

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

Page Last Modified: 11/04/2021

Background Information

SHERRILL CITY SD - 412000050000

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Background Information

Page Last Modified: 11/04/2021

Summary and Background Information

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund.

The federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

- Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the **ARP ESSER Allocations Chart** (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved **ARP ESSER State Plan**, NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

- **Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.
- **Tier 2 - Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Background Information

Page Last Modified: 11/04/2021

standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

- **Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies that can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet the sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.
- **Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align to the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated and an FS-10F Final Expenditure Report submitted by October 31, 2024.

Project Number

The project number stems for the three state-reserve programs are:

Fund Code	Project
5884-21-XXXX	ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time
5883-21-XXXX	ARP-ESSER 1% State-Level Reserve - Comprehensive After School
5882-21-XXXX	ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by **November 30, 2021** (with extensions by request) and will be reviewed on a rolling basis.

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

Page Last Modified: 11/04/2021

emailing CARESAct@nysed.gov prior to **November 5, 2021**.

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER State Reserve allocation returned to the United States Department of Education.

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Submission Instructions

Page Last Modified: 11/04/2021

Submission Instructions

SHERRILL CITY SD - 412000050000

Directions for Submitting the Application:

- The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.
- LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.
- LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

- The ARP-ESSER Application – State Reserves is due by November 30, 2021.

ARP-ESSER Application: State Reserves - ARP State ReservesAssurances - Assurances

Page Last Modified: 12/16/2021

ARP-ESSER State Reserve: Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.

YES, the LEA provides the above assurance.

2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:
1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
 2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 3. LEA uses of funds to sustain and support access to early childhood education programs;
 4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

YES, the LEA provides the above assurance.

3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

YES, the LEA provides the above assurance.

4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

Page Last Modified: 12/16/2021

5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- YES, the LEA provides the above assurance.
7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State ReservesAssurances - Assurances

Page Last Modified: 12/16/2021

12. The LEA assures that:

- 1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;**
- 2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;**
- 3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;**
- 4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and**
- 5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.**

 YES, the LEA provides the above assurance.**13. The LEA assures that:**

- 1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;**
- 2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;**
- 3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and**
- 4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.**

 YES, the LEA provides the above assurance.**14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.** YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

Page Last Modified: 12/16/2021

15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.

YES, the LEA provides the above assurance.

16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - State Reserves Intent to Apply

Page Last Modified: 12/17/2021

ARP-ESSER State Reserves: Intent to Apply

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

- 1. Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?**

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

- 2. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

- 3. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

- 4. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Mark Wixson	mwixson@vsschools.org	8/28/2021
LEA Board President	Thomas Moats	tmoatsboe@vsschools.org	8/28/2021

ARP-ESSER Application: State Reserves - ARP State ReservesARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

Page Last Modified: 12/17/2021

ARP-ESSER State Reserve: Consultation

- 1. An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.**

In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.

The LEA met with several stakeholder groups, including but not limited to, the Board of Education, Faculty and Staff, Leadership Team, School Improvement Teams, PTO's/PTSO's, the District's School Re-Opening Task Force (which includes students, parents, faculty, staff, administrators, and community members), and Virtual Town Halls (which were open to the community). During the meetings, information was provided regarding the federal stimulus funds, their purpose, the amount, and eligible uses. Upon providing information, discussions took place in which all attendees had an opportunity to provide input and feedback regarding their priorities and how they would like the district to use the funds. Furthermore, a Thought Exchange survey was used to provide an additional vehicle for input. That information was then gathered and discussed with the Board of Education and District Leadership Team, who subsequently used that information to inform the development of the final plan. The final plan was then shared back with the original stakeholder groups and provided to the community at large through the District's website.

- 2. In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds is/will be publicly posted.**
For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

www.vvsschools.org

ARP-ESSER Application: State Reserves - ARP State ReservesARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

Page Last Modified: 12/17/2021

- 3. In the space provided below, please describe how the LEA will support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.**

The District has continued to seek feedback on the initial implementation through faculty meetings, Hour with the Superintendent virtual community meetings, faculty meetings, and meetings with the Board of Education and Leadership Team. The District will continue to use several communication vehicles moving forward to continue to provide information and engage stakeholders throughout the process, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success. Some of these vehicles will include District newsletters and building communications, District website, Board of Education Meetings, virtual Town Halls, Hour with the Superintendent community meetings, faculty meetings, PTO/PTSO meetings, Thought Exchange surveys, and the like.

ARP-ESSER Application: State Reserves - ARP State ReservesARP-ESSER State Reserves - ARP-ESSER State Reserves: Comprehensive Needs Assessment

Page Last Modified: 12/17/2021

ARP-ESSER State Reserve: Comprehensive Needs Assessment

- 1. In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Through the District's New York State ARP State Learning Loss Grant, it is funding three days a week for four years (0.6 FTE x 4 = 2.4 FTE) of data analysis support and expertise. This service will be used to train and assist individual faculty members, grade level teams, department teams, school improvement teams, and leadership teams in using the results of student assessments (NYS annual benchmark and regents assessments, STAR Math and STAR ELA assessments, Freckle Math and Freckle ELA assessments, local unit and benchmark assessments, NYSESLAT for ELL, NYSSA for students with disabilities, formative ongoing classroom assessments, school SEL climate data, SEL faculty feedback and surveys from summer learning/enrichment and extended day programs) to determine student academic and SEL learning gaps. The gaps will be identified by comparing the actual results to: The expected age/grade level performance in each content area; Local, State, and National performance; And building, grade, content area, and individual student learning goals and targets, as established by the District. The teams will examine and analyze the academic and SEL learning gaps, compare them to the NYS standards for each age/grade level and content area, and identify the standards which must be addressed. Through the District's New York State ARP State Learning Loss Grant, it is also funding: Professional development for faculty and leadership teams in research-based academic and SEL intervention strategies (including but not limited to after-school and summer tutoring, remediation, acceleration, differentiated instruction, RtI, RULER, Capturing Kids Hearts), as well as strategies for effectively evaluating and monitoring the effectiveness of such intervention strategies implemented; Curriculum writing to prioritize and modify curriculum to address learning loss/gaps and incorporate academic and SEL intervention strategies; And substitute teachers to provide release time for classroom teachers and leadership team to engage in the professional development and curriculum writing referenced above, as well as time to collaborate and team-teach with Special Education teachers. Faculty and leadership teams will meet periodically throughout the year to examine and analyze student performance and SEL data to measure the effectiveness of the intervention strategies that have been implemented. Course correction, or different or additional intervention strategies will be implemented, based on the outcome of the data analysis. As a part of the ARP ESSR 90% Base application, the District is funding a part-time student success coordinator to assist in facilitating all of the above. All of the above will be used for all students, inclusive of those disproportionately impacted by COVID-19 pandemic as identified in the question above (low-income, students of color, ELL, students with disabilities, homeless youth, foster care youth, and migratory students)

ARP-ESSER Application: State Reserves - ARP State ReservesARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

Page Last Modified: 02/24/2022

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Program Design

- 1. The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

To be clear, and to be most effective in addressing academic and SEL learning loss, these funds are first and foremost necessary to support the PROCESS of ultimately identifying and implementing (and then monitoring, evaluating and revising) the specific intervention strategies, as well as how, when, and for whom those specific strategies will be used. Our experience has taught us that a one-size or two-size fits all mentality of implementing one or two evidence based strategies across the board as a canned program without first thoroughly engaging in the PROCESS is ineffective. It is imperative that we first identify the gaps in learning, assess the specific deficiencies and types of learning loss, and then discuss what the right combination of evidence-based intervention strategies would be most appropriate to address the gaps. That can only be accomplished through an initial and ongoing deep dive data analysis (we use the DataWise process). What follows that then is the selection of strategies, revision to our curriculum and instruction, and then development of assessments which assist in evaluating the impact of those selected strategies on addressing the learning loss. Professional development is also necessary to train teachers in implementing the revised curriculum, as well as implementing the intervention strategies with fidelity, and then how to monitor and evaluate their impact through the revised assessments. This PROCESS is all spelled out in the guidance document referenced in the beginning of this application, "Using Evidence to Strengthen Education Investments". The monies requested in this part of the application will be used to fund and support the PROCESS. This PROCESS is, as I said earlier, a pre-requisite and necessary to the selection and implementation of the specific evidence based strategies that will be used to address the academic and SEL learning loss moving forward. Monies requested in Parts 2 and 3 of this application will be used to fund and support both the vehicles (additional/supplemental/enrichment services and/or programs) for the implementation of the strategies as well as the implementation of the specific strategies as well. The monies requested in this part of the application will be used specifically for data analysis and data analysis training, curriculum development and revisions, professional development, release time for teacher collaboration, and regular daily substitutes to provide the release time for faculty and staff to engage in the activities noted. These activities are coordinated and aligned with other initiatives and CRSSA/ARP-ESSR funding as follows: The CRSSA application includes funds to be used for additional AIS/Acceleration/Remediation teachers, curriculum development, and educational technology; The 90% Base ARP-ESSR application included funds to be used for additional social workers/SEL professionals, Learning Loss Coordinator, regular daily substitutes, additional Nurse, and regular daily substitutes. Part 2 and Part 3 of this application request funds to be used for the implementation of additional/supplemental after school and summer programs to address academic and SEL learning loss, including the salaries, services, equipment, and materials and supplies associated with those programs. Those programs will be the vehicles for the delivery of the evidence based strategies used to address academic and SEL learning loss.

- 2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served,**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

Page Last Modified: 02/24/2022

targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	234,948	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The monies requested will be used for deep dive data analysis and data analysis training through the DataWise process. The data analysis will serve to identify the gaps in learning, assess the specific deficiencies and types of learning loss, and then discuss what the right combination of evidence-based intervention strategies would be most appropriate to address the gaps. This will lead to the necessary curriculum development and revisions to integrate the strategies, the development of assessments to be used to evaluate the success of the implementation of the strategies, and the professional development necessary to train teachers in the implementation of the revised curriculum, instruction, and assessments.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	53,415	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The requested monies will be used to fund curriculum development and revision projects to incorporate and integrate the selected intervention strategies into the curriculum, instruction, and assessments moving forward.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	107,984	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care	These requested monies will be used to support the professional development needs of faculty and staff associated with the selection of the specific intervention strategies, training for the implementation of the strategies and new curriculum, instruction, and assessments, and training on the

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

Page Last Modified: 02/24/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School	<input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	use of revised assessments to monitor and evaluate the impact of the strategies on addressin the academic and SEL learning loss both in the classroom as well as through the additional/supplemental/enrichment afterschool and summer programs which will be funded through monies requested in part 2 and part 3 of this application.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	715,688	<input checked="" type="checkbox"/> Primary Elementary School <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	These monies are requested to fund permanent daily substitutes, who will be used to provide the release time for faculty and staff to engage in the activities described in the three areas above.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	137,218	<input checked="" type="checkbox"/> Primary Elementary School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	These monies are requested to fund one permanent daily substitute/floater nurse, who will be used to provide additional direct nursing, mental health, and SEL support to students and families. In addition will provide support in identifying and connecting students and families with additional state and local physical and mental health services. Can also provide as needed support to existing nurses, teachers, Principals, Athletic Director, and District COVID Coordinator in administering requirements for contact tracing, identification, screening/testing, parent notifications, vaccination clinics, and distributing testing kits. All of these efforts combined have a dramatic impact on maintaining in-person instruction and keeping students in attendance every day. Daily attendance is critical to catching students

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

Page Last Modified: 02/24/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				up (academic and SEL) and increasing future progress and performance
Other Evidence-Based Intervention (Tier I, II, III, or IV)	17,756	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	These monies are requested to support the costs associated with an academic and SEL enrichment program through Scorevision, inc. which uses the vehicle of a summer stadium and media productions summer boot camp program to infuse academic curriculum (art, media, drama, STEM) with a social emotional framework (summer camp). The program is connected to an existing classroom experience and extracurricular club.
Curriculum-Aligned Enrichment Activities	293,231	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	These monies are requested to support the costs associated with a P-Tech student (STEM) academic and career experience enrichment program for five students annually for the first three years. The plan is to continue to extend the program to more students and extend the program beyond three years. Additional costs will be covered in the general fund budget and the community will be advised through budget communications.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

Page Last Modified: 02/24/2022

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

The monies requested above for data analysis and training will include the training on the effective use of data to evaluate the impact of the evidence based intervention strategies on addressing academic and SEL learning loss. The data used to evaluate the impact will include not only currently available assessments (NYS annual benchmark and regents assessments, STAR Math and STAR ELA assessments, Freckle Math and Freckle ELA assessments, local unit and benchmark assessments, NYSESLAT for ELL, NYSSA for students with disabilities, formative ongoing classroom assessments, school SEL climate data, SEL faculty feedback and surveys from summer learning/enrichment and extended day programs), but additional assessments yet to be revised/developed through the curriculum/assessment project development process described above as well. The District will continue to use several communication vehicles moving forward to continue to provide information and engage stakeholders throughout the process, including details around changes to the program plan. Some of these vehicles will include Board of Education Meetings, virtual Town Halls, Hour with the Superintendent community meetings, faculty meetings, PTO/PTSO meetings, grade level and department meetings, Thought Exchange surveys, and the like.

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB
 RE: ARP-ESSER Application - State Reserves
 New York State Education Department
 89 Washington Avenue
 Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

- 4.

Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

	Amount
LEA Allocation	1,560,240
Anticipated Number of Students Served	1822
Anticipated Number of Schools Served	5

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

Page Last Modified: 02/24/2022

5. **Please upload a completed copy of the *FS-10* budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

Copy of FS10_Cert_Protected_Excel_041715 ARP ESSER 5 State reserve lost instructional time 2 23 2022.pdf

6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

ARP-ESSER 5 State Reserve - Lost Instruction Narrative 2.23.22.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/24/2022

1% State-Level Reserve - Comprehensive After School: Program Design

High-quality afterschool programs should have the goal of providing students with important opportunities for academic support and access to enrichment opportunities that help develop social, emotional, and leadership skills. These benefits are particularly important to students from low-income backgrounds, students who are struggling, and students at risk for later academic disengagement. High-quality afterschool programs have demonstrated positive effects on student math and language arts achievement, and programs strongly rooted in the school context can also have a positive impact on school related student outcomes, including greater self-confidence, increased civic engagement, better school attendance, improved high school graduation, and decreased delinquency.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/24/2022

1. **The interventions implemented through the 1% State-Level Reserve for comprehensive after school programming must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for comprehensive after school programming will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

The process used to select the evidence-based interventions that will address identified student needs is articulated within the description provided in part 1 of this application. *To be clear, and to be most effective in addressing academic and SEL learning loss, these funds are first and foremost necessary to support the PROCESS of ultimately identifying and implementing (and then monitoring, evaluating and revising) the specific intervention strategies, as well as how, when, and for whom those specific strategies will be used. Our experience has taught us that a one-size or two-size fits all mentality of implementing one or two evidence based strategies across the board as a canned program without first thoroughly engaging in the PROCESS is ineffective. It is imperative that we first identify the gaps in learning, assess the specific deficiencies and types of learning loss, and then discuss what the right combination of evidence-based intervention strategies would be most appropriate to address the gaps. That can only be accomplished through an initial and ongoing deep dive data analysis (we use the DataWise process). What follows that then is the selection of strategies, revision to our curriculum and instruction, and then development of assessments which assist in evaluating the impact of those selected strategies on addressing the learning loss. Professional development is also necessary to train teachers in implementing the revised curriculum, as well as implementing the intervention strategies with fidelity, and then how to monitor and evaluate their impact through the revised assessments. This PROCESS is all spelled out in the guidance document referenced in the beginning of this application, "Using Evidence to Strengthen Education Investments". The monies requested in this part of the application will be used to fund and support the PROCESS. This PROCESS is, as I said earlier, a pre-requisite and necessary to the selection and implementation of the specific evidence based strategies that will be used to address the academic and SEL learning loss moving forward. Monies requested in Parts 2 and 3 of this application will be used to fund and support both the vehicles (additional/supplemental/enrichment services and/or programs) for the implementation of the strategies as well as the implementation of the specific strategies as well. The monies requested in this part of the application will be used specifically for data analysis and data analysis training, curriculum development and revisions, professional development, release time for teacher collaboration, and regular daily substitutes to provide the release time for faculty and staff to engage in the activities noted. These activities are coordinated and aligned with other initiatives and CRSSA/ARP-ESSR funding as follows: The CRSSA application includes funds to be used for additional AIS/Acceleration/Remediation teachers, curriculum development, and educational technology; The 90% Base ARP-ESSR application included funds to be used for additional social workers/SEL professionals, Learning Loss Coordinator, regular daily substitutes, additional Nurse, and regular daily substitutes. Part 2 and Part 3 of this application request funds to be used for the implementation of additional/supplemental after school and summer programs to address academic and SEL learning loss, including the salaries, services, equipment, and materials and supplies associated with those programs. Those programs will be the vehicles for the delivery of the evidence based strategies used to address academic and SEL learning loss.*

It should be made clear that we have already identified SOME of the evidence based intervention strategies that will be implemented (through the process described above, which began to some degree over the course of the previous school year and summer) as a part of the comprehensive afterschool programming to address academic and SEL learning loss. These include but are not limited to 1 on 1 and group tutoring (which includes both remediation and acceleration models), STEAM enrichment programs (drones; lego robotics; 3D printing; and the like), additional SEL enrichment programs (mindfulness; health, fitness, and wellness; yoga, drama; music; art; FCS;

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/24/2022

and 1 on 1 and group mental health therapies and services)

2. In the chart below, please provide additional information about the planned evidence-interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	47,480	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	These requested monies will be used to support after school 1 on 1 and group tutoring/supplemental instruction programs. The tutoring will incorporate remediation as well as acceleration instructional models.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	176,739	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	These monies requested will be used to fund and support materials, supplies, equipment, and contracted services needed to deliver the additional afterschool programs that will be the vehicles for the delivery of the intervention strategies. It is impossible to break down these monies requested into any sub categories, based on the intervention strategy because these programs will deliver several intervention strategies simultaneously and comprehensively. For example, an afterschool lego robotics program is designed to specifically incorporate not only the science and technology used to build and operate the robots, but incorporates math and ELA standards and subsequent instruction in Math and ELA concepts that have been identified as deficient (through the

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/24/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>learning loss identification process described above) for those grade ranges of the students participating in the robotics program. The teaming activities involved in the robotics program support and incorporate SEL activities based on evidence based SEL models. Furthermore, the program will incorporate curriculum aligned activities relevant to the grade ranges of students participating, as well as experiences with concepts that will be taught at the next grade range to accelerate that learning. As you can see it would be impossible to further break down the use of the funds any further than described here. The FS-10 and budget narrative provide further detail as to what portion of the monies will be used for salaries, equipment, materials, supplies, and services associated with implementing and operating these programs.</p>
<p>Other Evidence-Based Intervention (Tier I, II, III, or IV)</p>	<p>87,838</p>	<p><input checked="" type="checkbox"/> Primary Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School</p>	<p><input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above</p>	<p>These monies will be used to fund salaries for faculty and staff needed to supervise and deliver the additional afterschool programs that will be the vehicles for the delivery of the intervention strategies. It is impossible to break down these monies requested into any sub categories, based on the intervention strategy because these programs will deliver several intervention strategies simultaneously and comprehensively. For example, an afterschool lego robotics program is designed to specifically incorporate not only the science and technology used to build and operate the robots, but incorporates math and ELA standards and subsequent instruction in Math and ELA concepts that have been identified as deficient (through the learning loss identification process described above) for those grade ranges of the students participating in the robotics program. The teaming activities involved in the robotics program support</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/24/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				and incorporate SEL activities based on evidence based SEL models. Furthermore, the program will incorporate curriculum aligned activities relevant to the grade ranges of students participating, as well as experiences with concepts that will be taught at the next grade range to accelerate that learning. As you can see it would be impossible to further break down the use of the funds any further than described here. The FS-10 and budget narrative provide further cost detail.

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected comprehensive after school programming/strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

The monies requested in part 1 of this application for data analysis and training will include the training on the effective use of data to evaluate the impact of the evidence based intervention strategies on addressing academic and SEL learning loss. The data used to evaluate the impact will include not only currently available assessments (NYS annual benchmark and regents assessments, STAR Math and STAR ELA assessments, Freckle Math and Freckle ELA assessments, local unit and benchmark assessments, NYSESLAT for ELL, NYSSA for students with disabilities, formative ongoing classroom assessments, school SEL climate data, SEL faculty feedback and surveys from summer learning/enrichment and extended day programs), but additional assessments yet to be revised/developed through the curriculum/assessment projects specific to the additional afterschool programs that have been, as well as any additional ones that are yet to be developed and implemented. The District will continue to use several communication vehicles moving forward to continue to provide information and engage stakeholders throughout the process, including details around changes to the program plan. Some of these vehicles will include Board of Education Meetings, virtual Town Halls, Hour with the Superintendent community meetings, faculty meetings, PTO/PTSO meetings, grade level and department meetings, Thought Exchange surveys, and the like.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/24/2022

1% State-Level Reserve - Comprehensive After School: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB
RE: ARP-ESSER Application - State Reserves
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX.

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

4.

Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

	Amount
LEA Allocation	312,057
Anticipated Number of Students Served	1822
Anticipated Number of Schools Served	5

5. **Please upload a completed and signed copy of the *FS-10 Budget* for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.

FS10_Cert_Protected_Excel_041715 ARP ESSER 5 State reserve Comprehensive Afterschool_ 2 24 2022.pdf

6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

ARP-ESSER 1 State Reserve - After School Narrative 2.24.22.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Summer Learning and Enrichment**

Page Last Modified: 02/24/2022

1% State-Level Reserve - Summer Learning and Enrichment: Program Design

Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Schools and districts should design programs that work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. These characteristics include: programs are voluntary, full-day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

ARP-ESSER Application: State Reserves - ARP State ReservesARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/24/2022

- 1. The interventions implemented through the 1% State-Level Reserve for summer learning and enrichment must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for summer learning and enrichment will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

The process used to select the evidence-based interventions that will address identified student needs is articulated within the description provided in part 1 of this application. *To be clear, and to be most effective in addressing academic and SEL learning loss, these funds are first and foremost necessary to support the PROCESS of ultimately identifying and implementing (and then monitoring, evaluating and revising) the specific intervention strategies, as well as how, when, and for whom those specific strategies will be used. Our experience has taught us that a one-size or two-size fits all mentality of implementing one or two evidence based strategies across the board as a canned program without first thoroughly engaging in the PROCESS is ineffective. It is imperative that we first identify the gaps in learning, assess the specific deficiencies and types of learning loss, and then discuss what the right combination of evidence-based intervention strategies would be most appropriate to address the gaps. That can only be accomplished through an initial and ongoing deep dive data analysis (we use the DataWise process). What follows that then is the selection of strategies, revision to our curriculum and instruction, and then development of assessments which assist in evaluating the impact of those selected strategies on addressing the learning loss. Professional development is also necessary to train teachers in implementing the revised curriculum, as well as implementing the intervention strategies with fidelity, and then how to monitor and evaluate their impact through the revised assessments. This PROCESS is all spelled out in the guidance document referenced in the beginning of this application, "Using Evidence to Strengthen Education Investments". The monies requested in this part of the application will be used to fund and support the PROCESS. This PROCESS is, as I said earlier, a pre-requisite and necessary to the selection and implementation of the specific evidence based strategies that will be used to address the academic and SEL learning loss moving forward. Monies requested in Parts 2 and 3 of this application will be used to fund and support both the vehicles (additional/supplemental/enrichment services and/or programs) for the implementation of the strategies as well as the implementation of the specific strategies as well. The monies requested in this part of the application will be used specifically for data analysis and data analysis training, curriculum development and revisions, professional development, release time for teacher collaboration, and regular daily substitutes to provide the release time for faculty and staff to engage in the activities noted. These activities are coordinated and aligned with other initiatives and CRSSA/ARP-ESSR funding as follows: The CRSSA application includes funds to be used for additional AIS/Acceleration/Remediation teachers, curriculum development, and educational technology; The 90% Base ARP-ESSR application included funds to be used for additional social workers/SEL professionals, Learning Loss Coordinator, regular daily substitutes, additional Nurse, and regular daily substitutes. Part 2 and Part 3 of this application request funds to be used for the implementation of additional/supplemental after school and summer programs to address academic and SEL learning loss, including the salaries, services, equipment, and materials and supplies associated with those programs. Those programs will be the vehicles for the delivery of the evidence based strategies used to address academic and SEL learning loss.*

It should be made clear that we have already identified SOME of the evidence based intervention strategies that will be implemented (through the process described above, which began to some degree over the course of the previous school year and summer) as a part of the summer learning and enrichment programming to address academic and SEL learning loss. These include but are not limited to 1 on 1 and group tutoring (which includes both remediation and acceleration models); Camp Invention (K-6), Invention Project (6-9); LEAP [Learning Enrichment to Achieve Potential] summer program. [Detailed description of Camp Invention can be found at

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/24/2022

<https://www.invent.org/programs/camp-invention>. Detailed description of Invention Project can be found at <https://www.invent.org/programs/invention-project>. Detailed descriptions of LEAP programs can be found at https://www.brockport.edu/support/summer_leap/, https://www.myallendalecolumbia.org/schools/myallendalecolumbia.org/public/assets/docs/Summer_LEAP_at_AC_FAQ.pdf, <http://cognitivebrands.com/summerleap/>, and <https://www.vvsschools.org/Page/2819>.]; STEAM enrichment programs (drones; lego robotics; 3D printing; and the like); additional SEL enrichment programs (mindfulness; health, fitness, and wellness; yoga, drama; music; art; FCS; and 1 on 1 and group mental health therapies and services); Drama, Art, Music, FCS (Junior Chef), Stadium Productions, cycling, hiking, and kayaking camps/activities. Monies will also be used to fund non-aid transportation costs, to provide all students equal access to the programs.

2. **In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	145,877	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	These monies requested will be used to fund and support materials, supplies and contracted services needed to deliver the additional summer programs that will be the vehicles for the delivery of the intervention strategies. It is impossible to break down these monies requested into any sub categories, based on the intervention strategy because these programs will deliver several intervention strategies simultaneously and comprehensively. For example, an afterschool lego robotics program is designed to specifically incorporate not only the science and technology used to build and operate the robots, but incorporates math and ELA standards and subsequent instruction in Math and ELA concepts that have been identified as deficient (through the learning loss identification process described above) for those grade ranges of the students participating in the robotics program. The teaming activities involved in the robotics program support

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/24/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>and incorporate SEL activities based on evidence based SEL models. Furthermore, the program will incorporate curriculum aligned activities relevant to the grade ranges of students participating, as well as experiences with concepts that will be taught at the next grade range to accelerate that learning. As you can see it would be impossible to further break down the use of the funds any further than described here. The FS-10 and budget narrative provide further detail as to what portion of the monies will be used for salaries, equipment, materials, supplies, and services associated with implementing and operating these programs.</p>
<p>Other Evidence-Based Intervention (Tier I, II, III, or IV)</p>	<p>118,700</p>	<p><input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School</p>	<p><input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above</p>	<p>These monies will be used to fund salaries for faculty and staff needed to supervise and deliver the additional summer programs that will be the vehicles for the delivery of the intervention strategies. It is impossible to break down these monies requested into any sub categories, based on the intervention strategy because these programs will deliver several intervention strategies simultaneously and comprehensively. For example, an afterschool lego robotics program is designed to specifically incorporate not only the science and technology used to build and operate the robots, but incorporates math and ELA standards and subsequent instruction in Math and ELA concepts that have been identified as deficient (through the learning loss identification process described above) for those grade ranges of the students participating in the robotics program. The teaming activities involved in the robotics program support and incorporate SEL activities based on evidence based SEL models. Furthermore, the program will incorporate curriculum aligned activities relevant to the grade ranges of students participating, as well as</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/24/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				experiences with concepts that will be taught at the next grade range to accelerate that learning. As you can see it would be impossible to further break down the use of the funds any further than described here. The FS-10 and budget narrative provide further cost detail.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	47,480	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	These requested monies will be used to support the professional development needs of faculty and staff associated with the selection of the specific intervention strategies, training for the implementation of the strategies and new curriculum, instruction, and assessments, and training on the use of revised assessments to monitor and evaluate the impact of the strategies on addressin the academic and SEL learning loss both in the classroom as well as through the additional/supplemental/enrichment afterschool and summer programs which will be funded through monies requested in part 1 and part 2 of this application.

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected summer learning and enrichment strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

The monies requested in part 1 of this application for data analysis and training will include the training on the effective use of data to evaluate the impact of the evidence based intervention strategies on addressing academic and SEL learning loss. The data used to evaluate the impact wil include not only currently available assessments (NYS annual benchmark and regents assessments, STAR Math and STAR ELA assessments, Freckle Math and Freckle ELA assessments, local unit and benchmark assessments, NYSESLAT for ELL, NYSSA for students with disabilities, formative ongoing classroom assessments, school SEL climate data, SEL faculty feedback and surveys from summer learning/enrichment and extended day programs), but additional assessments yet to be revised/developed through the curriculum/assessment projects specific to the additional afterschool programs that have been, as well as any additional ones that are yet to be developed and implemented. The District will continue to use several communication vehicles moving forward to continue to provide information and engage stakeholders throughout the process, including details around changes to the program plan. Some of these vehicles will include Board of Education Meetings, virtual Town Halls, Hour with the Superintendent community meetings, faculty meetings, PTO/PTSO meetings, grade level and department meetings, Thought Exchange surveys, and the like.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/24/2022

1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB
RE: ARP-ESSER Application - State Reserves
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX.

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

	Amount
LEA Allocation	312,057
Anticipated Number of Students Served	1822
Anticipated Number of Schools Served	5

5. Please upload a completed and signed copy of the *FS-10 Budget* the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.

FS10_Cert_Protected_Excel_041715 ARP ESSER 5 State reserve Comprehensive Summer learning and enrichment 2 23 2022.pdf

6. Please upload a completed copy of the *Budget Narrative* for the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

ARP-ESSER 1 State Reserve - Summer Narrative 2.23.22.pdf