

COOPERATIVE EDUCATIONAL SERVICES



ANNUAL REPORT 2022-2023





AGILITY



IMPACT



RELEVANCE

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C.E.S. MISSION

Our mission is to identify and provide quality educational opportunities for educators, students, families, and communities.

C.E.S. VISION

With a strong commitment from a diverse and highly qualified staff, Cooperative Educational Services (C.E.S.) is the primary educational resource for the communities we serve. We are a model of leadership promoting a community of lifelong learning. We assure student success through regional collaboration, leadership, resources, and support.

Each year we strive to realize our vision by being the first point of contact for our member districts related to any kind of educational service. In order to accomplish this we will continue our research and development efforts to remain on the cutting edge of the programs, services and technical assistance that we offer. Excellent communication with our members and our partners, along with continued strong support from the Representative Council, will guide and assist us on this journey.

OUR GUIDING BELIFS

Leadership, communication, innovation, and creative thinking promote positive change and growth. Every student has a right to high-quality education. Student-centered instruction recognizes the individual abilities of each learner. The unique cultural and developmental differences of our students are recognized and valued.

Partnerships among families, schools, communities, and state agencies are essential for the achievement of common goals and conservation of financial services.

Every educator has the responsibility to be a lifelong learner. The commitment of our dedicated staff is valued. Our effectiveness as an organization contributes to our clients' success. It is important to reflect upon and continually evaluate the services we provide.

It is important to nurture growth of progressive learning and communities. Every staff member represents the mission, core beliefs, and vision of C.E.S.



EXECUTIVE DIRECTOR

DR. CHARLES DUMAIS

C.E.S. is the capacity-building partner for school districts in lower Fairfield County, Connecticut, to provide their educators and leaders with the cutting-edge training, support, and resources to best prepare students for the 21st century. Our leadership team, educational specialists, and consultants provide the guidance, instruction, and technical assistance to further enhance the capacity of school districts to meet their continuous improvement goals in a changing world. The 16 districts (17 towns) in our catchment area comprise a public school enrollment of nearly 119,000 students served by 11,823 certified educators.

We fulfill our mission to identify and provide quality educational opportunities for educators, students, families, and communities by providing a myriad of high-quality services to member districts that would be more costly for them to procure on their own. Examples include special education transportation and audiological services. Likewise, we have the capacity to assist school districts with short-term or one-time projects such as enrollment studies, executive searches, special education program reviews, technology leadership program reviews, communication plan development, and any other projects that arise. Furthermore, our Professional Development Services (PDS) team is a district resource for grant coordination, interdistrict summer school programs, and specialized staff development to reach district goals and training to meet the requirements of state and federal educational initiatives.

C.E.S. also serves as a model for direct educational programs via our School Readiness program, extensive Special Education and related services programs, and/or interdistrict magnet schools (Six to Six Magnet School and the Regional Center for the Arts). All told, we have more than a thousand students from the region attending our specialized C.E.S. school programs.

C.E.S. is well-regarded throughout the state for its high-quality programs and professional development services. It is critical that all school districts build internal capacity, find cost efficiencies, and maximize the impact of every dollar spent to support student growth and achievement. C.E.S. is the "go-to" resource to help area districts achieve these goals.

Agility ~ Impact ~ Relevance



ASSOCIATE EXECUTIVE DIRECTOR

CHRISTOPHER LABELLE

The Associate Executive Director's office oversees Human Resources including all hiring and onboarding, staff evaluations, certification and licensing, fingerprinting services, paid and unpaid leaves, ADA accommodations, unemployment claims, workers compensation, and is district facilitator for the Teacher Education and Mentoring Program (TEAM). Additionally, the Associate Executive Director's office develops and implements agency policy and leads curriculum development and school improvement planning. The office is responsible for Safe School Climate Coordination, the Professional Development and Evaluation Committee, and Title I, II & IX Coordination, 504 Coordination, and all other federal grants such as ESSER.

The office is also responsible for special projects and new business opportunities, such as human resource audits.

In 2022-23, The Associate Executive Director's office provided leadership coaching to new administrators at C.E.S. and collaboratively implemented instructional rounds at our Special Education division. The department also assisted in the development of a partnership with the Developmental Therapy Institute at the University of Georgia and our Special Education Learning Centers.



MEET THE LEADERSHIP TEAM



**Executive Director
Dr. Charles Dumais**

**Associate Executive Director
Christopher LaBelle**



**Director of Finance and
Operations
Margaret Sullivan**

**Director of Special Education
Dr. Michael McGrath**



**Director of C.E.S. School
Readiness
Ivielisse Guzman**

MEET THE LEADERSHIP TEAM



**Principal of the Six to Six
Magnet School
Emma Balter Warren**

**Principal of the Regional
Center for the Arts
Eric Nyquist**



**Early Childhood
Coordinator
Suzanne Clemet**



**Director of Professional Development Services
Dr. Lori Elliot – End date July 31
Dr. Luke Forshaw – Affective August 1**

ORGANIZATIONAL CHART

**Representative
Council**

Executive Director

Administrative Services

Accounting
Benefits
Facilities
Fiscal Services
Payroll Services
Technology Services
Transportation Services

Open Choice

Coordination for students to attend schools
outside their home districts

Public Relations & Marketing

Communication Services
Executive Searches

Regional Center for the Arts

Half Day Performing Arts
Magnet School 9-12

School Readiness

Preschool for Bridgeport Children

Six to Six Magnet School

Before/After School Programs
Family Resource Center
Pre-K, K-5, 6-8

Associate Executive Director

Certification & Licensing
Fingerprinting
Human Resources/Personnel
Special Projects
Strategic Planning
Turnaround Schools

Professional Development Services

Serving Early Childhood to Grade 12
Professional Learning Workshops
Instructional & Content Area Coaching
Remote Learning
The Leadership Institute at C.E.S.
TEAM Training & Support
Integrating Instrumental Technology
SRBI/MTSS Development & Implementation
Curriculum & Instruction Design
Structured Literacy Learning &
Implementation
Culturally Responsive Practices & Systems

Special Education

Audiological Services
Behavioral Psychological Services
Developmental Learning Center (DLC)
Preschool-Primary Learning Center (PLC)
Regional Assistive Technology Center
Special Education Professional Development
Related Services
Therapeutic Day Program (TDP)
Special Education Program Review Services
Transition Learning Center (TLC)

C.E.S. LOCATIONS



**Central Offices,
School Readiness &
Professional Development
Services**
40 Lindeman Drive
Trumbull, CT, 06611
203-365-8803

Special Education
25 Oakview Drive
40 Lindeman Drive
40 Oakview Drive
Trumbull, CT 06611
203-365-8840



Regional Center for the Arts
23 Oakview Drive
Trumbull, CT 06611
203-365-8857

Six to Six Magnet School
601 Pearl Harbor St.
Bridgeport, CT 06610
203-365-8200



C.E.S. REPRESENTATIVE COUNCIL

BRIDGEPORT

Akisha Cassermere

DARIEN

Jill McCammon
Sara Parent - Alternate

EASTON/REDDING/REGION9

Laura Gibbons
Jon Stinson - Alternate

FAIRFIELD

Bonnie Rotelli
Christine Vitale

GREENWICH

Joe Kelly

MONROE

Dennis Condon - Alternate
Chrissy Martinez

NEW CANAAN

Vacant

NORWALK

Mary Ellen Flaherty-Ludwig (Secretary)

RIDGEFIELD

Tina Malhotra

SHELTON

Kate Kutash (Vice President)
Kathy Yolish

STAMFORD

Andy George (President)
Becky Hamman

STRATFORD

Andrea Corcoran

TRUMBULL

Julia McName
Marie Petitti

WESTON

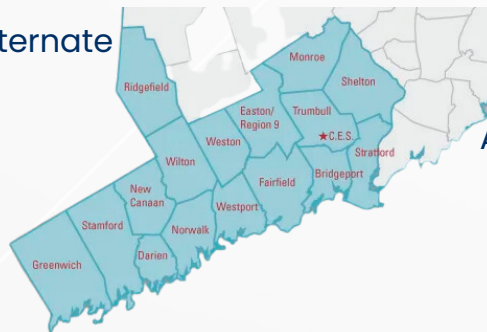
David Felton

WESTPORT

Robert Harrington

WILTON

Ruth DeLuca



STRATEGIC INITIATIVES



GOAL 1

TO CREATE AND EXPAND HIGH-QUALITY SERVICES.

- A) Increase speech and language pathology services used by districts.
- B) Expand professional development services for school psychologists through the Center for Clinical Supervision.
- C) Improve CES training and professional learning provided to school districts through evaluating services provided using a series of micro surveys.

GOAL 2

ALL CES LEARNERS DEMONSTRATE CONTINUOUS GROWTH ACADEMICALLY, SOCIALLY, AND EMOTIONALLY.

- A) Implement high-quality curriculum designed to improve student learning in all school-based programs in literacy, mathematics, science, and social and emotional content.
- B) Implement high-quality professional development designed to improve staff learning in all school-based programs.



C.E.S. NON DISCRIMINATION STATEMENT

"It is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any service or program on account of race, color, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, veteran status, victim of domestic violence, present or past history of mental disorder, mental retardation, learning disability or physical disability including, but not limited to, blindness, or pregnancy and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding C.E.S. nondiscrimination policies should be directed to the Associate Executive Director's office, C.E.S., 40 Lindeman Dr., Trumbull, CT 06611, (203) 365-8831."



MEETING THE NEEDS OF OUR MEMBER DISTRICTS



At Cooperative Educational Services, we believe in the process of continuous improvement. Each year, we adjust our programming to meet the needs of our member districts. As a result, gathering data to evaluate our success and determine our focus and priorities is a continuous process at C.E.S. We hold council meetings for various education professionals such as special education directors, curriculum specialists, assistant superintendents, school principals, subject area specialists, human resources personnel, and technology coordinators. During these council meetings we solicit feedback from our members to help us determine future initiatives. The executive director also meets monthly with the C.E.S. Representative Council and with the superintendents of member districts. All of the divisions at C.E.S. hold meetings with their constituents so our services are customized to meet the unique needs of each district.

The Leadership Institute at C.E.S., which is a separate entity comprised of leaders from our participating member districts, meets quarterly to address the continuum of leadership needs, from teacher leadership to administrative leadership. Through dialogue with the Leadership Institute Board, we are able to establish programs and support that reflect the needs of our member districts. Each year, our Special Education division solicits feedback from parents, and our Six to Six Magnet School meets regularly with the School Planning and Management Team (SPMT), which includes both parents and staff. The Regional Center for the Arts (RCA) has an active parent advisory group supporting fundraising efforts and all of RCA's student productions.

We are also in continuous contact with representatives from the State Department of Education in order to assist our districts with state mandates such as school improvement plans, policy development, and teacher and administrator evaluation models. As a service center, we must always be prepared to assist our districts according to their individual needs. We compile an annual profile of our member districts that includes their goals, school data reports, comprehensive school improvement plans, and additional relevant information to further customize our services. Often state or federal mandates or economic conditions determine needs. We strive to provide lower-cost, high-quality options to satisfy the needs of our member districts.

In partnership with EdAdvance, the Upper Fairfield County and Litchfield County RESC, we are operating WorkspaceCT, a collaboratively run facility in Bethel, Conn., that serves as a learning center with a focus on creativity and innovation for students, teachers, administrators, and community members. The unique regional venture between two Connecticut RESCs allows both to better serve our communities.

C.E.S. has purchased 40 Oakview Drive, a three-story, 65,000 square foot facility on 6 acres within walking distance of our other Trumbull properties. The new building will serve as the home of our three Developmental Learning programs, bring greater coordination, and smoother transitions to the students and districts that we serve. Additionally, the acquisition will allow us to reorganize our Therapeutic Day Program (TDP) and expand our School Readiness program to bring high-quality services to a larger population.

The Leadership Team at C.E.S. is comprised of the Executive Director, the Associate Executive Director, Director of Special Education, the Director of Finance and Operations, an Early Childhood Coordinator, the Director of our Professional Development Services division, the Principals of our Magnet Schools, and the Director of our School Readiness program. Our team regularly meets collectively and individually with key constituents to assess needs and obtain recommendations in planning future programs and services.

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C.E.S. DIVISION PROFILES



Administrative Services

Projects in 2022-23:

- Completed agency wide Verkada camera replacement
- Converted and upgraded from Cisco Wifi to Ubiquiti Wifi agency wide
- Migrated the C.E.S. on premise MUNIS environment to cloud based Tyler Hub

Transportation Services

C.E.S. owns and operates a fleet of 37 vehicles and provides specialized student transportation to member and nonmember districts through its Transportation Services program. Each year, C.E.S. vehicles travel more than 520,000 miles carrying students to-and-from school on a daily basis, as well as field trips and other school activities. In addition to student transportation, C.E.S. has a contract with Norwalk Transit District to operate 8 C.E.S. owned specialized vehicles to transport elderly and disabled individuals. C.E.S. has an aggressive preventative maintenance program ensuring safe, reliable transportation services, whereby each vehicle is inspected and serviced on a regular 90 days schedule as well as every driver conducts a pre-trip and post-trip inspection. C.E.S. follows the CT and DOT laws in requiring every driver have a pre-employment drug test and drug and alcohol tests throughout the employees' employment. All C.E.S. transportation vehicles are equipped with GPS and two-way radios allowing continuous communication with, and monitoring by, dispatchers.

Administrative Services also manages:

- Employee annual notices of assignment;
- Employee incentive programs including tuition reimbursement;
- Worksite safety program and indoor air quality program;
- Agency-wide emergency response program, creation of All-Hazards School Agency and Safety Plan, conducting evacuation, shelter-in-place and fire drills in accordance with CT State Statutes and local ordinances;
- Student Data Privacy in accordance with CT State Statutes.

The Administrative Services Division is responsible for the following departments:

Fiscal Services

The Fiscal Services Office oversees C.E.S.'s many financial areas, utilizing MUNIS (Municipal Information System) software, a program widely used by school districts across the United States. Fiscal Services provides oversight of the Agency's \$58 million budget, including:

- Annual budget development and monitoring;
- Receipt and disbursement of all agency funds;
- Annual financial audit including all Federal and State reporting;
- Payroll processing for more than 500 employees;
- MUNIS financial software utilization and security;
- Purchasing; and
- Procurement and cost monitoring of agency-wide insurances.

Facility Services

Facility Services is responsible for the successful operation of all C.E.S. buildings, ensuring a safe, clean environment for students, staff and visitors. The Facilities staff performs all building preventive maintenance services and work-order initiated general repairs, and is responsible for oversight of round-the-clock security monitoring. In addition, the Facilities Manager supervises all interior and exterior construction projects, waste management, utilities, indoor air quality, HVAC, purchasing of custodial and maintenance consumables, and landscape management including snow removal.

Projects in 2022-23:

- 40 Oakview Dr.: Demolished the existing interior of the office building and commenced reconstruction into the new Learning Centers.
- RCA: Updated sound system in auditorium, refinished building exterior siding
- 25 Oakview: cleaned and repainted exterior windows, doors & frames
- 40 Lindeman: cleaned and repainted exterior windows, doors & frames

Information Technology Services

Information Technology Services coordinates network and telephone services between all C.E.S. buildings. Other responsibilities include maintaining state-of-the-art hardware inventory, providing Internet and email services and help desk assistance for all staff, troubleshooting and repairing hardware and software problems, and, upon request, providing technology consultation to member districts.



C.E.S. DIVISION PROFILES



Executive Searches

During the 2022–23 fiscal year, C.E.S. Executive Searches helped the following districts secure executive leaders: Mansfield, Region 8, New Britain, IEA, Region 14, New Fairfield, Bridgeport, Wolcott, Fairfield, Region 12, New Hartford, West Hartford, Harford and Plainville.

The C.E.S. team is led by distinguished educational leaders who have served as superintendents and are certified practitioners of the competency-based interview process developed by leadership expert William Bryan of The Bryan Group. We bring state-of-the-art behavioral science to the art of search selection, and provide districts with the absolute highest likelihood of success in identifying and securing a candidate with whom the Board of Education will have a sustainable, strong working relationship.

Open Choice

The Open Choice program is an interdistrict program with the goal of improving academic achievement, reducing racial, ethnic, and economic isolation, and providing a choice of educational programs for students enrolled in public schools. Through Open Choice, students may attend a school outside of their home district.

Participating school districts annually declare how many seats will be available based on enrollment numbers, and students are chosen through a selection process from the pool of applicants. Each year we receive over 750 applications by families hoping to have their children involved in Open Choice. For the 2022–2023 school year, there were 268 students from Bridgeport attending school in Easton/Region 9, Fairfield, Trumbull, Weston and Westport through Open Choice, and another eight students from Norwalk attending Westport schools. In 2021, C.E.S. assumed leadership of the expansion of the program to include the Norwalk and Danbury regions. For the 2023–2024 school year, we have placed 25 students from Bridgeport, and 11 students from Norwalk in neighboring suburban districts. Redding Public Schools has become a new partner district and will be welcoming 8 students from Danbury to their district this year. Additionally, we oversee approximately 25 students from Ansonia, Derby, Milford, Monroe, Shelton, Stratford and Trumbull who attend Bridgeport Military Academy.

Professional Development Services

During 2022–2023, the Professional Development Services (PDS) team continued to provide professional learning workshops, in-district trainings and supports, and coaching sessions utilizing in-person meeting spaces and online platforms to best meet the needs of educators and leaders across the region. A sampling of some of our most popular services this year included—

- Accreditation and Quality Improvement Support (AQIS) Monthly Study Groups
- Curriculum Equity Audits: Developing and Implementing Equity Audit Tools
- Curriculum and Instruction Auditing and Reporting (performed by PDS staff)
- Demystifying the NAEYC Accreditation Process: The What, Why, and How to Get Started
- Designing Learning Environments that Honor, Empower, and Engage All Students
- Developing and Leading Data-Driven Coaching Cycles
- Facilitating Literacy Curricular Reviews
- Facilitating the Creation of a District Plan to Increase Educator Diversity
- High-Level Questioning: Step Up Your Questioning Techniques
- How the Adolescent Brain Learns (asynchronous course)
- Improving Instruction: From Curriculum Decisions to Instructional Techniques
- In Their First Year: Coaching New Teachers
- Literacy Across the Curriculum: Improving Student Outcomes in Secondary Courses
- NGSS: The What, How, and Why (webinar series)
- Paraprofessionals: Understanding and Meeting Student Needs
- Reading and Writing Like a Historian (webinar series & asynchronous course)
- Science of Reading Legislation Overview & Practical Application
- Social Studies: New Standards and Curriculum Development
- SRBI/MTSS: Updating, Developing, and Implementing Effective Systems of Support
- TEAM District Facilitator Updates, Initial Support Training, and Initial Reviewer Training
- Understanding AI: A Session for Leaders
- What is the Science of Reading Anyway? (webinar series & asynchronous course)



Igniting Change New in 2022–2023, the RESC Alliance proudly presented Igniting Change, a multi-faceted professional learning experience focused on meeting the needs of all schools and districts throughout Connecticut by providing equity-centered learning opportunities grounded in four professional learning pathways. More than 300 educators and leaders from across the state participated in this year's fall and spring conferences, featuring breakout sessions led by local K–12 educators and higher education professors as well as keynote speakers Principal Kafele, Dr. Rich Milner, Lorena Escoto Germán, and Dr. Tom Guskey. The Igniting Change experience will continue into 2023–2024.

C.E.S. DIVISION PROFILES



Professional Development Services continued

Science of Reading Masterclass is a project created by the State Department of Education and the Connecticut Association of Public School Superintendents. With the PDS director serving as the project lead, the RESC Alliance has co-created online modules that support the Science of Reading Masterclass in-person events and coaching to develop local capacity for the science of reading and components of comprehensive K-3 literacy instruction. In 2022-2023, 190 literacy leaders from across Connecticut participated in the online modules created and delivered by the RESC Alliance. The project will continue into the 2023-2024 school year.

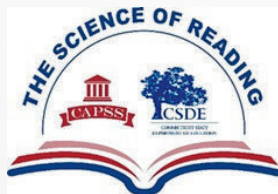
CTREAP The annual statewide registration for district membership in CTREAP continues to be coordinated by PDS. In 2022-2023, more than 250 schools and districts registered to use the employment recruitment service. New in 2022-2023 was a partnership between C.E.S., CTREAP, and the Connecticut State Department of Education allowing Summer Enrichment Grant recipients to create accounts in the CTREAP portal to aid in summer hiring and recruitment in support of equitable, high-quality, and accessible summer enrichment opportunities for school-aged children across Connecticut.

The Leadership Institute at C.E.S. offers various professional development options including participation in several content area councils, as well as the Administrator Aspirant program and the New Administrator Induction program.

- The Leadership Aspirant Program included 17 participants from across the C.E.S. region. The Aspirant Program exposes interested future leaders to a variety of administrator and leadership roles, provides opportunities to meet and dialogue with outstanding administrator role models, and allows participants "first-hand" access to leadership skills by attending seminars and shadowing administrator practitioners in our region. The Aspirant Program is designed as a one-year, cohort-style program. Participants include current educators who are interested in exploring administrator career pathways and other leadership roles, including those who have earned or are in the process of earning the 092 certification, as well as those who are still gauging interest in earning the 092 certification.
- The Administrator Induction Program included nearly 90 participants from across the C.E.S. region and beyond. The Induction Program supports both beginning administrators and experienced administrators who are new to their schools, districts, and/or roles. The design of the program is to provide relevant leadership professional development opportunities while also providing new administrators the opportunity to network with other new administrators in similar positions, both within and across districts. The Administrator Induction Program is designed as a two-year, cohort-style program. Participants include currently named school and district administrators who are new to their school, district, and/or role.

Early Childhood

C.E.S. Early Childhood (EC) Teaching and Learning Specialists continued providing training, consultation, technical assistance, and coaching to early care and education programs and schools throughout Fairfield County. Through funding from the CT OEC, C.E.S. has delivered NAEYC Accreditation and Quality Improvement Support and has served a lead role in coordinating statewide coaching and training around Standards, Curriculum and Assessment, and training support around Core Knowledge and Competencies for Early Childhood Professionals. C.E.S. has also been a part of GEER, a CT OEC initiative focused on early childhood technology practices. Through funding from the CT State Department of Education, C.E.S. continues to be part of the development and facilitation of statewide trainings and roundtables for early childhood special education teachers and administrators. C.E.S. has supported programs engaged in GoNAPSACC (Nutrition and Physical Activity Self-Assessment for Child Care) through funding from the CT Department of Public Health. C.E.S. continues to serve on the management team of the Partnership for Early Education Research (PEER), alongside Yale School of Medicine and Educational Development Center (EDC).



C.E.S. School Readiness

C.E.S. School Readiness is a full-day, full-year NAEYC-accredited childcare program serving 90 preschool children between the ages of 2.9 and 5 years. Ninety percent of our students are from Bridgeport, Conn., and 10 percent are from other districts but have a parent who works or attends school in Bridgeport. Our hours are 7:30 a.m. to 5:30 p.m., 50 weeks per year. Each child is required to attend a minimum of six hours each day.

Our program philosophy centers on the belief that each child is a unique learner with his/her cultural identity, learning style, temperament, and developmental pattern. Each of these factors influences how each child learns and grows, and development and learning are assessing children's growth and using this information to plan and implement the highest-quality learning experiences for the group and the individual children.

C.E.S. DIVISION PROFILES



C.E.S. School Readiness continued

We believe each child's family is an important partner in their children's daily care and education. Supporting our mission is the Family Advisory Board, which meets throughout the year to discuss policies, procedures, curriculum, and family advocacy. Our curriculum approach is based on the tenets of the emergent curriculum and the Project Approach. Topics chosen for in-depth curriculum studies reflect the interests and experiences of children and families in the program and the community in which they live. Teachers engage in the cycle of intentional teaching, consistently observing and The CT Early Learning and Development Standards for Birth to Five (CT ELDS) are the basis for planning, which detail what children should know and be able to do. Teachers use the Creative Curriculum for Preschool as a resource to support in-depth curriculum studies. The Connecticut Documentation and Observation for Teaching System (CT DOTS) is the assessment tool used to monitor our students' progress on the skills, abilities, and behaviors in the CT ELDS.



Special Education

The Division of Special Education provided high quality services to approximately 334 students. While most of these students were educated within our facilities, some of our older students received services in the community and at Sacred Heart University (RISE program).

In continued response to districts' needs, we further expanded our diagnostic and evaluation services. We were able to support districts by conducting a great number of evaluations including several done in languages such as Spanish and Portuguese. In total, we completed more than 30 psychological evaluations for a dozen districts in the region.

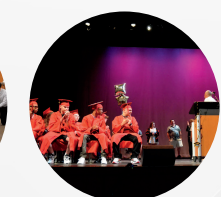
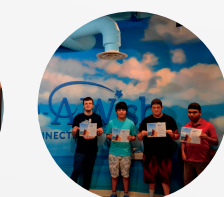
Our Assistive Technology Center and Audiological units also expanded evaluation and consultative services. Each unit provides direct evaluation, staff training, case consultations, and other professional development in the region. This past year has been one of their busiest.

Through the RESC Alliance, the Division of Special Education provided a variety of training and support for professionals around the state. These included Assistive Technology Communities of Practice, Special Education Communities of Practice, School Psychology Communities of Practice, Life Course Planning training, and a regional transition fair. We also provided training to Early Childhood Providers on the ADOS, a tool used to diagnose Autism.

Our consultants trained hundreds of special educators and administrators throughout the year as they rolled out CTSEDS. Our work in this included the development and implementation of a help desk that was designed to give individual consultation to educators who are struggling with a particular issue with the program. Feedback from users was overwhelmingly positive and we hope to continue to provide this and other support in the coming years.

In accordance with a new statute, we were able to create a position called a Trauma Coordinator. The role of the Trauma Coordinator is to develop a training program and provide support and consultation to districts within the region. The training curriculum has been developed and training has begun with self-selected districts. We look to expand our offering in the area of trauma informed care/instruction. The division continues to maintain valuable partnerships with many community groups such as the Beardsley Zoo, Kennedy Center, UCONN, Sacred Heart University and the Leir Foundation.

Special Education Programs within the Division offer a variety of specialized services for students with significant disabilities. These programs provide both school-based centers for students 3 to 21 years of age with developmental and emotional disabilities. The Division is also responsive to district needs for program development. In 2022-23, C.E.S.' Division of Special Education provided special education placements for 334 students and extended year services to 232 students.



C.E.S. DIVISION PROFILES



Special Education continued



Preschool-Primary Learning Center (PLC) offers a special education program alternative for students 3 to 12 years of age who fall within the Autism Spectrum Disorder continuum. PLC utilizes a low student to staff ratio program design, positive behavioral support, functional communication training, many transactional supports inclusive of extensive use of visual supports, sensory diets, academic and functional academic instruction and highly trained lead-support instructional teams. In 2022-23, C.E.S.' Preschool-Primary Learning Center served a total of 58 students from 18 school districts.

Developmental Learning Center (DLC) is an intensive special education program for students 12-21 years of age with significant developmental disabilities such as autism, neurological impairments, pervasive developmental disorders, and intellectual disorders with and without challenging behaviors. DLC offers both a middle and high school component which focus on applied academics; development of functional skills; communication and social skill development; pre-vocational/vocational training; and development of recreational/leisure skills via both a variety of center-based and community-based instructional experiences. In 2022-23, C.E.S.' Developmental Learning Center served 54 students from 15 school districts.

Transition Learning Center (TLC) is a regional special education program for students aged 18-21 with developmental disabilities including Autism Spectrum Disorders and Intellectual Disability. Students in this program benefit from an individualized transition program designed to prepare them for life after high school. Students are grouped homogeneously by social emotional stages. The program offers positive support within structured community and school-based environments that incorporate functional academics in those settings. The program also emphasizes opportunities for community based vocational training and volunteering to enable students to build confidence and independence, while developing appropriate work skills. Social and personal management skills are enhanced through a variety of transition activities. Social/recreational experiences utilize community resources in order to generalize learned skills to real life settings. In 2022-23 C.E.S.' Transition Learning Center served 58 students from 19 districts.

Reaching Independence through Supported Education (RISE) is a regional special education program for students with limited cognitive functioning, 18 to 21 years of age, on the campus of Sacred Heart University. This program provides students with opportunities to develop vocational, social and personal management skills through a variety of campus and community-based transition activities. Many of the activities include university students ("peer buddies") of similar age. In 2022-23, the RISE Transition Program provided placements for 14 students from 10 school districts.

Therapeutic Day Program (TDP) is a regional special education program for students from grades K-12 who present with a variety of significant behavioral and emotional disabilities. TDP offers a comprehensive treatment approach that includes educational, psychological, psychiatric, and parent counseling/support services aimed at improving student's overall functioning. It utilizes a highly structured learning environment, low staff to student ratios and intensive school-based therapeutic services to effectively build and develop each student's academic, behavioral, emotional and social functioning. In 2022-23, C.E.S.' Therapeutic Day Program served 150 students from 32 different school districts.

Special Education Related Services Unit provides a variety of consultation, diagnostic and therapy services for students with disabilities. This unit also aims to address special education inservice needs of personnel who work with students with disabilities.

Audiological Services provides audiological evaluations, auditory processing evaluations and classroom consultation for students referred by school districts. In 2022-23, C.E.S.' Audiological Services Program provided 71 evaluations and re-evaluations and 137 hours of consultation services to students from 13 districts.

Behavior Psychology Services involves the delivery of assessment, consultation and training services via C.E.S. specialists in the areas of applied behavioral analysis and positive behavior intervention and support. In 2022-23, C.E.S.' Behavioral Psychology Services provided training, technical assistance and weekly consultation to classrooms for students with a variety of disabilities for districts throughout the state.

Professional Development Services responds to local school district needs for in service training/workshops on a variety of topics related to special education. In 2022-23, C.E.S. Special Education Professional Development Services provided seven Physical Management Training (PMT) sessions to 83 newly hired C.E.S. staff.

Regional Assistive Technology Center provides evaluation and consultation services to school district staff to assist in determining technology needs for their students. In 2022-23, the C.E.S. Regional Assistive Technology Center provided 31 evaluations, provided 113 individual consultations and attended 38 PPTs as well as provided 31 trainings to students/staff and parents from 12 districts.

C.E.S. DIVISION PROFILES

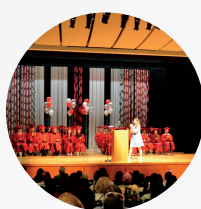


Six to Six Magnet School

The Six to Six Interdistrict Magnet School is a regional magnet school serving students from age 3 through eighth grade. The magnet focus is mathematics, science and technology. We have developed long-standing partnerships with the Maritime Aquarium in Norwalk, the Eli Whitney Museum, and the Discovery Museum and the Beardsley Zoo. Six to Six has adopted the Comer/Zigler model (CoZi) of school governance and family support and our School Planning and Management Team (SPMT) consists of representatives from all stakeholders, fostering the collaborative approach to education. The school is open from 6:00 a.m. to 6:00 p.m. to provide high-quality before- and after-school care, hence its name as the Six to Six Interdistrict Magnet School. Because of these programs, the children are able to be with familiar staff members outside of regular school hours, fostering a feeling of safety and community. In addition, parents and community members are invited into the school regularly to promote a feeling of collaboration and togetherness.

Six to Six understands that a strong social and emotional learning focus is as important as an academic one. Therefore, we incorporate strategies in our classrooms that bring together social and academic learning throughout the day through the implementation of Positive Behavioral Interventions and Supports and Responsive Classrooms.

Enrollment at Six to Six is through an application/lottery process that was developed to ensure diversity in our student population. In 2022-2023, there were 464 students enrolled.



Regional Center for the Arts

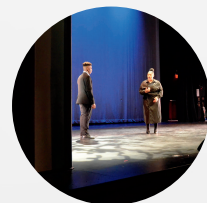
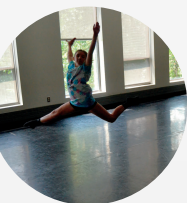
The Regional Center for the Arts is a part-time interdistrict magnet school in Trumbull. Our mission is to bring together students of diverse cultural heritage and background to develop in all students the knowledge, skills, attitudes and self-discipline to reach their fullest artistic potential, to live a productive life and to contribute to society as creative, engaging citizens. We offer our diverse student body of high school students an opportunity to develop their creative potential by studying with working professionals in their chosen field; learning the skills and techniques that will enable them to continue on to further study and a career in the performing arts if they choose to do so. After taking core academic courses at their district schools, students are transported to RCA four days per week from 1:30 - 4:45 to study dance, music, voice, theatre, musical theatre, creative media/film and technical theatre.

Enrollment at RCA had seen a sharp decline from 2014-2021 due to numerous factors including the pandemic (which provided recruitment challenges), as well as the increase in state credit requirements for high school graduation. Enrollment has steadily increased over the past three years. Official enrollment is counted on October 1 of each year. Enrollment in 2021-2022 was 157, 180 in 2022-2023, and current enrollment for the fall is 215. That represents an increase of over 36% in two years. This increase can be credited to many factors including the end of the pandemic, better recruitment, a positive school climate making students proud to attend the program, and outstanding teachers who provide students excellent performing arts education. We appreciate the positive partnerships we have with our sending districts and their superintendents.

For the past three years, RCA has run a highly successful summer camp for middle school students called "A Taste Of RCA". An average of 12 students per year who attend the camp end up joining the full program for high school. This year, the camp hosted 60 students from eight different communities. While the covid grant that funded the camp previously has expired, we are hopeful that we will win a state grant to continue the camp next summer. The camp is staffed by RCA teachers, local professional artists, and six RCA students who serve as camp counselors.

Our performing calendar is full with over 25 performances per year. Our newly revitalized parent organization, POPS (Parents of Performing Students), is actively engaged in raising school spirit and making the community aware of RCA. Among other activities, POPS awards scholarships to college bound seniors who are majoring in the performing arts at the next level.

While enrollment is up and school climate is positive, we are concerned about the trend of local districts to create schedules that make it challenging for students to attend RCA. Many districts have adopted rotating block schedules which make it very hard for students to leave their building early to attend RCA. We are looking at options to adapt our own schedule in order to make it easier for students to attend our program.



C.E.S. DIVISION PROFILES



WorkSpaceCT

WorkspaceCT is a collaborative space in Bethel, Conn., owned and operated by C.E.S. and Litchfield-based EdAdvance since June 2019. The RESCs work in partnership with our representative school districts and municipalities to build a vibrant community of learning dedicated to preparing all students for success beyond school. Through our collaborative use of the 32,000-square-foot facility, we strive to provide learners of all ages personal and professional educational experiences that support growth, value creativity, and inspire innovation, self-direction, and meaningful engagement.

Our focus will always be on developing and honoring the student's voice — encouraging courageous choices, authentic learning, and personal ownership of learning. We believe all students and adults can benefit from WorkspaceCT learning opportunities and we will work to make them available to anyone who wants to engage and grow.



Stay Connected!



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[@CESFoundation](#)



CHANGES IN PROGRAM EMPHASIS

Professional Development Services

The PDS department remains dedicated to providing services aligned with educators' and leaders' real-time needs. In response to and in support of schools and districts across the region, in 2022-2023, the K-12 staff focused primarily on creating workshops, online series, and personalized in-district supports centered on the latest literacy and social studies legislation, including the African American/Black and Puerto Rican/Latino course, Indigenous Studies, and structured literacy/reading. In addition to professional learning sessions and series, we are also displaying all of the CSDE-approved reading programs/curricula at our 40 Lindeman location. Materials are on display for educator and leader review, and tables are available for small teams to examine the various resources. Moving forward, PDS will continue to support our educators and leaders in varied settings and delivery models with an emphasis on live webinars and asynchronous professional learning.

C.E.S. School Readiness

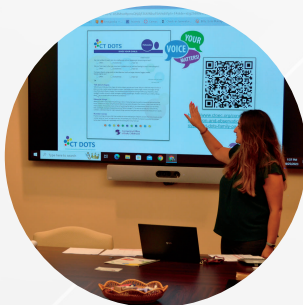
Listening, Learning, and Growing Together! At C.E.S. School Readiness, we believe in the power of collaboration and continuous improvement. With a renewed commitment and dedication to ensuring that every child feels valued, engaged, and supported in their learning journey, we eagerly anticipate our families' feedback, thoughts, and perspectives. Our shared collaboration will guide us as we continue to provide an exceptional education experience

Six to Six Magnet School

This past year, as we entered our first full year outside of COVID, Six to Six prioritized health, safety, and social and emotional well-being of our students and staff. We worked hard to reintroduce our in-school activities and events, bringing back STEM night, Fitness night, concerts, the grade 2 wax museum and an eighth grade dance. The school-based Instructional Leadership Team elicited feedback from the staff about what our areas of priority should be, and decided to focus on climate and curriculum. Six to Six continues to focus on data-driven decision-making, differentiated instruction, and tiered interventions and supports to ensure student growth.

Regional Center for the Arts

With a 35% student increase over the past two years, RCA will need to find ways to meet the needs of almost 55 more students. This will stretch our resources in terms of teachers, class sizes and space concerns. I am confident that we will be able to accommodate the increase while maintaining the excellence expected of our program. RCA will also work toward more collaboration between departments for the upcoming school year. Years ago, the departments seemed almost like separate schools. Through expanded electives, school-wide events, and inter-departmental projects, the goal is to create more of a feeling of one school with many branches.



CHANGES IN FUTURE

Professional Development Services

Understanding the cultural needs of a diverse staff and student body as well as the school community is important to the success of all school systems. As such, the PDS team will continue to prioritize their own personal and professional growth centered in equity and closing opportunity gaps in order to provide in-depth professional learning opportunities and supports to schools and districts across the region. The PDS team will continue to offer multiple entry points for teachers and leaders to have conversations about social justice and equity in order to facilitate teaching and learning spaces that benefit all students, educators, and families both within C.E.S. and across the C.E.S. region.

PDS knows that the future of education is highly dependent on providing professional learning opportunities and collaborations that address essential practices for districts that are both regional (cost-effective) as well as customized in order to closely align with district goals and measured results. Moving forward, PDS will capitalize on the development and implementation of asynchronous online sessions and courses which will allow educators to learn anywhere and anytime.

C.E.S. School Readiness

We are thrilled to announce an exciting new chapter for our preschool program! As part of our ongoing commitment to providing exceptional early childhood education, we are expanding our facilities to accommodate even more eager young minds. This expansion will not only enhance our capacity but also enable us to offer an enriched learning environment that fosters curiosity, creativity, and growth.

Special Education

The goal of the Division of Special Education is to remain on the “cutting-edge” of technical changes that directly impact the delivery of specialized instruction to students with disabilities. We are also charged with being a resource to our member districts. The Division will continue to provide high quality training experiences focusing on IEP Quality and the CTSEDS roll out. We will also provide support to districts in areas of Multi-tiered Support Training, Transition Supports, and program reviews and consultations.

Through the RESC Alliance, the Division will continue its work with the Connecticut State Department of Education, Bureau of Special Education to provide a number of special education initiatives statewide. In particular, C.E.S. will support school psychologists through Communities of Practice (CoPs) across the six RESC areas. We will be a training resource for new initiatives on topics such as Assistive Technology, Least Restrictive Environment, and Transition.

The Division will continue to expand psychological and educational evaluation services. We will also offer support within the region for crisis training and support.

Six to Six Magnet School

Six to Six Magnet School Six to Six will continue to align and refine curriculum with a priority focus on high-quality interventions including enhanced social, emotional, and behavioral supports for all students.

Regional Center for the Arts

Keeping up with technology needs is a constant challenge for all schools. RCA has been fortunate to have upgraded computers in the media room and a new sound system for the main theatre. Our next step will be to convert to LED stage lighting. While the cost of this transition is high, the savings over time in terms of replacement lamps and electricity, as well as increased capability to produce professional quality shows and provide our students with professional learning experiences makes it worth the investment. We took the first step with the help of the C.E.S. Foundation which purchased a new professional level lighting console for light programming. We are grateful for their assistance and understanding of the impact it will have on our students.

C.E.S. DISTRICT PARTICIPATION

Program Name	Bridgeport	Darien	Easton/Redding/Region 9	Fairfield	Greenwich	Monroe	New Canaan	Norwalk	Ridgefield	Shelton	Stamford	Stratford	Trumbull	Weston	Westport	Wilton	Other	Total
Administrative Services																		
Transportation	X				X			X			X	X					2	7
Executive Searches	X		X														12	14
Open Choice Program	X		X	X			X						X	X	X			7
Professional Development Services																		
Curriculum Council		X	X	X	X	X	X	X	X	X		X		X	X		55	67
Early Childhood Council	X	X	X	X	X	X	X		X	X	X	X	X		X			13
ELAR & Early Literacy Council		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	4	19
ESL/ESOL Council		X	X	X		X				X	X					X	2	9
Leadership Institute at C.E.S.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		16
Administrator Aspirant Program	X			X	X		X	X									1	6
Administrator Induction Program	X		X	X	X	X		X	X	X	X	X				X	1	13
Library/Media & Technology Integration Council			X			X	X	X	X		X	X						8
Math Council		X	X		X	X	X	X	X		X	X	X	X	X	X	3	16
Science Council	X		X	X	X	X	X	X	X		X	X	X	X	X	X	2	16
Social Studies & History Council		X		X	X	X	X	X	X	X	X	X	X	X	X	X	5	19
Regional Center for the Arts	X		X	X		X		X	X	X	X	X	X	X	X	X	3	15
School Readiness	X									X	X	X	X				1	6
Six to Six Magnet School	X		X	X														21
Special Education																		
Developmental Learning Center (DLC) - School Year	X			X				X		X	X	X	X				8	15
DLC/PLC/TLC - Summer	X	X	X	X				X		X	X	X	X	X			18	28
Preschool-Primary Learning Center (PLC) School Year	X						X			X	X	X	X	X			7	14
RISE Transition Program	X	X	X			X					X		X				4	10
Therapeutic Day Program (TDP)- School Year	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16	32
Therapeutic Day Program (TDP)- Summer	X	X	X	X	X	X	X	X		X	X	X	X				12	24
Transition Learning Center (TLC) - School Year	X			X	X	X		X		X	X	X	X				9	18
Special Education Related Services																		
Assistive Technology			X		X					X		X	X	X	X	X	4	12
Audiological				X	X	X				X		X		X	X	X	5	13
Behavioral Psychology	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	40	56
Consultation/Diagnostic Services									X			X					1	3

C.E.S. FINANCIAL INFORMATION

BUDGETS AS OF JULY 1, 2023

L = LOCAL S = STATE F = FEDERAL

Central Administration

Administrative Services	1,290,331	L
Office of Executive Director	708,576	L
Executive Searches	91,185	L
Facility Cost Centers	4,210,162	L
Internet & Technology Services	1,205,162	L
Legal & Professional Costs	15,000	L
Office of Associate Executive Director	810,667	L
Public Relations and Marketing	101,214	L
5K Race	15,200	L

Interdistrict Magnet Schools and School Choice

Enhancing Education Choices / Opportunities	536,761	S
Regional Center for the Arts	1,761,254	L,S
School Choice/ Transportation	1,569,544	S
Six to Six Magnet School	9,191,826	L,S
School Readiness Program	1,368,024	L,S

Professional Development Services

Administration	670,891	L,S
CT REAP	153,180	L
Educational Leadership	112,553	L
Professional Development	856,112	L,S,F
Special Projects	918,262	S,F

Special Education

Administration	831,428	L,S
Assistive Technology	128,383	L
Developmental Learning Center - Summer	950,462	L
DLC/Preschool Learning Center	13,919,372	L
Rise Transition Program	400,464	L
Therapeutic Day Program	10,488,800	L
Therapeutic Day Program - Summer	540,493	L

Special Education - Related Services

Audio Maintenance	192,692	L
Medical	28,140	L
Physical Education	24,800	L
Professional Development	218,500	L
Behavioral Psychological Services	621,773	L

Special Revenue Funds

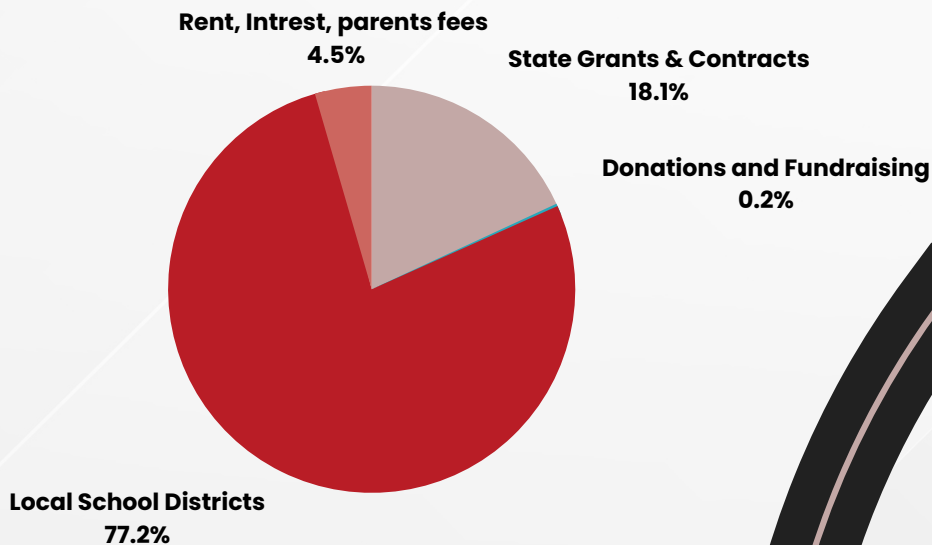
WorkspaceCT	263,400	L
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Transportation

Transportation - LEA	1,305,896	L,S
Transportation - Elderly (Norwalk)	946,559	L,S,F

Expenditures 2022-23

Building Operations	6,353,601
Central Administration	3,596,441
Interdistrict Magnet Schools	9,921,931
Professional Development Services	2,300,468
Open Choice	2,038,300
School Readiness	1,302,041
Special Education	25,914,862
Title I,II,III,IV	203,918
Transportation	2,226,121
WorkspaceCT	280,714
Total Expenditures	54,138,396



C.E.S. Interagency Relationships

A

ABCO the Paperman • Abilis • Ability Beyond • ACES • All Electric Construction • American Medical Response • American Association of School Personnel Administrators (AASPA) • Amity Bowl • Anthem Blue Cross Blue Shield • Anti-Defamation League of Connecticut • Aquarion Water Co. • ARI in Stamford • Arts for Healing • Association of Educational Service Agencies (AESAs) • Autism Services and Resource Center

B

Bagel King • Barnes & Noble • Best Buddies • Better Lessons • Board of Education Services for the Blind • BJ's • Blanchette's Sporting Goods • Bounce You • Bridge House • Bridgeport Alliance for Young Children • Bridgeport BOE Early Childhood Consultation Center • Bridgeport BOE Early Childhood Dept. • Bridgeport Child Advocacy Coalition • Bridgeport Child Guidance • Bridgeport City Hall • Bridgeport Family Resource Center Network • Bridgeport Fire Dept • Bridgeport Higher Education Alliance • Bridgeport Hospital • Bridgeport Parks Department • Bridgeport Police Dept • Bridgeport Provider Network • Bridgeport Public Library • Bridgeport Regional Business Council • Bridgeport Islanders • Bridgeport YMCA • Broadway.com • Bullard Havens Regional Vo-Tech School • Bureau of Rehabilitation Services

C

CABE • Calvary Church (Trumbull) • CAPSS • Cardinal Sheehan Center • Care 4 Kids • Casey Family Services • Center for Excellence on Autism Spectrum Disorders • Central CT State University/ITBD • Charter Oak State College • Chartwells • Child & Family Network • Child First • Child Guidance Center of Southern CT • Children's Dentistry & Orthodontics • Chili's • Christ Church (Stamford) • City Line Florist • CLASP (Fairfield) • Coalition for Women and Families • Cathie Collier, R.D.H. • Commerce Park Dental Group • Connecticut's Beardsley Zoo • Conner Printing • Corwin A Sage Company • CT Assoc. for the Education of Young Children • CT Association of School Personnel Administrators (CASPA) • CT Audubon Society • CT Autism Society • CT Ballet • CT Charts-A-Course • CT Children's Museum (New Haven) • CT Dept. of Education • CT Dept. of Health • CT Dept. of Labor • CT Historical Society • CT Inst. for Sustainable Energy • CT Office of Early Childhood • CT Speech-Language-Hearing Assoc • CT Technical High School System • CT Parenting Education Network • CT Transit • CT Works • Coordinated Transportation Services • CREC • Crossroads Pizza

D-E

Dept. of Children and Families • Dept. of Developmental Services • Dept. of Mental Health & Addictions • Dept. of Social Services • Developmental Therapy-Teaching Programs (University of Georgia) • Daisy Solutions • Disability Resource Network CT (Derby) • Downtown Cabaret Theatre • Early Childhood Consultation Partnership • EASTCONN • Eastern CT State University • Easton EMS • EdAdvance • Educational Development Center • Eli Whitney Museum • Emergency Care Institute

F

Fairfield Business Alliance • Fairfield Pizza • Fairfield Prep • Fairfield Public Library • Fairfield University • Family Resource Center • Family Services Woodfield • Famous Fifties Diner • Federation Assoc. of CT • First Book, Fairfield County • Food Rescue USA • First Presbyterian Church (Fairfield) • Fit-Tek • Fone's School of Dental Hygiene • Food Bazaar • Fordham University • Friends of Bridgeport Public Library

G-H

Gateway Community College • Goodwill Industries • Greater Bridgeport Director's Network • Greater Bridgeport Mental Health • Greater Bridgeport Symphony Orchestra • Greater Bridgeport Transit (GBT) • Greater Bridgeport/Trumbull Headstart Center • Green Village Initiative • Habitat for Humanity • Hallbrook Intensive Outpatient and Hospital • Hope Center • Housatonic Community College

I-J-K-L

Idemia • Jason Project • Jesse Lewis Foundation • JobCorps • Juvenile Probation • Kennedy Center Inc. • Kenneth Boroson Architects • Kids in Crisis of Greenwich • Kidsense Pediatric Therapy • Lakewood-Trumbull YMCA • LEARN • Leisha's Bakeria • LifeBridge Community Services • Lighthouse Program • Lilian Butler Davies Foundation • Lisa's Takeout • Long Wharf Theatre • Lyman Orchards

M

Mabel Fischer Grant Foundation • Mad Science of Fairfield & New Haven County • Make-A-Wish Foundation • Maritime Aquarium • Marrakech, Inc. • Marshall's (Bridgeport) • Mayer-Johnson • Mayor's Summer Youth Program • Merit Insurance • MetLife Special Needs Planning • Metro North • Middlebrook Farms • Mid-Fairfield Child Guidance Center • Monroe Police Dept • Monroe Public Library • Music Together of Norwalk/Newtown LLC • Mystic Aquarium

N-O-P-Q-R

NASA • NAEYC • Northeastern Technology • Norwalk Community College • Norwalk Transit District • Notre Dame High School • Nutmeg Bowling • Nutmeg Dry Cleaners (Danbury) • Office Depot • Orange Research • Osaka Hibachi • Parent Center of Bridgeport • PE2 • Pearson Education • Pediatric Health Care Associates • People's United Bank • Petco • Phoenix Academy • Planned Parenthood • Platt Systems • Plymouth Early Child-hood Council • PMT Associates, Inc. • Porter and Chester Institute • Dr. Barry Prizant • Professional Placement Resources LLC • Project Return • Prospects Program • Pyramid Educational Consultants • Read to Grow, Inc. • Real Learning, Inc. • Regina Quick Center at Fairfield University • Rehabilitation Associates • Reliable Plating • RESC Assistive Technology Alliance • River Valley Retirement Community • Roses for Autism

S

Sacred Heart University • SERC • Sergio's Pizza • Shipman & Goodwin • Southern CT State University • Society for Human Resource Management (SHRM) • Spurrwink Services • St. Joseph's Center • St. Saviour's Church Nursery School • St. Vincent's Hospital • St. Vincent's Special Needs Center • Stamford Child Guidance • Stern Village • Stew Leonard's • Star, Inc. • Stop & Shop • Stratford Community Services • Stratford Police Dept • Stratford Theatre

T-U-V-W-Y

Tauk Family Foundation • Teachers' College/Columbia University • Team Toys 4 Kids • TED Masterclass • Trumbull Chamber of Commerce • Trumbull Congregational Church • Trumbull Fire Dept • Trumbull/Monroe Health Dept • Trumbull Mobile Veterinary Clinic • Trumbull Police Dept • Trumbull Public Library • Trumbull Rotary Club • Trumbull Senior Center • United Way of Coastal Fairfield County • University of Bridgeport • UConn College of Agriculture and Natural Resources • University of New Haven • UCLA-SMP • Vazzy's • Wade's Dairy • Wellness Zone (Bridgeport) • Westchester Family Institute • Western CT State University • Westport Country Playhouse • Woodruff Family YMCA • Yale Child Study Center • Yale New Haven Hospital • Yale University School of Medicine • Yale Center for Emotional Intelligence Business Center • YMCA Daycare (Bridgeport)

COOPERATIVE EDUCATIONAL SERVICES FOUNDATION

The Cooperative Educational Services Foundation was created in 2007 with the mission of enhancing learning opportunities for students of C.E.S. educational programs, including enrichment grants to C.E.S. educators. Since inception the foundation has funded more than \$250,000 for mini-grants to C.E.S. educators, program grants for C.E.S. schools and programs, and professional development grants for educators in the agency's member districts.

Applicants go through a rigorous application process and present evaluations to the Board of Directors annually. The classroom-based mini-grants are designed to foster creativity and extend the classroom learning experiences beyond the regular curriculum. The program grants encourage full school or program experimentation and research in best and promising practices that not only enhance the learning opportunities for C.E.S. students but also may be shared with C.E.S. member districts.

For more information, visit www.cesfoundation.org. Questions should be directed to Annette Cosme at 203-365-8803 or cosmea@cestrumbull.org



2022-2023 Mini - Grant Awards

>RCA students in theater arts interacted with working literary and performance artists who assisted students in writing original monologues and learning about other career opportunities in the performance arts. Students received workshops from the director of the Mandala Theater in Nepal exposing students to international theater methods and rituals. Additionally, music students met with song writers to work on performance techniques and the emotion connected with that performance.

>School Readiness grants allowed for the creation of classroom library centers, activities to assist students with self-regulation and materials to create a literacy rich environment supporting the development of oral and written language skills.

>Mini-grants for special education students supported the purchase of highly engaging reading materials based on the science of reading for beginning readers, materials to increase social emotional learning opportunities, creation of a community garden, drumming opportunities to strengthen upper body and increase social skills and materials to enhance the library-media experience.

>Grade 1 students at Six to Six received iPads to assist with literacy and math learning and assessment. Grades 3 and 7 classroom libraries were enhanced by the purchase of books that better reflect the experiences and diversity of the student populations. Additionally, Grade 3 students were able to take field trips to local science-based organizations to see science applied in real life situations.



Donors are encouraged to give to the Cooperative Educational Services Foundation and all contributions benefit C.E.S. students and programs.

There are a number of ways to give:

- PayPal: www.cesfoundation.org/how-to-give
- United Way: Designate the C.E.S. Foundation as your beneficiary charity.
- Employer Match: Contact your employer for procedure.

Please send checks to C.E.S. Foundation 40 Lindeman Drive, Trumbull, CT 06611.