric Nyquist, principal of the Regional Center for the Arts.</p>	<p>* Student performance on fall assessments will indicate no loss of learning over the summer months. During the 4 week summer programs students will make incremental progress on Leveled Literacy and Bridges Assessments, and on performance-based rubrics. Student attendance will be at 95% or higher throughout the summer programs.</p>

Program: The

grade levels targeted will be grades 1 through 4, Student grades, performance on districts assessments, and statewide assessments, and attendance will be used to identify targeted students. RCA will use daily warm-up exercises followed by small group coaching. Rubrics will be used to monitor growth and individual feedback will be provided on a regular basis. The ultimate outcome will be student-led performances. Student attendance during the 2021-22 school year will be the primary vehicle for identifying targeted students.

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.

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.

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 3 and is tied to applicable district ESSA Milestone metrics
EXAMPLE: *By hiring additional School Social Workers and School Counselors, the district will decrease its Chronic Absenteeism from 7.5% in 2019-20 to 5.0% by 2024..*

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

* (Use ESSA Milestone Target) By 2024,

By hiring an additional school psychologist to support students and families in regard to student engagement in learning, social and emotional needs through social skills groups, individual instruction, and family outreach, and improving regular school attendance, Six to Six Magnet School will increase its school performance in Chronic absenteeism from 15% to 10% 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>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p>
<p>* Hiring School Psychologist - During the 2021-22 school year, we expect a significant increase in the amount of social, emotional, and behaviors supports students will need given the isolation and anxiety they experience during the 2020 pandemic. In an effort to address these needs proactively, a school psychologist will be added to the Six to Six staff with the goal of</p>		<p>* Fall of 2021-22 school year through 2024.</p>	<p>* Anna Nelmes-Stoughton, principal at Six to Six Interdistrict Magnet School.</p>	

supporting students social, emotional, and behavioral well-being post pandemic. Responsibilities and Structures of Social, Emotional, Behavioral Support include: - collaborating with teachers and staff to design tier one curriculum to instruct students in RULER (Yale University Center for Emotional Intelligence) curriculum pk-8th - designing a tier two Response to Intervention Framework to measure students SEB needs and providing targeted instruction and support - implementing small group and individual instruction to students with identified social and

* We anticipate the school psychologist will work with staff and students across the school- impacting the experience of 460 students and 80 staff members. The effectiveness of the Social Emotional Behavioral RULER curriculum implementation (Tier One), RTI framework for SEL (Tier Two) and referral process to special education (Tier Three) will be measured through: -classroom observations -teacher feedback - parent feedback - increase in student attendance -decrease in discipline referrals -decrease in number of emotional and behavioral emergencies in the school building -increase in student's feelings of safety and well-being -decrease in student's feelings of isolation and anxiety Data Sources include: -surveys (parent and student) -Attendance data -Special education referral data -discipline and suspension data

emotional needs -
collecting
performance data
and conducting
initial assessments
for student referral
in the special
education
processes -
participate on the
building based
social emotional
learning committee
to monitor RULER
implementation
fidelity (Tier One),
RTI framework
effectiveness (Tier
Two), and referral
to special education
(Tier Three) -
communicating with
parents and school
stakeholders about
the social,
emotional,
behavioral support
structures -
participating on the
crisis intervention
team.

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.

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

<p>What is the strategy? How do you envision its implementation?</p>	<p>* To foster conversations and pursue inclusion, equity and cultural responsiveness in relationships, policy and curriculum across all C.E.S. schools, programs and services, we will build awareness of implicit bias and work to disrupt inequities to: -foster meaningful relationships between staff, students and families -influence curriculum based change to reflect the needs and cultures of our students and families, and -make policy recommendations that support the</p>	<p>Is this an innovative strategy that can be shared?</p>	<p><input checked="" type="checkbox"/></p>	<p>When will this strategy be implemented?</p>	<p>* DEI training was initiated during the 2020-21 school year. It will be implemented agency wide in the fall of 2021 and continue through 2024. The upgrade to the HVAC system will start in the summer of July 2022.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>* Suzanne Clement, Early Childhood Coordinator at C.E.S. and one of our lead DEI trainers, will monitor the implementation of this agency-wide goal. Louis Fronte, director of facilities at CES.</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p>	<p>* One outcome is C.E.S. will have specific trained DEI facilitators assigned to each school and/or program by the end of 2021-22. 95% of C.E.S. employees will have participated in professional training on Diversity, Equity, and Inclusion that will better prepare them to work with the students in our programs. Staff feedback surveys will be used and reviewed during each professional training. These surveys will inform the development of upcoming trainings.. We will be able to better control and monitor the airflow and temperature in all classrooms at 25 Oakview Drive. Our director of facilities will manage the progress towards completion in an ongoing basis. The work will be completed by Environmental Engineering, Inc.</p>
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success of staff, students and families. C.E.S. will have 15-20 staff members trained as facilitators of conversations of topics related to race and equity. C.E.S. will have 95% of staff members attend at least one professional learning opportunity focused on social justice and equity topics. The Social Justice and Equity Team will meet monthly. Michele Stewart Copes, DEI Consultant, will support this team with ongoing consultation to provide the team with support, direction and expertise. Build internal capacity to facilitate brave and safe conversations is a primary goal as is to build

to be

knowledge and awareness of equity and social justice topics and promote reflection. CES will use a portion of these funds to install a Temperature Controls Upgrade to upgrade an obsolete HVAC system at our 25 Oakview Drive campus which houses the majority of our special education students.

Other Allowable Uses

Cooperative Educational Services (243-000) Regional Education Service Center - 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

Cooperative Educational Services (243-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$337,734.00
200 - Personal Services > Employee Benefits	\$57,374.00
300 - Purchased Professional and Technical Services	\$19,475.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$26,000.00
600 - Supplies	\$22,500.00
700 - Property	\$275,000.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$31,398.00
Total	\$769,481.00
Allocation	\$769,481.00
Remaining	\$0.00

Budget Detail

Cooperative Educational Services (243-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$337,734.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	8.0 Certified FTE Six to Six Magnet School for summer 2022 (\$62,978) and summer 2023 (\$65,767) 8.0 Instructional Staff Regional Center for the Arts for summer 2022 (\$47,075) and summer 2023 (\$48,698)
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Summer learning	
LEA / School:	Cooperative Educational Services (243-000)	
Quantity:	1.00	
Cost:	\$224,518.00	
Line Item Total:	\$224,518.00	
Object:	100 - Personal Services > Salaries	Anticipated cost for 1.0 school psychologist for 2022-23 at Six to Six Magnet School.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Mental health services	

LEA / School:	Cooperative Educational Services (243-000)		
Quantity:	1.00		
Cost:	\$57,718.00		
Line Item Total:	\$57,718.00		
Object:	100 - Personal Services > Salaries	Anticipated cost for 1.0 School Psychologist at Six to Six Magnet School for 2021-22.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	3: Social, Emotional, and Mental He...		
Uses of Funds:	Mental health services		
LEA / School:	Cooperative Educational Services (243-000)		
Quantity:	1.00		
Cost:	\$55,498.00		
Line Item Total:	\$55,498.00		
Total for 100 - Personal Services > Salaries:			\$337,734.00
Total for all other Objects:			\$431,747.00
Total for all Objects:		\$769,481.00	
Allocation:		\$769,481.00	

Remaining:

\$0.00

Budget Detail

Cooperative Educational Services (243-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$57,374.00 ▼

Budget Detail		Narrative Description	
Object:	200 - Personal Services > Employee Benefits	Cost for fringe benefits for school psychologist at Six to Six Magnet School for 2021-22.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	3: Social, Emotional, and Mental He...		
Uses of Funds:	Mental health services		
LEA / School:	Cooperative Educational Services (243-000)		
Quantity:	1.00		
Cost:	\$22,178.00		
Line Item Total:	\$22,178.00		
Object:	200 - Personal Services > Employee Benefits		Anticipated cost for fringe benefits for School Psychologist at Six to Six Magnet School for 2022-23.
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	3: Social, Emotional, and Mental He...		

Uses of Funds:	Mental health services	
LEA / School:	Cooperative Educational Services (243-000)	
Quantity:	1.00	
Cost:	\$22,178.00	
Line Item Total:	\$22,178.00	
Object:	200 - Personal Services > Employee Benefits	Anticipated cost for employee fringe benefits for summer 2022 and 2023.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Summer learning	
LEA / School:	Cooperative Educational Services (243-000)	
Quantity:	1.00	
Cost:	\$13,018.00	
Line Item Total:	\$13,018.00	
Total for 200 - Personal Services > Employee Benefits:		\$57,374.00
Total for all other Objects:		\$712,107.00

Total for all Objects:	\$769,481.00
Allocation:	\$769,481.00
Remaining:	\$0.00

Budget Detail

Cooperative Educational Services (243-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$19,475.00 ▼

Budget Detail		Narrative Description	
Object:	300 - Purchased Professional and Technical Services	Anticipated costs for Diversity, Equity, and Inclusion consultant Michele Stewart Copes to include: 5 Team Meeting Facilitations (\$1,125) 2 half days consultation with in-district facilitators (\$3,000) 5 days professional development with all CES staff (\$8,500) 2 hours facilitation/training with administration in summer (\$600) 5 days consultation on curriculum development with a lens on DEI (\$6,250)	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	5: Building Safe and Healthy School...		
Uses of Funds:	Health and safety of students, staf...		
LEA / School:	Cooperative Educational Services (243-000)		
Quantity:	1.00		
Cost:	\$19,475.00		
Line Item Total:	\$19,475.00		
Total for 300 - Purchased Professional and Technical Services:			\$19,475.00
Total for all other Objects:			\$750,006.00
Total for all Objects:		\$769,481.00	
Allocation:		\$769,481.00	

Remaining:

\$0.00

Budget Detail

Cooperative Educational Services (243-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

500 - Other Purchased Services - \$26,000.00 ▼

Budget Detail		Narrative Description	
Object:	500 - Other Purchased Services	Busing for students at Six to Six Magnet School for summer 2022 and 2023.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Summer learning		
LEA / School:	Cooperative Educational Services (243-000)		
Quantity:	1.00		
Cost:	\$26,000.00		
Line Item Total:	\$26,000.00		
Total for 500 - Other Purchased Services:			\$26,000.00
Total for all other Objects:			\$743,481.00
Total for all Objects:		\$769,481.00	
Allocation:		\$769,481.00	
Remaining:		\$0.00	

Budget Detail

Cooperative Educational Services (243-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds
 600 - Supplies - \$22,500.00 ▼

Budget Detail		Narrative Description	
Object:	600 - Supplies	Anticipated costs for instructional materials for summers 2022 and 2023 for both Six to Six and RCA.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Summer learning		
LEA / School:	Cooperative Educational Services (243-000)		
Quantity:	1.00		
Cost:	\$20,000.00		
Line Item Total:	\$20,000.00		
Object:	600 - Supplies		Cost for 100 copies of Start Here, Start Now: A Guide to Antiracist and Anti-bias Work in Your School Community by Liz Kleinrock
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	5: Building Safe and Healthy School...		
Uses of Funds:	Providing principals/leaders with r...		

LEA / School: Cooperative Educational Services (243-000)

Quantity: 1.00

Cost: \$2,500.00

Line Item Total: \$2,500.00

Total for 600 - Supplies: \$22,500.00

Total for all other Objects: \$746,981.00

Total for all Objects: \$769,481.00

Allocation: \$769,481.00

Remaining: \$0.00

Budget Detail

Cooperative Educational Services (243-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds
 700 - Property - \$275,000.00 ▼

Budget Detail		Narrative Description	
Object:	700 - Property	Quoted costs for a Temperature Controls Upgrade to our HVAC system at 25 Oaview Drive facility to include: Furnish and install one 200 Device JACE complete with graphics and alarms Furnish and install 11 RTU Controllers complete with new temperature sensors Furnish and install 101 VAV Controllers with wall sensors with setpoints Furnish and install two boiler room controllers complete with new temperature sensors Furnish and install one controller for the chiller Provide all required control wiring Provide all required programming Start and test	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	5: Building Safe and Healthy School...		
Uses of Funds:	Improve air quality		
LEA / School:	Cooperative Educational Services (243-000)		
Quantity:	1.00		
Cost:	\$275,000.00		
Line Item Total:	\$275,000.00		
Total for 700 - Property:			\$275,000.00
Total for all other Objects:			\$494,481.00
Total for all Objects:		\$769,481.00	
Allocation:		\$769,481.00	
Remaining:		\$0.00	

Budget Detail

Cooperative Educational Services (243-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

917 - Indirect Costs - \$31,398.00 ▼

Budget Detail		Narrative Description
Object:	917 - Indirect Costs	C.E.S. approved State indirect rate for summers 2022 and 2023.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Summer learning	
LEA / School:	Cooperative Educational Services (243-000)	
Quantity:	1.00	
Cost:	\$29,176.00	
Line Item Total:	\$29,176.00	
Object:	917 - Indirect Costs	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	CES State approved indirect rate
Uses of Funds:	Health and safety of students, staf...	

LEA / School: Cooperative Educational Services (243-000)

Quantity: 1.00

Cost: \$2,222.00

Line Item Total: \$2,222.00

Total for 917 - Indirect Costs: \$31,398.00

Total for all other Objects: \$738,083.00

Total for all Objects: \$769,481.00

Allocation: \$769,481.00

Remaining: \$0.00

ARP ESSER Funds Budget Overview

Cooperative Educational Services (243-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$769,481.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		337,734.00	337,734.00
200 - Personal Services > Employee Benefits		57,374.00	57,374.00
300 - Purchased Professional and Technical Services		19,475.00	19,475.00
500 - Other Purchased Services		26,000.00	26,000.00
600 - Supplies		22,500.00	22,500.00
700 - Property		275,000.00	275,000.00
917 - Indirect Costs		31,398.00	31,398.00
Total		769,481.00	769,481.00
		Allocation	769,481.00
		Remaining	0.00

Related Documents

Cooperative Educational Services (243-000) Regional Education Service Center - 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	

Assurances

Cooperative Educational Services (243-000) Regional Education Service Center - 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

Cooperative Educational Services (243-000) Regional Education Service Center - 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

Cooperative Educational Services (243-000) Regional Education Service Center - 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 ▼	Megan Alubicki Flick	8/16/2021 11:19:25 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 ▼	Megan Alubicki Flick	8/16/2021 11:19:25 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 ▼	Megan Alubicki Flick	8/16/2021 11:19:25 AM
	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	Not Applicable ▼	Megan Alubicki Flick	8/16/2021 11:19:25 AM
	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 ▼	Megan Alubicki Flick	8/16/2021 11:19:25 AM
	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	Not Applicable ▼	Megan Alubicki Flick	8/16/2021 11:19:25 AM
	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 ▼	Megan Alubicki Flick	8/16/2021 11:19:25 AM
	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 ▼	Megan Alubicki Flick	8/16/2021 11:19:25 AM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK ▼	Megan Alubicki Flick	8/16/2021 12:53:39 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 ▼	Megan Alubicki Flick	8/16/2021 11:19:26 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 ▼	Megan Alubicki Flick	8/16/2021 11:19:26 AM
	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"/>	12. HCY II	Not Applicable ▼	Megan Alubicki Flick	8/16/2021 11:19:26 AM
	1. Description fully explains how ARP HCY fund will be used and aligned with ARP ESSER Goals.			
	2. Uses of Funds" budget tags are selected appropriately			
	3. Budget detail costs are allowable and include described budgeted costs.			