

BILLION DOLLAR QUESTION

HOW CONNECTICUT SCHOOL DISTRICTS
PLAN TO SPEND COVID-RELIEF FUNDS

BY BELLA DIMARCO, AMBER MARTIN, ASHLEY ROBLES, AND PHYLLIS W. JORDAN
JULY 2022



SCHOOL + STATE
FINANCE PROJECT

FutureEd
GEORGETOWN UNIVERSITY

About FutureEd

FutureEd is an independent, solution-oriented think tank at Georgetown University's McCourt School of Public Policy, committed to bringing fresh energy to the causes of excellence, equity, and efficiency in K-12 and higher education. Follow us on Twitter at @FutureEdGU

About School and State Finance Project

The School and State Finance Project is a nonpartisan policy organization that provides accurate data and information, independent analysis, and creative, thoughtful solutions for some of Connecticut's toughest education funding and state finance challenges.

About ConnCAN

ConnCAN is an advocacy organization leading a movement to improve education outcomes for Connecticut's kids. It brings advocates, policymakers, parents and educators together to give all kids access to the great public schools they deserve.

About the Authors

Bella DiMarco is a policy analyst for FutureEd. Amber Martin and Ashley Robles are data analysts for the School and State Finance Project. Phyllis W. Jordan is associate director of FutureEd.

Acknowledgements

The authors acknowledge the invaluable support of Patrick Gibson, Morgan Considine, Sasha Davis, and Michael Morton of the School and State Finance Project; Hamish MacPhail of ConnCAN; and Thomas Toch of FutureEd. Molly Breen provided copy editing support, and Jackie Arthur designed the report and graphics.

Usage

The non-commercial use, reproduction, and distribution of this report is permitted.

© 2022 FutureEd

BILLION DOLLAR QUESTION

HOW CONNECTICUT SCHOOL DISTRICTS
PLAN TO SPEND COVID-RELIEF FUNDS

Across Connecticut, the Covid pandemic has left an indelible stamp on student learning and mental health. Standardized testing reveals many students have fallen months behind academically. Behavioral concerns and stubbornly high absenteeism rates speak to the anxiety and depression still afflicting many students. To address the catastrophic impact of Covid, Congress approved three waves of emergency funding for K-12 public schools, providing a total of \$1.7 billion for Connecticut. With local and regional education agencies set to receive at least 90 percent of the federal windfall, it's instructive to know how they plan to spend it.

To find that answer, the School and State Finance Project, FutureEd, and ConnCAN tapped a state database detailing how much each Connecticut school district, charter school organization, and regional education office has requested in American Rescue Plan funds. As of July 2022, the state has approved requests from 193 of its 204 education agencies, representing \$887 million of the \$1.1 billion allotted to state and local agencies through the federal Elementary and Secondary School Emergency Fund, known as ESSER III. We broke down the spending proposals into five broad categories and drilled down further on specific priorities. In some instances, we included a proposal in two categories: Salaries for tutors, for instance, were counted in both the staffing and academic recovery columns. We also examined spending trends based on district economic conditions and geographic settings. When possible, we compared Connecticut's plans to national trends that FutureEd has identified in its analysis of more than 5,000 local spending plans compiled by the data-services firm Burbio, a sample that represents three-quarters of students nationwide.

While the Connecticut State Department of Education has approved much of the proposed local spending, school districts and charter organizations have spent only 11 percent of that money as of July 2022. Schools have until late 2024 to spend the ESSER funding, and their plans spread the expenditures across a three-year period. What's more, some districts are having trouble spending the funds they budgeted, either because they can't find the needed staff or they face supply-chain challenges on facilities projects. Recognizing this, the U.S. Department of Education is offering extensions for local agencies that need more time to complete contracts.

Our analysis found the following:

- **Staffing:** School staffing emerges as the top priority statewide, with every district and charter school in the Connecticut database pledging to spend on hiring, rewarding, or training staff members. *The state's overall level of investment in staffing outstrips that found in the Burbio national sample.*

- **Academic Recovery:** Addressing learning loss is a requirement under the American Rescue Plan and takes many forms in Connecticut’s localities, with investments in instructional materials and summer learning most common. *The share of statewide spending on this category, however, is lower than the share dedicated to learning loss nationwide.*
- **Mental and Physical Health:** Student mental and physical health are key concerns, with two-thirds of the state’s districts planning to invest in those areas. *Family engagement is a key strategy, which Connecticut educators are far more likely to embrace than those nationwide.*
- **Facilities and Operations:** Spending on facilities and operations is expected across Connecticut, with nearly three-quarters of local education agencies committing to repairs, construction projects, and transportation needs. *About half the projects involve improving air quality and ventilation, similar to national rates.*
- **Special Populations:** While the ESSER aid is targeted at school districts with the highest needs, some communities set aside additional funding for special

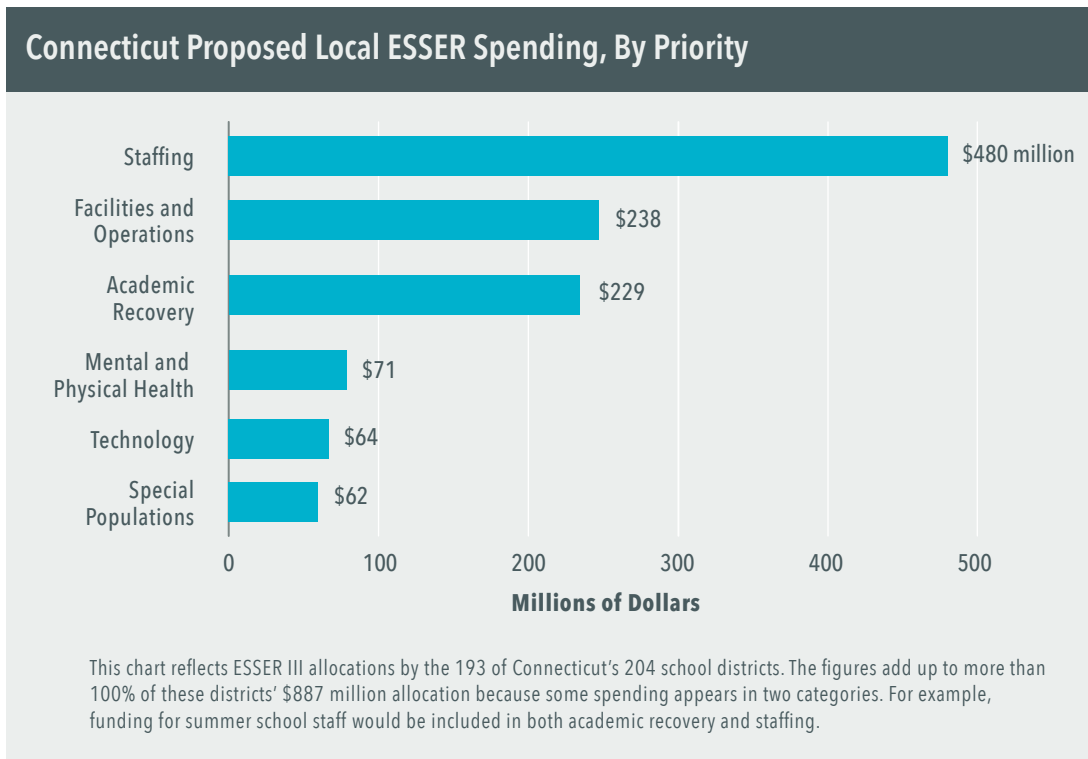
populations, particularly students with disabilities and English language learners.

The trends suggest Connecticut schools are committed to priorities that can make a difference for student learning. The challenge ahead is to ensure localities are spending the federal aid as planned and contemplating how to continue key initiatives after the money runs out.

Staffing

The emergence of staffing as Connecticut’s top priority for Covid-relief spending, comprising nearly \$480 million of the \$887 million approved by the state Department of Education, reflects the reality that personnel costs typically account for the lion’s share of school expenses. But a deep dive into the data shows that much of the money is going to pandemic-specific initiatives such as reducing class sizes and adding reading and math specialists, tutors, and summer learning staff, as well as benefits for these workers.

Some districts are creating new positions: Bethel School District, for example, is paying for a full-time



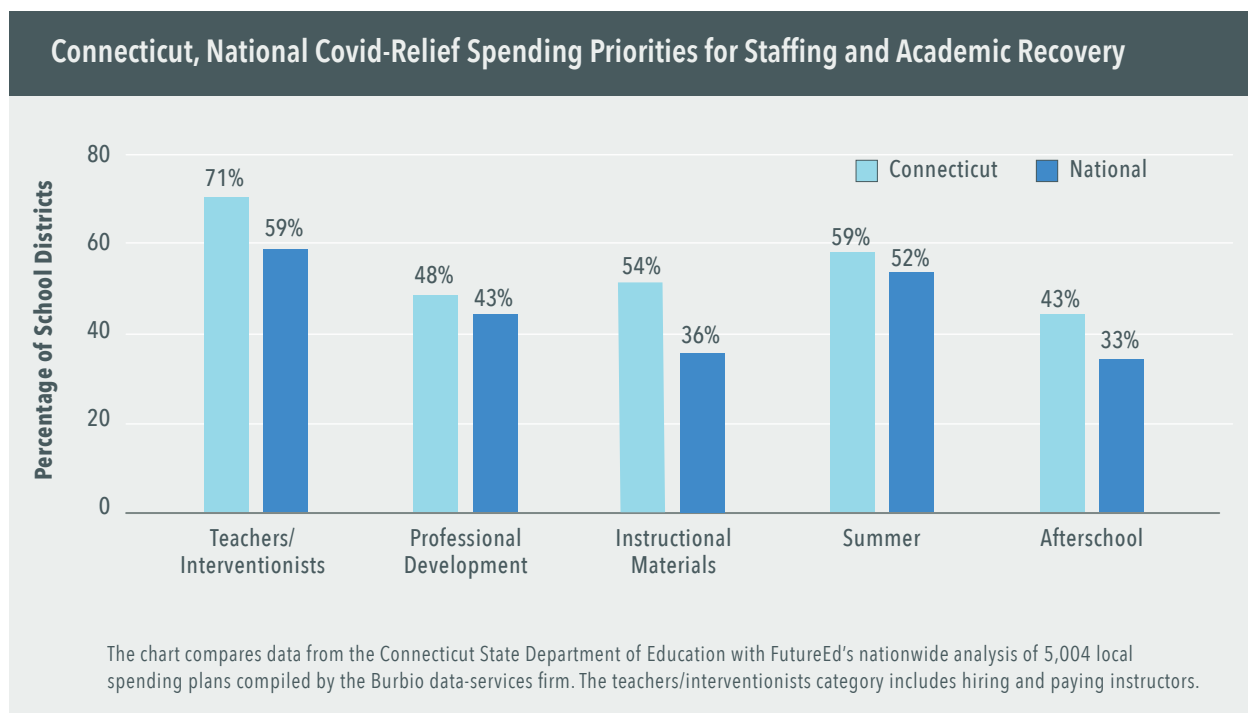
math specialist to support students at its middle school. Columbia School District, which operates a single school, added two full-time positions to create smaller class sizes and more instructional support at the middle school level. Ansonia School District, an [Alliance District](#), is hiring a manager for its new high school robotics and artificial intelligence (AI) lab. All told, 71 percent of Connecticut’s local education agencies are adding teachers and interventionists, compared to 59 percent in the national database. In contrast, a lower percentage of Connecticut districts plan to invest in recruitment and retention efforts than those nationally. About 5 percent of the state’s districts are offering bonuses, compared to 11 percent nationwide. Given the dire need for substitute teachers, some districts developed creative solutions: to ensure coverage would be available for teachers out sick due to Covid, Woodstock School District hired two substitutes to work a full-time, three-year term at each of the district’s two school buildings.

The Connecticut districts with the highest rates of economically disadvantaged students are putting about half of their Covid-relief allotment toward staffing, while the most affluent localities are using about two-thirds of their funds for that purpose. For districts investing in staffing, spending on teachers remained the top priority

in terms of money allotted at almost every economic level and across all locales. In cities, the second-highest spending priority was providing benefits, while suburban districts prioritized bringing in psychologists and mental health professionals, towns focused on hiring summer staff, and rural districts on hiring tutoring staff.

Given the one-time nature of ESSER funds, Connecticut’s investments in recurring staffing costs raise questions about how these positions will be funded when federal aid is no longer available. A more sustainable approach would be to spend the funds on professional development for existing staff members. Nearly half of districts and charters in Connecticut have taken this approach. East Windsor School District, for instance, is launching an extensive staff development program that includes an executive coach for district administrators, while New Britain is hiring 20 instructional coaches to work with teachers in pre-K through high school. Coventry School District is training social workers and psychologists to conduct home visits. Thirty-six districts are investing in training for staff members on how to provide more equitable outcomes.

More details about the staffing category can be found in [Appendix 3](#).



Academic Recovery

From March to June 2020, all Connecticut schools shifted from in-person instruction to distance learning, leading to significant challenges in educating students such as higher absenteeism rates, lower enrollment, and reduced academic attainment. While the majority of districts returned to in-person classes at the start of the 2020-21 academic year, gaps in instructional time persisted. To help students recover, the American Rescue Plan mandates local education agencies allocate at least 20 percent of their ESSER funds to address learning loss. Connecticut reinforced this priority in its plan for spending the \$110 million reserved for the state education agency, and the state requires districts to provide information on the planned uses of stimulus funds.

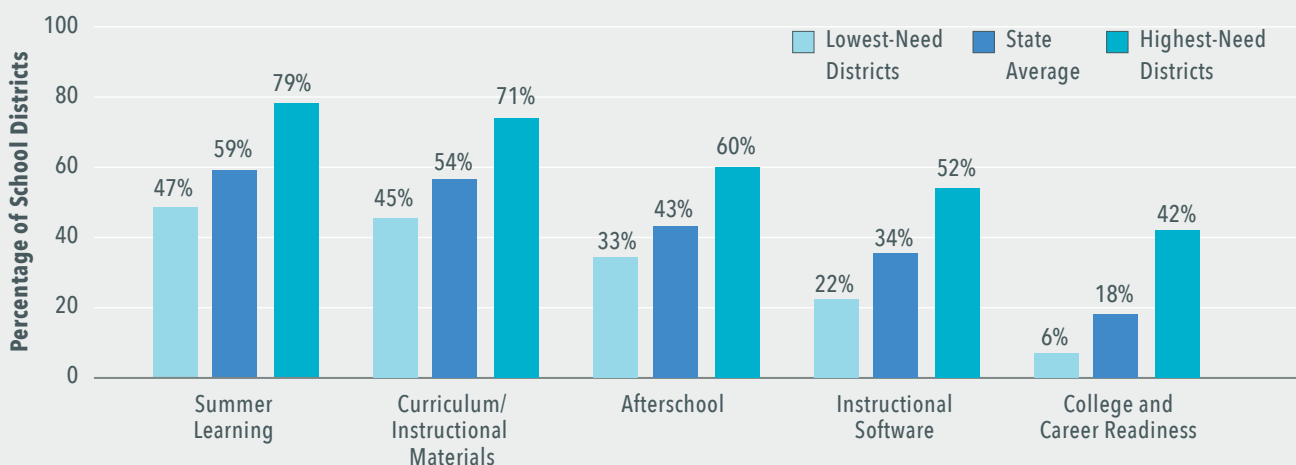
All told, Connecticut districts and charters earmarked \$229 million to target learning loss, with about \$61 million going toward curriculum and instructional materials, \$50 million for summer learning programs, and more than \$40 million each for afterschool programs and tutoring. About 59 percent of districts plan to use their federal aid on summer-learning programs and 54 percent on

curriculum and materials. This compares to 52 percent of districts in the Burbio national sample that are devoting funds to summer learning and 36 percent for curriculum/materials. Overall, academic recovery accounts for about a quarter of planned expenditures nationally; in Connecticut the total dollar figures fall below spending on staffing and on facilities and operations.

Districts' responses to learning loss vary widely. In Waterbury, the school district is paying 200 teachers and 30 other staff members to provide summer learning for students over the next two summers. The Derby School District is paying tutors to work 15 hours a week in two elementary schools. Achievement First Bridgeport and Amistad Academy are funding an inter-district program that partners with local foundations to provide small-group or one-on-one tutoring every day. West Hartford is leasing a storefront to operate a bookstore for students to acquire necessary job and socialization skills.

Because the federal aid is allocated based on the Title I formula for supporting schools with higher needs, the districts with the highest rates of economically disadvantaged students have more money to spend. Hence, a larger proportion of the highest-needs

Connecticut School Districts Earmarking Covid Relief-Funds for Selected Academic Priorities



This chart reflects the percentage of districts in Connecticut's highest-need quartile versus the lowest-need quartile that are planning to spend on selected academic priorities, with the state average as a benchmark. To create the need quartiles, all school districts in the Connecticut sample were ranked and divided into quartiles based on the percentage of students who qualify for the federal Free and Reduced-Price Meals program.

districts are spending on such priorities as college and career readiness, summer programming, curriculum and materials, instructional software, and afterschool programming.

Even so, the more affluent districts dedicate a bigger share of their limited dollars than other districts to afterschool and summer programming, and to curriculum and instructional materials. Some districts are not planning to invest their ESSER funds in evidence-based interventions but are instead counting personnel expenditures toward meeting the federal 20 percent threshold for addressing learning loss.

More details about the Addressing Learning Loss category can be found in Appendix 4.

Mental and Physical Health

In response to the isolation and trauma students experienced during the pandemic, more than two-thirds of Connecticut districts are investing a total of \$71 million in mental health support, with much of the money focused on behavioral health priorities such as social-emotional learning and wraparound services. Nearly half of the districts earmarked money to bring mental health professionals into schools—a \$59 million investment that is counted under staffing in this analysis. Family engagement, which covers everything from family nights to support programs, is a top priority in Connecticut, with 40 percent of districts pursuing this option — far greater than the 21 percent nationally. More than a third of districts also plan to spend on social-emotional learning, while a quarter of districts are earmarking money for student mental health services, which is similar to national trends. Many districts are pursuing a combination of supports.

The Ledyard School District, for example, is designating money to provide middle school counseling for social, emotional, and academic challenges, as well as mental health diagnoses, individual and family therapy sessions, and on-call support. The district also plans to provide professional development opportunities for teachers and parent education workshops to help address student

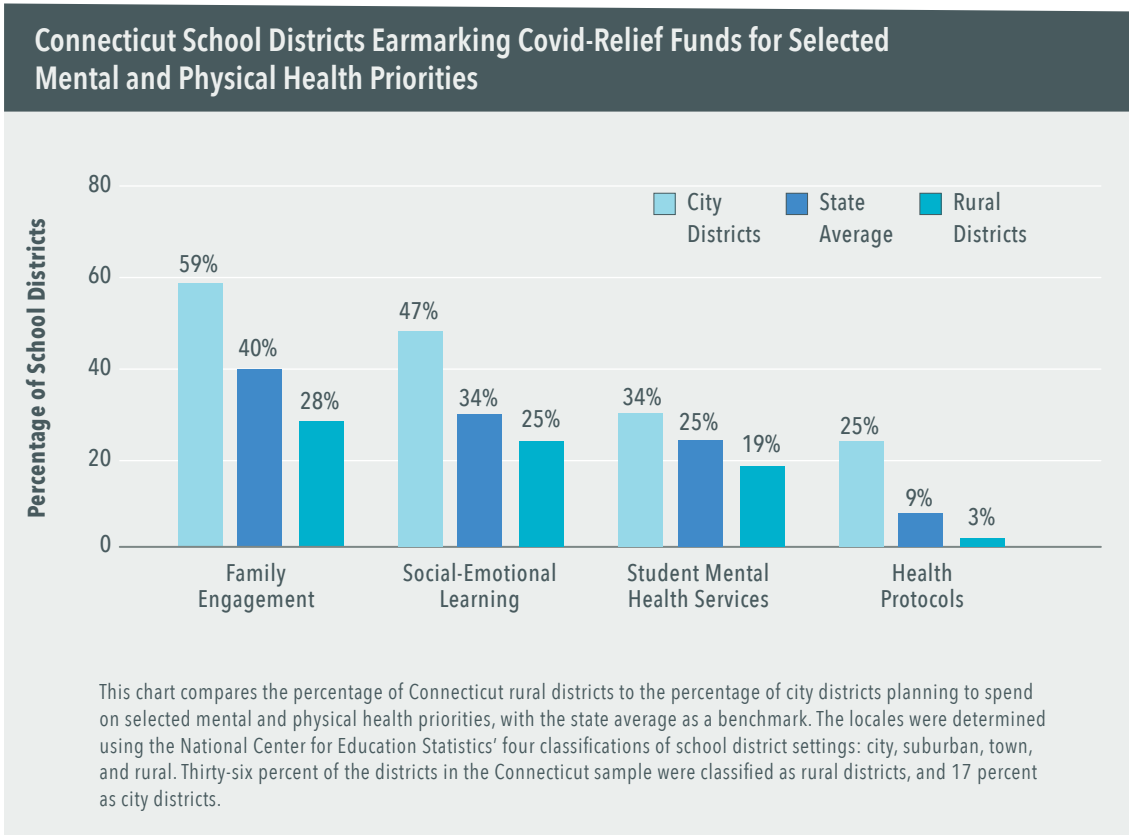
needs. The New Britain School District is investing in home visits, during which teachers or staff members periodically check in on students and families. The district plans to provide extra pay for 200 staff members who will each focus on six students and their families.

The Connecticut districts with the highest rates of economically disadvantaged students are the most likely to spend on mental and physical health. Eighty-five percent of districts in the highest quartile plan to spend on such priorities. Family engagement is also a top priority, with 71 percent of high-need districts planning to invest in that strategy. Half of the districts plan to spend on social-emotional learning, and a third on student mental health supports.

There are stark differences in spending on mental and physical health among city and rural districts in Connecticut. Eighty-one percent of city districts and charters plan to invest in mental and physical health, spending an average of \$379 per student. That compares to 59 percent of rural districts, which are planning to spend \$90 per pupil. Family engagement, social-emotional learning, and student mental health services remain the top priorities across all locales.

City districts are twice as likely to spend on family engagement as their rural counterparts (59 percent compared to 28 percent) and nearly twice as likely to spend on social-emotional learning (47 percent compared to 25 percent.) One city charter school, Booker T. Washington Academy in New Haven, where 80 percent of the students qualify for the federal Free and Reduced-Price Meals program, is building out a system of social-emotional and mental health support. This would include establishing a referral system to connect students to mental health resources, instituting trauma-informed practices in the classroom, and providing targeted intervention for those most in need.

More details about the Mental and Physical Health category can be found in Appendix 5.



Special Populations

The Covid-19 pandemic hit Connecticut's most underserved students disproportionately hard, including racial and ethnic minorities and those from economically disadvantaged families. While wealthier families were able to hire tutors, participate in small-scale learning pods, or, in some cases, send their kids to private schools, many children from economically disadvantaged families lacked these opportunities and went without consistent schooling for the better part of two years. As a result, research has shown proficiency and growth rates for Connecticut's high-needs students have declined compared to pre-pandemic levels. During remote learning, other student groups—particularly those with disabilities and English language learners—were often unable to access the support their schools typically provide.

Since the ESSER funding flows through the federal Title I formula, much of the ESSER aid supports students most in need of academic, social-emotional, and behavioral interventions. Some districts, though, are allocating money specifically for some of these special populations, totaling \$62 million statewide. Thirty percent of districts in Connecticut requested money to support students with disabilities, more than twice the share of districts nationally. And nearly one in five districts is planning to set aside money for English language learners. A handful of districts also highlighted specific programs and support for economically disadvantaged children and students of color.

Some districts are dedicating special summer, afterschool, or tutoring resources to these high-risk groups, while others are hiring special education teachers or language instructors. Clinton School District,

for example, plans to host family nights specifically to engage and support economically disadvantaged families and families of students who are English learners, receiving special education services, or in need of academic and behavioral intervention. New London School District plans to hire a bilingual supervisor to improve family engagement. Groton School District is hiring tutors to address learning loss, as well as behavioral and social-emotional challenges, specifically for economically disadvantaged students, children with disabilities, English learners, and racial and ethnic minorities. And Manchester is setting aside part of its allotment for on-site mental health services at each of its 13 buildings specifically for homeless and displaced youth.

The percentage of districts planning to spend on high-risk students is consistent across Connecticut, although it differs by geographic setting. Suburban districts are the most likely to request funding specifically for students with disabilities (39 percent), while city districts are the most likely to spend on English language learners (31 percent).

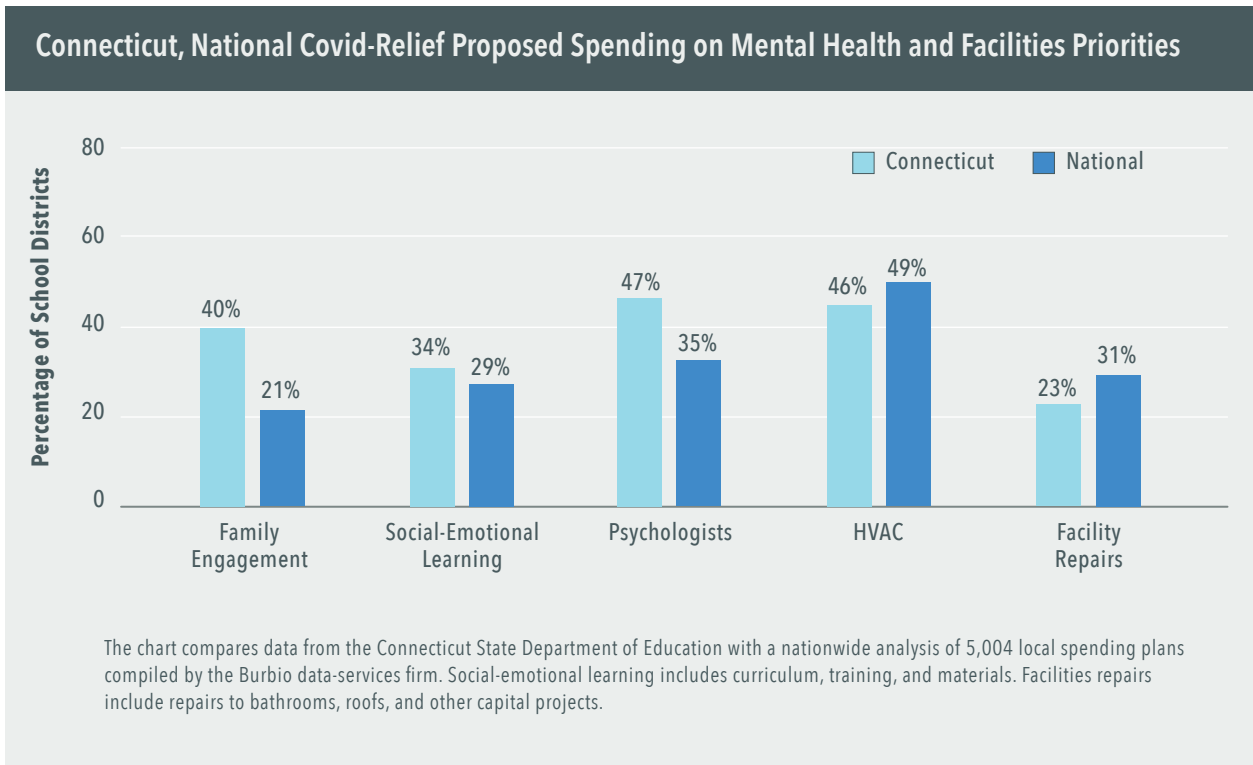
More details about the Special Populations category can be found in Appendix 6.

Facilities and Operations

While academic programs and staffing dominate Connecticut’s plans for spending federal Covid-relief dollars, as much as \$238 million in 139 districts will go toward capital projects and operational spending on such needs as transportation and pandemic protections.

Upgrades of heating, ventilation, and air conditioning (HVAC) systems constitute the largest share of facilities spending. Meriden School District, for instance, is adding air conditioning to four elementary schools. Danbury is conducting a comprehensive overhaul of its HVAC systems, including boilers, air vents, air conditioning, filtration, and other components.

While these air quality initiatives are important for stopping the spread of the coronavirus, they can also have benefits for student achievement by providing cleaner, more comfortable environments for learning.



Other capital projects involve fixing leaky roofs, improving bathrooms, or removing lead and asbestos hazards. The emphasis on facilities and operations mirrors what’s happening on the national level, where nearly a quarter of the designated ESSER III spending is earmarked for such priorities.

The districts serving the highest rates of economically disadvantages students are spending considerably more on facilities and operations than their wealthier counterparts, for obvious reasons. Due to ESSER they have more to spend, and, in many cases, have far more need, given aging facilities and years of funding shortfalls. In the poorest quartile of districts, about 81 percent of the districts are spending on facilities and operations, earmarking a total of around \$197 million. In the most affluent quartile, by contrast, 63 percent are spending on facilities and operations, earmarking around \$9.5 million.

The surge in school facilities projects coincides with an investigation by the FBI of a former Connecticut official’s

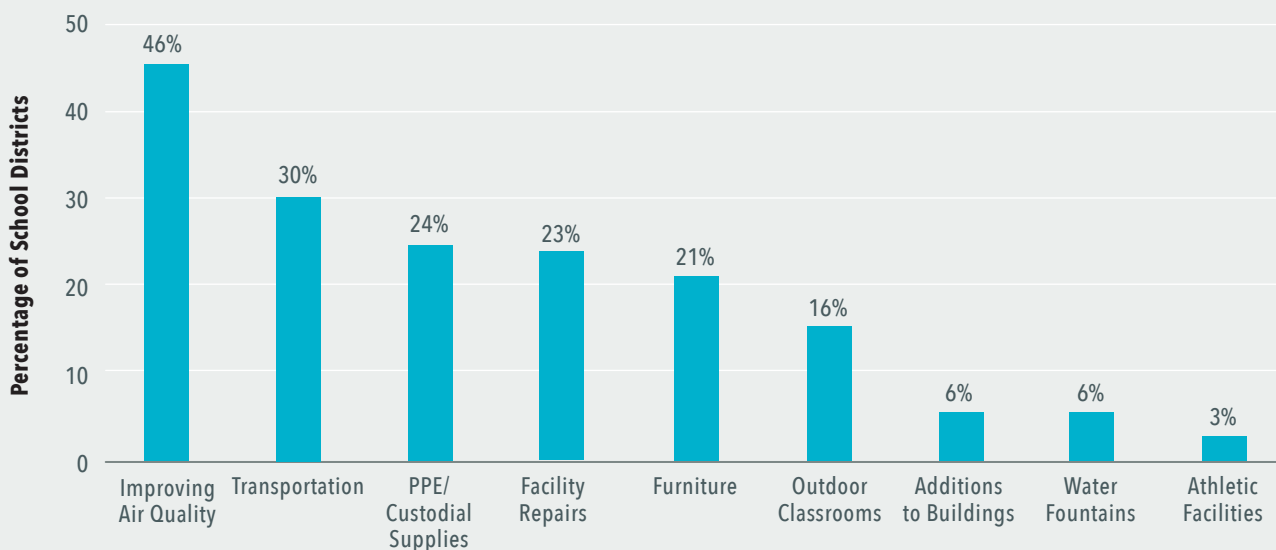
handling of school construction bids and contracts. While the state legislature recently sought to tighten the school-contracting process and increase accountability, the involvement of federal authorities could complicate districts’ efforts to spend ESSER dollars before the late 2024 deadline. Already, districts are struggling with supply chain delays and labor shortages. The U.S. Department of Education, recognizing that these issues affect schools nationwide, has agreed to consider extensions for certain projects.

More details about the Facilities and Operations category can be found in Appendix 7.

Conclusion

Connecticut’s school districts and charter schools have another year and a half to spend nearly \$1 billion allotted to them through the American Rescue Plan, on top of the half billion dollars from two earlier rounds of federal Covid-relief aid. The unprecedented infusion

Connecticut School Districts’ Covid-Relief Spending Priorities for Facilities and Operations



The figures represent the percentage of Connecticut districts planning to invest in each priority, based on information submitted to the state Department of Education.

of money offers an opportunity to address persistent achievement gaps, strengthen local education infrastructure, and introduce new support for students. But it also brings challenges, not the least of which is finding ways to sustain successful programs after the

extra funding expires. It is essential that districts track which interventions improve student engagement and achievement in Connecticut schools, so education leaders can invest resources in what works best for students.

Methodology and Context

The analyses specific to Connecticut contained in this report provide insight into planned district spending of the American Rescue Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER). The State of Connecticut required districts to report planned uses of relief funds and published each district's plan on the state's eGrants management website. The School and State Finance Project, FutureEd, and ConnCAN collected the data from district grant applications on a rolling basis through May 5, 2022. This analysis only represents planned allotments of funds, not actual expenditures. Additionally, allotment data used in this analysis includes both formula-based funds and state set-aside funds for Connecticut districts. National data compiled by Burbio generally includes only formula-based allotted funds.

Since ARP ESSER funds can be obligated until September 30, 2024, a full understanding of district spending and certain demands related to the pandemic will be unavailable until the state releases final reporting from each school district. In the

meantime, this analysis aims to identify the priorities among districts by using narrative descriptions included for each line item of planned spending.

The authors reviewed the narrative descriptions manually and assigned them to categories and subcategories. Table 1 details the categories and subcategories used in this analysis. Due to the complex nature of expenditures, some line items were assigned to multiple categories and/or subcategories. For example, hiring a tutor for one-on-one instruction would be categorized under "Staffing" and "Academic Recovery." As a result, dollar amounts and percentages may not always add up across or within categories.

The National Center for Education Statistics (NCES) locale codes were used to define urban-rural settings in this analysis. The NCES locale framework is composed of four types (City, Suburban, Town, Rural) based on size and proximity. In Connecticut, only eight out of the 193 districts in our analysis were identified as towns. This presented a data limitation due to a small sample size for this category.

*The eGrants Management website can be accessed here:
<https://connecticut.egrantsmanagement.com/default.aspx>.*

APPENDICES

Appendix 1. Percent of Districts and Dollars by Category and Student Need Quartile

Need Quartile	Lowest Need		Lower Need		Higher Need		Highest Need		Connecticut Total	
	0-18.19%		0-18.2-29.62%		29.63-48.8%		48.81+%			
Percent of FRPL Qualified	Percent of Dollars	Percent of Districts	Percent of Dollars	Percent of Districts	Percent of Dollars	Percent of Districts	Percent of Dollars	Percent of Districts	Percent of Dollars	Percent of Districts
Addressing Learning Loss	33.1%	83.7%	20.6%	85.4%	25.1%	93.8%	25.9%	93.8%	25.8%	89.1%
Addressing the Needs of Special Populations	8.3%	40.8%	7.5%	37.5%	5.6%	43.8%	7.1%	56.3%	7%	44.6%
Staffing	66.9%	100%	57.8%	100%	69.9%	100%	50%	100%	54.1%	100%
Mental and Physical Health	5.8%	63.3%	7.6%	52.1%	7.5%	68.8%	8.3%	85.4%	8%	67.4%
Technology	7.1%	40.8%	10.1%	50%	5.3%	52.1%	7.3%	70.8%	7.2%	53.4%
Facilities and Operations	19.4%	63.3%	20.3%	60.4%	16.7%	83.3%	29.7%	81.3%	26.8%	72%

This table shows the proportion of districts in the sample planning to spend and the share of ESSER III allocations by the 193 school districts in the Connecticut sample broken into student need quartiles. The percentages add up to more than 100% of the total allocation because some spending appears in two categories. For example, funding for summer school staff would be included in both academic recovery and staffing. To create the need quartiles, all school districts in the Connecticut sample were ranked and divided into quartiles based on the percentage of students who qualify for the federal Free and Reduced-Price Meals program.

Appendix 2. Percent of Districts and Percent by Category and Locale

Locale	City		Suburban		Town		Rural		Connecticut Total	
	Percent of Dollars	Percent of Districts	Percent of Dollars	Percent of Districts	Percent of Dollars	Percent of Districts	Percent of Dollars	Percent of Districts	Percent of Dollars	Percent of Districts
Addressing Learning Loss	29.8%	93.8%	22.1%	89.4%	33.5%	87.5%	25.2%	87%	25.8%	89.1%
Addressing the Needs of Special Populations	9.5%	50%	5.5%	53.6%	3%	37.5%	2.6%	31.9%	7%	44.6%
Staffing	56.6%	100%	51.7%	100%	33.9%	100%	70%	100%	54.1%	100%
Mental and Physical Health	11.4%	81.3%	5.4%	70.2%	4.8%	50%	8.4%	59.4%	8%	67.4%
Technology	9.1%	68.8%	5.3%	52.4%	11.9%	62.5%	7.7%	46.4%	7.2%	53.4%
Facilities and Operations	18.7%	75%	34.3%	77.4%	34%	75%	15.4%	63.8%	26.8%	72%

This table shows the proportion of districts in the sample planning to spend and the share of ESSER III allocations by the 193 school districts in the Connecticut sample broken down by locale type. The percentages add up to more than 100% of the total allocation because some spending appears in two categories. For example, funding for summer school staff would be included in both academic recovery and staffing. The locales were determined using the National Center for Education Statistics' four classifications of school district settings: city, suburban, town, and rural. Eighty-four districts in the sample were classified as suburban, 69 districts as rural, 32 districts as city, and eight districts as town.

Appendix 3. Staffing Subcategory Detail

	Percent of Districts	Dollar Amount	Per Pupil	Percent of Allotment
Teachers/interventionists	71%	\$129,999,447	\$321	14.6%
Benefits	58%	\$53,445,933	\$174	6%
General professional development	48%	\$22,365,849	\$73	2.5%
Mental health professionals	47%	\$59,136,060	\$206	6.7%
Summer staff	42%	\$31,094,189	\$124	3.5%
Support staff	35%	\$33,412,176	\$151	3.8%
Administration	32%	\$47,210,128	\$191	5.3%
Tutoring staff	30%	\$30,697,918	\$184	3.5%
SEL training	27%	\$6,396,808	\$32	0.7%
Other	26%	\$31,705,348	\$143	3.6%
Afterschool staff	25%	\$20,503,126	\$122	2.3%
Nurses	24%	\$5,656,557	\$36	0.6%
Other staffing positions	23%	\$9,517,334	\$48	1.1%
Technology staff	21%	\$11,489,137	\$83	1.3%
Special ed staff	20%	\$33,574,084	\$186	3.8%
Equity training	19%	\$4,820,742	\$32	0.5%
Substitute teachers	17%	\$7,831,144	\$85	0.9%
Custodial staff	16%	\$4,576,214	\$38	0.5%
DEI/equity positions	7%	\$3,996,383	\$56	0.5%
Recruitment and retention	6%	\$13,406,092	\$131	1.5%
Bonuses	5%	\$12,378,600	\$232	1.4%
Virtual learning staff	3%	\$3,184,500	\$97	0.4%
Nutrition staff	2%	\$372,800	\$58	0.04%
Transportation staff	2%	\$721,579	\$74	0.1%
Staffing total	100%	\$479,992,525	\$991	54.1%

The percentages and dollar amounts add up to more than 100% of the total allocation because some spending appears in two categories. For example, funding for summer school staff would be included in both academic recovery and staffing.

Appendix 4. Addressing Learning Loss Subcategory Detail

	Percent of Districts	Dollar Amount	Per Pupil	Percent of Allotment
Summer Learning	59%	\$50,391,284	\$146	5.7%
Curriculum/Materials	54%	\$60,714,423	\$191	6.8%
Afterschool	43%	\$40,813,672	\$147	4.6%
Tutoring	34%	\$40,528,146	\$216	4.6%
Instructional Software	34%	\$12,703,116	\$60	1.4%
College and Career	18%	\$14,766,179	\$88	1.7%
Other	12%	\$3,372,246	\$45	0.4%
Student Assessments	11%	\$1,475,490	\$17	0.2%
Credit Recovery	11%	\$2,668,864	\$31	0.3%
General Learning Loss	10%	\$17,628,691	\$298	2%
Art Education	9%	\$3,596,665	\$47	0.4%
Attendance/Enrollment	8%	\$3,781,089	\$61	0.4%
Learning Loss Total	89%	\$229,338,350	\$498	8%

The percentages and dollar amounts add up to more than 100% of the total allocation because some spending appears in two categories. For example, funding for summer school staff would be included in both academic recovery and staffing.

Appendix 5. Mental and Physical Health Subcategory Detail				
	Percent of Districts	Dollar Amount	Per Pupil	Percent of Allotment
Family Engagement	40%	\$20,192,121	\$67	2.3%
Social-Emotional Learning	34%	\$27,501,226	\$135	3.1%
Student Mental Health Services	25%	\$14,988,110	\$93	1.7%
Health Protocols	9%	\$2,588,049	\$54	0.3%
Other	9%	\$977,009	\$18	0.1%
Nutrition Programs	3%	\$116,486	\$15	0.01%
Physical Education	3%	\$825,367	\$56	0.1%
Wraparound Services	3%	\$7,417,698	\$271	0.8%
Training on Virus Mitigation	3%	\$185,127	\$18	0.02%
Mental and Physical Health Total	89%	\$71,405,521	\$183	8%
<p>The percentages and dollar amounts add up to more than 100% of the total allocation because some spending appears in two categories. For example, funding for summer school staff would be included in both academic recovery and staffing.</p>				

Appendix 6. Special Populations Subcategory Detail				
	Percent of Districts	Dollar Amount	Per Pupil	Percent of Allotment
Students w/Disabilities	59%	\$50,391,284	\$146	5.7%
English Language Learners	54%	\$60,714,423	\$191	6.8%
Pre K	43%	\$40,813,672	\$147	4.6%
Low-Income	34%	\$40,528,146	\$216	4.6%
Racial/Ethnic Minorities	34%	\$12,703,116	\$60	1.4%
Adult Education	18%	\$14,766,179	\$88	1.7%
Students Experiencing Homelessness	12%	\$3,372,246	\$45	0.4%
Other	11%	\$1,475,490	\$17	0.2%
Gifted and Talented	11%	\$2,668,864	\$31	0.3%
Special Populations Total	8%	\$3,781,089	\$61	0.4%
The percentages and dollar amounts add up to more than 100% of the total allocation because some spending appears in two categories. For example, funding for summer school staff would be included in both academic recovery and staffing.				

Appendix 7. Facilities and Operations Subcategory Detail

	Percent of Districts	Dollar Amount	Per Pupil	Percent of Allotment
Improving Air Quality	46%	\$141,684,917	\$466	16%
Transportation	30%	\$13,149,300	\$62	1.5%
PPE	24%	\$7,933,542	\$46	0.9%
Facility Repairs	23%	\$38,815,913	\$262	4.4%
Furniture	21%	\$20,031,403	\$164	2.3%
Outdoor Classrooms	16%	\$7,831,793	\$65	0.9%
Other	12%	\$6,441,167	\$57	0.7%
Additions to Buildings	6%	\$7,052,197	\$239	0.8%
Water Fountains	6%	\$926,455	\$35	0.1%
Athletic Facilities	3%	\$4,935,561	\$214	0.6%
Facilities and Operations Total	72%	\$238,042,986	\$583	26.8%

The percentages and dollar amounts add up to more than 100% of the total allocation because some spending appears in two categories. For example, funding for summer school staff would be included in both academic recovery and staffing.

Appendix 8. Connecticut School Districts' Total ESSER III Allotments

School District	Allotment	School District	Allotment
ACES	\$3,037,293	Connecticut Technical Education	\$28,585,826
Achievement First Bridgeport	\$5,165,319	Cornwall Public Schools	\$69,819
Achievement First Hartford Academy	\$6,973,214	Coventry Public Schools	\$565,920
Amistad Academy	\$4,466,308	CREC	\$23,989,532
Andover Public Schools	\$133,941	Cromwell Public Schools	\$1,317,249
Ansonia Public Schools	\$7,239,174	Danbury Public Schools	\$25,100,466
Ashford Public Schools	\$453,397	Darien Public Schools	\$1,025,905
Avon Public Schools	\$748,132	Deep River Public Schools	\$249,395
Barkhamsted Public Schools	\$69,282	Derby Public Schools	\$3,964,748
Berlin Public Schools	\$800,942	East Granby Public Schools	\$544,796
Bethany Public Schools	\$429,825	East Haddam Public Schools	\$278,416
Bethel Public Schools	\$2,692,734	East Hampton Public Schools	\$483,639
Bloomfield Public Schools	\$3,458,270	East Hartford Public Schools	\$20,941,266
Bolton Public Schools	\$169,510	East Haven Public Schools	\$6,706,871
Booker T. Washington Academy	\$1,418,340	East Lyme Public Schools	\$1,737,074
Bozrah Public Schools	\$214,864	East Windsor Public Schools	\$1,957,245
Branford Public Schools	\$3,441,293	EASTCONN	\$700,802
Brass City Charter School	\$870,191	Eastford Public Schools	\$89,059
Bristol Public Schools	\$18,229,153	Easton Public Schools	\$277,196
Brookfield Public Schools	\$828,557	Edadvance	\$449,000
Brooklyn Public Schools	\$1,410,428	Ellington Public Schools	\$400,759
C.E.S.	\$769,481	Elm City College Preparatory School	\$3,102,978
Canaan Public Schools	\$69,806	Elm City Montessori School	\$340,149
Canterbury Public Schools	\$758,073	Enfield Public Schools	\$7,225,723
Canton Public Schools	\$389,307	Essex Public Schools	\$129,170
Capital Preparatory Harbor School	\$3,012,665	Explorations Charter School	\$156,507
Chaplin Public Schools	\$203,014	Fairfield Public Schools	\$2,881,317
Cheshire Public Schools	\$898,778	Farmington Public Schools	\$2,418,308
Chester Public Schools	\$197,228	Franklin Public Schools	\$158,633
Clinton Public Schools	\$1,737,141	Glastonbury Public Schools	\$1,403,257
Colchester Public Schools	\$2,281,390	Goodwin College Educational Services	\$877,358
Common Ground High School	\$780,574	Granby Public Schools	\$517,264

Appendix 8. Connecticut School Districts' Total ESSER III Allotments

School District	Allotment	School District	Allotment
Great Oaks Charter School	\$2,503,471	New Beginnings Family Academy	\$1,980,069
Greenwich Public Schools	\$9,592,155	New Britain Public Schools	\$50,008,875
Griswold Public Schools	\$2,492,197	New Canaan Public Schools	\$1,062,030
Groton Public Schools	\$6,572,859	New Fairfield Public Schools	\$2,521,211
Guilford Public Schools	\$972,451	New Hartford Public Schools	\$119,394
Hamden Public Schools	\$9,572,522	New Haven Public Schools	\$80,017,233
Hampton Public Schools	\$114,528	New London Public Schools	\$16,600,237
Hartford Public Schools	\$98,589,663	New Milford Public Schools	\$2,588,252
Hartland Public Schools	\$226,833	Newington Public Schools	\$3,105,426
Hebron Public Schools	\$140,451	Newtown Public Schools	\$1,253,726
Highville Charter School	\$1,101,957	Norfolk Public Schools	\$69,820
Integrated Day Charter School	\$533,979	North Branford Public Schools	\$618,543
Interdistrict School for Arts and Communication	\$1,125,507	North Canaan Public Schools	\$380,624
Jumoke Academy	\$2,776,333	North Haven Public Schools	\$2,041,974
Kent Public Schools	\$168,177	North Stonington Public Schools	\$426,861
Killingly Public Schools	\$3,256,304	Norwalk Public Schools	\$24,829,093
LEARN	\$2,568,834	Norwich Free Academy	\$1,813,242
Lebanon Public Schools	\$779,953	Norwich Public Schools	\$16,469,217
Ledyard Public Schools	\$1,855,487	Odyssey Community School	\$449,318
Lisbon Public Schools	\$428,186	Old Saybrook Public Schools	\$888,344
Litchfield Public Schools	\$327,454	Orange Public Schools	\$326,181
Madison Public Schools	\$851,949	Oxford Public Schools	\$583,953
Manchester Public Schools	\$15,480,800	Park City Prep Charter School	\$1,673,095
Mansfield Public Schools	\$755,311	Plainfield Public Schools	\$3,249,462
Marlborough Public Schools	\$132,225	Plymouth Public Schools	\$1,361,458
Meriden Public Schools	\$23,039,202	Pomfret Public Schools	\$163,985
Middletown Public Schools	\$7,439,793	Portland Public Schools	\$814,798
Milford Public Schools	\$4,902,817	Preston Public Schools	\$590,330
Monroe Public Schools	\$1,103,859	Putnam Public Schools	\$2,647,634
Montville Public Schools	\$2,469,755	Redding Public Schools	\$305,701
Naugatuck Public Schools	\$7,995,937	Regional School District 1	\$356,236
		Regional School District 10	\$668,067

Appendix 8. Connecticut School Districts' Total ESSER III Allotments

School District	Allotment	School District	Allotment
Regional School District 11	\$326,174	Sterling Public Schools	\$574,520
Regional School District 12	\$236,871	Stonington Public Schools	\$2,586,747
Regional School District 13	\$449,356	Stratford Public Schools	\$13,632,215
Regional School District 14	\$514,929	Suffield Public Schools	\$1,381,294
Regional School District 15	\$1,129,100	The Bridge Academy	\$1,112,453
Regional School District 16	\$712,860	The Gilbert School	\$346,468
Regional School District 17	\$451,100	The Woodstock Academy	\$891,682
Regional School District 18	\$651,577	Thomaston Public Schools	\$709,328
Regional School District 19	\$835,638	Thompson Public Schools	\$1,094,936
Regional School District 4	\$267,891	Tolland Public Schools	\$445,732
Regional School District 5	\$542,565	Torrington Public Schools	\$5,959,720
Regional School District 6	\$245,772	Trumbull Public Schools	\$1,720,898
Regional School District 7	\$213,277	Union Public Schools	\$72,453
Regional School District 8	\$267,981	Voluntown Public Schools	\$306,105
Regional School District 9	\$192,452	Wallingford Public Schools	\$4,557,436
Ridgefield Public Schools	\$983,462	Waterbury Public Schools	\$89,691,176
Rocky Hill Public Schools	\$927,905	Waterford Public Schools	\$2,378,829
Salem Public Schools	\$191,884	Watertown Public Schools	\$1,817,550
Salisbury Public Schools	\$69,841	West Hartford Public Schools	\$9,712,313
Scotland Public Schools	\$134,612	West Haven Public Schools	\$19,476,456
Seymour Public Schools	\$2,178,622	Westbrook Public Schools	\$699,409
Sharon Public Schools	\$499,636	Weston Public Schools	\$522,384
Shelton Public Schools	\$4,504,858	Westport Public Schools	\$1,554,749
Sherman Public Schools	\$169,187	Wethersfield Public Schools	\$2,573,370
Side By Side Charter School	\$484,043	Willington Public Schools	\$577,762
Simsbury Public Schools	\$967,121	Wilton Public Schools	\$834,230
Somers Public Schools	\$363,295	Winchester Public Schools	\$1,609,745
South Windsor Public Schools	\$1,263,502	Windham Public Schools	\$13,718,014
Southington Public Schools	\$4,090,834	Windsor Locks Public Schools	\$2,307,193
Sprague Public Schools	\$720,114	Wolcott Public Schools	\$1,790,370
Stafford Public Schools	\$1,642,135	Woodstock Public Schools	\$1,308,139
Stamford Charter School for Excellence	\$583,092	Total	\$887,584,560
Stamford Public Schools	\$32,694,812		



SCHOOL + STATE
FINANCE PROJECT



BILLION DOLLAR QUESTION
HOW CONNECTICUT SCHOOL DISTRICTS
PLAN TO SPEND COVID-RELIEF FUNDS