

History Log

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/19/2021 3:47:31 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	10/19/2021 1:50:35 PM	John Frassinelli	Status changed to 'CSDE Management Approved'.	S
	9/30/2021 10:28:52 AM	Lynn Nauss Cipriano	Status changed to 'CSDE Grant Contact Approved'.	S
	9/28/2021 3:40:07 PM	Diane Dugas	Status changed to 'Application Edits Completed'.	S
	9/28/2021 2:16:59 PM	Lynn Nauss Cipriano	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	9/14/2021 10:29:12 AM	Gary Mala	Status changed to 'LEA Superintendent Approved'.	S
	9/14/2021 10:04:11 AM	Diane Dugas	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/16/2021 3:35:44 PM	Diane Dugas	Status changed to 'Application Started'.	S
	5/18/2021 9:17:45 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1)	ARP ESSER Funds (2)	ARP ESSER SSA	Total
LEA		\$700,802.00	\$0.00	\$700,802.00
Total		\$700,802.00	\$0.00	\$700,802.00

Contacts

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) 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>Faith Fisher</u> <u>Gary Mala</u> <u>Diane Dugas</u> <u>Joni Weglein</u> <u>Edward Martin</u>

MOE Equity Certification

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - MOE Equity Certification

Optional Documents		
Type	Document Template	Document/Link
MOE Equity Certification [Upload up to 1 document(s)]	 <u>MOE Equity Certification - Template</u>	

Program Information

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) 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

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) 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.

During the spring of 2021 a number of debrief meetings were held with EASTCONN Magnet teachers identifying the strengths and challenges since the onset of the COVID shut down in March of 2020. A series of questions guided the debriefs, including a SWOT protocol of strengths, weaknesses, threats and opportunities, which resulted in a priority

list of needs to address the four areas of ESSR focus: acceleration for learning loss, SEL, family engagement and continuation of a blended learning model. The questions and information were then taken to the parents and the community through virtual meeting opportunities held between May and June of 2021, providing an opportunity for feedback. Principals provided an opportunity for student feedback through advisory and student town meeting. Summary and information shared with magnet governing boards in June along with budgets. The summary of collective feedback follows:

Strengths: Our strengths include moving to a personalized, competency based model. During the course of 20-21 we have prioritized standards in all content areas. All priority standards are written in kid friendly language. During the summer of 2021 training on rubrics were created for priority standards to be used to measure student mastery. Learner profiles were developed and implemented to guide student agency and staff understanding of each individual learner. Students and staff use the profiles to assist students in academic and SEL goal setting and will serve as the foundation for student lead conferences by spring of 2022.

We currently have social workers, attendance/security person at each school who provide mentorship. Annual surveys reveal parent satisfaction with elements of programs. On track for student led conferences to engage families in learning process.

Advancement to a one-to-one computer. Training of staff on blended learning. Purchase of collaborative tools for learning and to engage families (Google, Zoom, Screen castify)
Focus on SEL through development of advisory and restorative practices.

Weaknesses:

Our fall and spring STAR assessment data reveals high needs in both literacy and numeracy. STAR reading and Math data respectfully:

ACT grade 9 - 40% below benchmark, 44% below benchmark; ACT grade 10 - 38% below benchmark, 35% below benchmark; ACT grade 11 - 27% below benchmark, 39% below benchmark;
QMC grade 9 - 57% below benchmark, 48% below benchmark; QMC grade 10 - 52% below benchmark, 45% below benchmark; QMC grade 11 - 39% below benchmark, 47% below benchmark.

Attendance data: ACT decreased enrollment from 150 to 130, decreased attendance from 93%-81%, QMC decreased enrollment from 180 to 158, only 30% attended in person. 30-50% of all students receive social work, 504 or sped support. We do not currently have a research based intervention process which these funds will support. Our needs assessment revealed staff need for greater understanding of diverse family backgrounds including poverty, culture and race. Language barriers exist and further effort needs to be made to communicate more effectively regarding learning expectations. Our rural area lacks knowledge of and resources in all aspects (Food, healthcare, mental health, transportation, etc.). Our families need to understand the continuum of family engagement. Transportation is a significant weakness for families in rural eastern Connecticut.

Parent training on use of technology
Continued need to focus on trauma and SEL.

Threats:

Continuation of COVID and the fear factors associated with reentry. Long term impacts on SEL.

Opportunities:

Use of ESSR funds in concert with other funding sources to create the systemic structures needed for long term impact to recover from COVID impact on learning. Strategies have been incorporated into our strategic advancement plan and other funding sources aligned to support short and long term impact.

Documents

Type

Document Template

Document/Link

ARP Letters of Support

N/A

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

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) 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.eastconn.org/> In addition to EASTCONN's main website our plan is available on both the ACT magnet school and QMC magnet school web pages

ARP ESSER Uses of Funds

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) 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	Budget Detail Tag
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.	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

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) 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): \$140,160.00

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 staff to support the the implementation of teacher coaching for personalized learning to strengthen Tier I instruction and provide research based interventions, and hire staff to implement summer learning

opportunities, EASTCONN magnets will increase its District Performance Index in ELA from 47.3 in 2018-19 to 57.4 and in Math from 40.4 in 2018-19 to 53.0 by 2023 and 60, 55 respectfully 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>* 1. Personalized Learning Coaches - Hiring and implementing PLC to provide instructional coaching in tier I to develop capacity of teachers to personalize instruction and accelerate learning, design, implement, progress monitor tier II and Tier III</p>			<p>* 1. Diane Dugas, Director of Leading and Learning in collaboration with ACT and QMC Principals. Once hired the specialists will join our leadership team to collaboratively coordinate data driven decision making monitor</p>	<p>* 1. Increased number of students reaching benchmark in reading and math as measured by STAR to 70% or higher. 2. Increased in person attendance from 30% to 90% 3. Summer programs will provide interest for increased enrollment to pre-COVID numbers of 180 for QMC and 150 for ACT. 4. Building based subs will provide learning continuity as by daily attendance and our engagement rubric.</p>

<p>student interventions. Two positions, one for each magnet at approximately \$82,400 x 2 over two year period, plus benefits \$13,00 x 2 over two years. 2. Summer Enrichment - Hire staff to design and provide summer learning opportunities that both reengage and accelerate learning at both schools, provide transportation and community connections via mentors and community service. Extra Duty for teachers to provide summer enrichment learning opportunities \$15,000 per school over the course of two summers each will be provided. EASTCONN</p>	<p>* 1. 21-22, 22-23, 23 -24 school years. Upon completion of the grant the two personalized learning coach positions will be picked up through a combination of Title funding and local budgets. 2. Summer 21, 22, 23, 24 3. 21-22 and 22-23 school years. Need to be re-evaluated after year two.</p>	<p>implementation, progress and make connections with our systems and structures for coherence 2. ACT and QMC Principals, along with staff from each school will design, implement and monitor impact of summer learning opportunities for students. Given our rural region, transportation will be provided for students to ensure equity of participation. 3. Principals will post and hire one building based substitute for each school to ensure learning continuity for staff out due to COVID related issues and provide check-ins for students out due to COVID.</p>
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transportation will provide services at the rate of estimated \$240 per bus or \$200 per Van. 3. Hire building based subs, one for each school to ensure continuity of learning for staff who are out due to COVID related issues, as well as ensuring regular check-ins for students who are in isolation or quarantined.

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,

The percentage of parents participating in high-impact family academic engagement of student led conferences will increase annually to 100% by creating and promoting family engagement by 2024. Student in person learning attendance will increase at ACT from 81% to pre-COVID percent plus 2% for 95%. QMC will increase from 30% to pre-COVID plus 5% for 95% as measured by daily attendance data by June 2024. Enrollment will increase to pre-COVID numbers (130-150 at ACT) (158-180 at QMC) as measured by monthly enrollment numbers correlated to home visits by June of 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?
* Family Engagement/Community Service Organizer - Hire and train a family liaison to assist in the coordination and	<input type="checkbox"/>			

coordination and implementation of home visits with staff to families, identifying and connecting needs to a regional support team. Assist in the coordination of student mentors, internships and field based projects in the community based on career pathways to motivate and engage students. The Family Liaison will be an integral member of a regional review board to provide our highest need students/families with regional support services. Through this newly created service students who are exhibiting chronic absences will be referred, cases analyzed with families and supports provided to reengage students in school.

* Summer 2021 the person was hired. Training in home visiting model - Summer 2021 Participation in various state attendance workshops ongoing through the summer of 2024. home visits begin summer 2021, continuous through September 2024 with this grant.

* The position is co-shared and overseen by the two magnet principals Sarah Mallory, ACT Principal and David Brown, QMC principal. the implementation of the regional review board will be overseen in collaboration between Magnet Principals, Director of Learning and Family Liaison with School Social Workers.

* 1. increased attendance from 30%- 81% to 95% Increased enrollment from 130 to 150 for ACT and from 158 - 180 at QMC. 2. 100% of families connected to home visits and community resources.

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,

100% of students will use technology tools to engage in learning and set personal goals as measured by monthly data collection and review of the engagement continuum as well as data identified based on student goals set form their learning profiles. AS a result EASTCONN magnets will increase its District Performance Index in ELA from 47.3 in 2018-19 to 57.4 and in Math from 40.4 in 2018-19 to 53.0 by 2023 and 60, 55 respectfully 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>* To purchase technology specifically needed for students in the less traditional classroom spaces such as the PE and the arts to ensure continuity of learning and application of strength based blended learning applications.</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>* We will purchase needed technology immediately for student/teacher access to be used daily.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Principals with staff, have identified needs. Bids have been received through our technology division. Purchases will be processed form each school.</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* 100% of students have a one-to-one device. 100% of students are able to connect, providing 100% engagement.</p>

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.

Other Allowable Uses

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) 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

Description

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* in order to utilize non-traditional teaching spaces lap desks and dividers for staff offices and new teaching spaces for distancing are required. As a RESC we also have an indirect RESC fee to account for. EASTCONN will have responsibility for working within the school to assure equity in and access to quality programs and services that directly impact student achievement and the success of the school in improving outcomes for high need students. EASTCONN will be responsible for fiscal oversight, fidelity of implementation, and reporting for the period of the grant. EASTCONN meets the State of Connecticut laws and regulations for public schools and has policies related but not limited to non-discrimination, affirmative action, school climate, teacher certification, student achievement, and graduation requirements. The policies for EASTCONN also assure non-discrimination as defined in the Office of Civil Rights, including the Americans with Disabilities Act, electronic book readers and other emerging technologies, sexual violence and harassment, and harassment and bullying (including cyber-bullying). To ensure full compliance as described above, the Section 504 and Title IX Coordinators are involved in our program development. The goals of the grant are targeted to respond to specific needs of high need students and improving outcomes for all students in northeastern Connecticut through our magnet high schools. EASTCONN will offer equitable access to curricular programming, co-curricular and extra curricular activities for all students. This oversight will include ensuring access by all students (dis-aggregated by subgroups according to race, ethnicity, gender identification and eligibility for free/reduced lunch, EL status, and special education status) to the curricular programming activities of the project. All students at these schools will receive equitable treatment with respect to school policies and practices. EASTCONN incorporates equity practices into all professional development activities that focus on curriculum development, pedagogy, and content areas. GEPA 427: EASTCONN acknowledges that there may be certain barriers that may impede the ability of some stakeholders to fully participate in grant supported activities. The most significant in this rural part of Connecticut is access to reliable transportation, as many families, particularly of EASTCONN schools' students, may need to travel long distances to attend school and/or school and community events. When needed, EASTCONN will provide van services to ensure greater access.

ARP ESSER Funds Budget

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$521,740.00
200 - Personal Services > Employee Benefits	\$93,466.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$30,000.00
600 - Supplies	\$0.00
700 - Property	\$6,540.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$49,056.00
Total	\$700,802.00
Allocation	\$700,802.00
Remaining	\$0.00

Budget Detail

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$521,740.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>Salary for Two personalized learning coaches/education specialist (one for each magnet) to coach and develop capacity of teachers to deliver tier I acceleration, Tier II and Tier III interventions, through the sue of data driven decision making. Use of ESSR II is providing year 1 22-23 \$81,600 x 2 = \$163,200 23-24 \$83,232 x 2 = \$166,464</p> <p>Hire two building subs, one for each magnet to provide coverage for learning continuity due to COVID related issues 21-22 School year \$15,600 x 2 = \$31,200 Additional years TBD based on need</p> <p>Summer extra duty stipend to run ACT and QMC summer programs Summer 21 \$15,047 Summer 22 \$15,000 x 2 schools = \$30,000 Summer 23 \$15,000 x 2 schools = \$30,000 Summer 24 TO be determined with any remaining funds</p> <p>Salary for Service Coordinator (Family Liaison/Community Partnerships for student mentors and internships) to train and provide home visits making connections and engaging families in learning, create community partnerships, assist with students mentorship, internships and community service for students.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000)	
Quantity:	1.00	
Cost:	\$432,311.00	
Line Item Total:	\$432,311.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER	2: Family and Community Connections	

Use of ESSR II is providing year 1
 22-23 \$44,272
 23-24 \$45,157

Priority:	
Uses of Funds:	Addressing unique needs of special ...
LEA / School:	Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000)
Quantity:	1.00
Cost:	\$89,429.00
Line Item Total:	\$89,429.00

Total for 100 - Personal Services > Salaries:	\$521,740.00
Total for all other Objects:	\$179,062.00
Total for all Objects:	\$700,802.00
Allocation:	\$700,802.00
Remaining:	\$0.00

Budget Detail

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$93,466.00 ▼

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Personalized Learning Coaches benefits 21-22 Taken from ESSR II 22-23 \$13,000 x 2 = \$26,000 23-24 \$13,000 x 2 = \$26,000
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000)	
Quantity:	1.00	
Cost:	\$52,000.00	
Line Item Total:	\$52,000.00	
Object:	200 - Personal Services > Employee Benefits	Service Coordinator/Family Liaison benefits 21-22 Taken from ESSR II 22-23 \$20,733 23-24 \$20,733
Purpose:	01 - Public School Activities	
ARP ESSER	2: Family and Community Connections	

Remaining:

\$0.00

Budget Detail

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$6,540.00 ▼

Budget Detail		Narrative Description
Object:	700 - Property	<p>Technology resources to accommodate more than 10 students in PE spaces to conduct health lessons in an unconventional space given the restrictions of social distancing.</p> <p>Purchase a mobile interactive white board that can be used in multiple classroom settings.</p> <p>VIBE SMARTBoard, logitech BRIO Ultra webcam and VIBE interactive Whiteboard stand \$3,700</p> <p>Replacement of student headphones for blended learning and \$440</p> <p>Purchase lap desks for student work to be completed in unconventional spaces due to social distancing. Can be used post COVID in spaces like the gym. \$20.00 x 20 = \$400</p> <p>Purchase Room Dividers to create office space for additional staff being hired. \$2,000</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Education technology	
LEA / School:	Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000)	
Quantity:	1.00	
Cost:	\$4,140.00	
Line Item Total:	\$4,140.00	
Object:	700 - Property	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	Other	
Uses of		

Funds:	Other ARP ESSER eligible activities
LEA / School:	Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000)
Quantity:	1.00
Cost:	\$2,400.00
Line Item Total:	\$2,400.00

Total for 700 - Property:	\$6,540.00
Total for all other Objects:	\$694,262.00
Total for all Objects:	\$700,802.00
Allocation:	\$700,802.00
Remaining:	\$0.00

Budget Detail

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

917 - Indirect Costs - \$49,056.00 ▼

Budget Detail		Narrative Description	
Object:	917 - Indirect Costs	7% RESC fee is being applied in the amount of \$49,056	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	Other		
Uses of Funds:	Indirect Cost		
LEA / School:	Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000)		
Quantity:	1.00		
Cost:	\$49,056.00		
Line Item Total:	\$49,056.00		
Total for 917 - Indirect Costs:			\$49,056.00
Total for all other Objects:			\$651,746.00
Total for all Objects:		\$700,802.00	
Allocation:		\$700,802.00	

Remaining:

\$0.00

ARP ESSER Funds Budget Overview

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$700,802.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		521,740.00	521,740.00
200 - Personal Services > Employee Benefits		93,466.00	93,466.00
500 - Other Purchased Services		30,000.00	30,000.00
700 - Property		6,540.00	6,540.00
917 - Indirect Costs		49,056.00	49,056.00
Total		700,802.00	700,802.00
	Allocation		700,802.00
	Remaining		0.00

Related Documents

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) 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

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) 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."

CSDE Application Review Status Checklist

Eastern Connecticut Regional Educational Service Center (EASTCONN) (253-000) 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 ▼	Lynn Nauss Cipriano	9/28/2021 2:04:51 PM
	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 ▼	Lynn Nauss Cipriano	9/30/2021 10:20:25 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 ▼	Lynn Nauss Cipriano	9/30/2021 10:20:25 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	OK ▼	Lynn Nauss Cipriano	9/28/2021 2:04:51 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	Not Applicable ▼	Lynn Nauss Cipriano	9/28/2021 2:04:51 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	Lynn Nauss Cipriano	9/30/2021 10:20:25 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.)	Not Applicable	Lynn Nauss Cipriano	9/28/2021 2:04:51 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	OK	Lynn Nauss Cipriano	9/30/2021 10:20:25 AM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK	Lynn Nauss Cipriano	9/30/2021 10:20:25 AM
	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	Lynn Nauss Cipriano	9/30/2021 10:20:39 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	Lynn Nauss Cipriano	9/28/2021 2:16:40 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			