

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

KINDERHOOK CSD - 101401040000

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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

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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

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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.

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Submission Instructions

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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.

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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.

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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.

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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.

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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.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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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	Michael Brennan	mbrennan@ichabodcrane.org	1/13/2022
LEA Board President	Matthew Nelson	mnelson@ichabodcrane.org	1/13/2022

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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 Ichabod Crane (Kinderhook) Central School District engaged our community in meaningful consultations, discussions, and input gathering activities about the use of our ARP ESSER state level reserves funding. The following is a letter sent to all stakeholder groups including: students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions on 4 June 2021. Please see two communications released by the superintendent highlighting the same below. In addition our school principals worked with Teacher Leaders (department chairs) and departments to develop lists of priorities and needs. Lastly, our district-wide Reopening Task Force reviewed and gave input in two meetings on June 14 and August 11 of 2021 which informed our plan and spending proposal. Sitting on that group were our union leadership and union safety officer. Also of note is the intensive discussions around these topics that occur at the board table in open session. We have an Academic Committee of the board which meets multiple times per year and helps to guide programming and needs in the district. This group reports out regularly in open session and the community has the opportunity to address the board in public comment.

On-going stakeholder engagement will occur through Community Coalition meetings. This representative group of teachers, administrators, parents, community leaders, and school staff is a long-standing committee that meets three times annually to discuss/advise on topics relevant to the school district.

Community Feedback on Use of Federal Funds Due by June 13

Jun 4, 2021 | Uncategorized

Ichabod Crane Central School District is scheduled to receive one-time federal funding through the *American Rescue Plan (ARP)* and the *Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)* in the following amounts:

ARP: \$2,113,938 to be spent between March 13, 2020 to September 30, 2024

CRRSAA: \$1,603,769 to be spent between March 13, 2020 to September 30, 2023

That's a total of \$3,717,707 that must be budgeted over the next two to three years.

These federal funds require a community engagement process and we want to give you an opportunity to provide feedback on how to best use these one-time funds, please click on the link below to fill out the survey. That feedback will ensure we are using it to address the impacts the pandemic has had on our students, faculty and staff in ways that align with school community priorities.

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Click here to quickly give us your feedback

Please complete this short survey by midnight on Sunday, June 13. It asks you to prioritize potential uses of these allocated federal funds in a variety of categories including:

~Safety and Security of Facilities (including relevant facility improvements)

~Operating schools and meeting the needs of students

~Purchasing educational technology

~Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness

~Implementing evidence-based strategies to meet students' social, emotional and mental health needs

~Offering evidence-based summer, afterschool, and other extended learning and enrichment programs

~Supporting early childhood education

~HVAC (ventilation and air filtration)

For more information about the federal funding, please review the USDE fact sheet at: https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf

We will share our plans for how these federal funds will be used as soon as possible during Summer 2021. Know that we truly value your input as we prepare to use this funding for the maximum benefit of our students going forward.

The District followed up after collecting feedback with the following letter:

Feedback on District Plan for Federal Stimulus Funds Due July 30

Jun 28, 2021 | District, High School, Middle School, Primary School

The following message from District Superintendent, Suzanne Guntlow, was emailed to all Ichabod Crane families on Monday, June 28. All previous school reopening news and COVID-19 updates can be found on the district's Reopening Information page here.

Dear Ichabod Crane Families,

In May we shared a memo informing you that the district is scheduled to receive one-time federal funding through the *American Rescue Plan (ARP)* and the *Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)*. In total the district will be receiving \$3,717,707 that then must be budgeted over the next two to three years. Since that time, we have been busy developing a spending plan based on stakeholder input.

We have gone through an extensive process to ensure the use of these funds aligns with District goals as well as student, family and staff priorities. Input was obtained from stakeholders as indicated below:

1. Administrators have solicited input on the use of the funds with teacher leaders over each department/grade level in each school.
2. Our School Reopening Task Force reconvened in May and June along with its four Reopening Sub-Committees and discussed best uses and priority needs for the funds.
3. The Board of Education Facilities Committee also met in June and discussed potential uses for the funds based on needs identified in the current building condition survey.
4. In May we sent out a survey to K-12 families to collect feedback on preferred uses of the funds. You can see a summary of the results from that family survey by clicking here.

Period of Public Comment on Proposed Spending Plan

The next step in the development of our spending plan is sharing it with the community and opening it up for a period of public comment.

This plan was created based on the feedback from stakeholders as outlined above and is specifically for the proposed use of the federal

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funding over the next two – three years. See the full proposed plan for the use of the funds by clicking here.

If you wish to provide comments or give feedback on the district's proposed spending plan, please **email Mindy Potts (mpotts@ichabodcrane.org) by July 30** with the email subject "Use of Federal Funds Feedback".

Key Areas of Funding Use:

- **Ventilation Upgrades for Health/Safety:** Families expressed a very strong desire to improve/upgrade district HVAC (heating, ventilation & air conditioning) systems. Our HVAC upgrades will include short-term immediate improvements and long-term improvements that require extended planning. Short-term improvements include: increased ventilation for all mechanical systems, maximizing "merv" rating on compatible filters in existing equipment, increased AC for large spaced areas in all 3 schools such as gyms and cafeterias. Long term improvements include: Prioritized replacement of mechanical systems based on functionality and benefit analysis; Modify mechanical systems, in whole or part to increase their capacity to ventilate, filter, or both; Develop shorter-term capital improvements projects that can be accomplished over the next 18months; Develop capital improvement plan with a focus on ventilation, conditioning and filtration for all occupied spaces.
- **Food Services:** Additional staff/supplies to accommodate an increased number of serving locations for food preparation, delivery and supervision of more returning students in 21-22.
- **Educational Technology Improvements:** 1:1 Device allocation for students in grades 3 -12; enhanced teacher workstations; interactive classroom displays; live streaming equipment and more.
- **Addressing Impact of COVID-19 Academic Interruptions:** Enhanced/extended K-12 Summer School offerings; Summer enrichment programming; addition of HS/MS Academic Interventionist (AIS) Teachers; language translation services; after-school homework help expansion; tutoring program for struggling students and more.
- **Services for Student Social, Emotional & Mental Health:** Strengthening/building current Social Emotional K-12 Learning Curriculum; Addition of a full-time K-12 Social Worker and more.

As you review the proposed plan, keep in mind we anticipate and have planned for the need to make adjustments over the next two to three years to ensure we are being responsive to student and district needs as they arise.

Thank you for your input and assistance in the development of this federal stimulus spending plan. If you wish to provide further feedback, please do so no later than **July 30**.

Suzanne Guntlow

Superintendent of Schools

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.

<https://www.ichabodcrane.org/district/financial/#arp>

In addition to this plan being available on the website, any member of the district's constituency may request a hard copy including all relevant budget documents (FS10 and budget narrative) from the central office or from the District Clerk via phone (518) 758-7575, email: mpotts@ichabodcrane.org, or mail: 2910 Rte. 9, Valatie, NY 12184.

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- 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.**

Ichabod Crane Central Schools regularly maintain engagement with parents and families. Specifically, we will survey parents and students, will meet with student advisory groups at the secondary level, will meet with the Community Coalition Planning Committee which contains several parent members, and will discuss our results including on NYS Testing Programs for all students and subgroups, internal metrics such as common assessments and universal screeners like our newly-adopted iReady platform at regular meetings of our DEI teams at each building where we examine disaggregated data and plan to meet the needs of our underserved populations.

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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.**

The District is intently focused on the needs of students including and especially those students in underserved and disproportionately impacted groups. Surveys to parents which include questions on mental health needs and emotional/social learning occur with regularity. Those results are disaggregated and distributed to each building for follow up by principals and counseling staff. Since the district has been involved in a K-12 DEI initiative at all levels, we have newly formed teams of parents, students, teachers, administrators, and support providers which meet semi-monthly to examine exactly this sort of data. We have built out mechanisms to bring results down to the sub group level and are training our building leadership on how to use the information to not only drive change, but to enhance programming and access to services. Additionally there are Child Study Teams and weekly guidance/counseling team meetings where student concerns are raised and plans to address them are developed. Our DEI initiatives which began after the adoption of a board policy on the same at the recommendation of the NYS board of regents have vastly increased our awareness and responsiveness to the needs of our underserved populations who have indeed seen a disproportionate impact from the pandemic.

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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 select evidence-based interventions, the District performed a thorough and comprehensive needs assessment which examined local common assessment and NYS testing data, the social and emotional needs of our students, input from stakeholder groups including surveys and from in-person meetings, and our universal screener data in platforms like iReady. It was determined that we needed to address the individual needs of students struggling in the core area subjects of Math, ELA/Reading, Science, and Social Studies among other interventions. To accomplish this intense differentiation and individualization, we request funding for 4 (four) temporary Academic Intervention Teachers who will be charged with developing learning experiences tailored closely to the individual needs of students over the course of two years.

We believe that this sort of high-intensity, individualized work fits well and is aligned and coordinated with other initiatives planned and in process in the district. One illustrative example is a newly-implemented tutoring program for our most vulnerable ELLs which is funded through the district's Title III allocation currently its second year of implementation. We anticipate significant overlap between students being served in this tutoring program and students who will be served by the additional Academic Intervention staff requested in this grant. Additionally we have requested significant funding for after school tutoring for underrepresented subgroups including ELLs and SWDs through the ARP ESSER Plan: Part 2. Students such as our SWD population who need high levels of individualization and support are lagging behind their non-disabled peers. Additional instructional time will help these students 'catch up'. These efforts to provide multiple layers of support for our most vulnerable students have been enabled through several funding sources and deliberate overlaps in service.

Further alignments exist through our requests for summer programming both in this State Reserves application where we ask for funding to expand the remedial summer program for our special education students, and in the ARP ESSER Plan Part 1 where we were approved for funding to implement an enrichment program. We plan to schedule these opportunities so that students can participate in both i.e. remediation in the morning and arts enrichment in the afternoon. To make teachers more effective during these intensive instructional opportunities we also requested and were approved for funding to train in the LETRS Science of Reading 2-year professional development series, we purchased materials and training in the SONDAY System, an Orton-Gillingham approach to reading which has been shown to benefit students exhibiting signs of dyslexia, and we have used shared services to purchase new computer hardware and a site license for the iReady platform so that we can closely progress monitor and provide computer-based individualized instruction.

These examples illustrate how the District has approached the pandemic recovery effort from multiple angles through multiple programs: additional small-group and individual instructional time for students which is targeted to those most in need; training for teachers; computer-aided diagnostic and instructional support; expanded opportunities.

- 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**

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 01/13/2022

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
Tailored/Individualized Acceleration	501,747	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" 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 checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	This intervention will serve students in our middle and high schools who are struggling to meet and maintain proficiency in their core-area subjects. While the intent is to target underrepresented populations such as our ELLs and SWDs, these Academic Intervention teachers will have the ability to pull small groups and individuals out of class and to push-in for collaboration with the main content specialist as appropriate. We know that individualized extra help, re-teaching, teacher collaboration are all proven methods to improve outcomes for struggling students.

- 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 District will monitor and evaluate the effectiveness of the 4 additional Academic Intervention teachers through the regular locally-developed common assessment program, parent and student surveys which contain questions about mental wellness, conversations between teachers and parents at parent conferences, our 3x-yearly administrations of the universal screening program iReady, and results from the NYS testing program. These data points will be disaggregated to examine the progress of students served by this structure. Any recommended and needed changes identified as a result of this data collection will be communicated to stakeholder groups through meetings with the groups consulted during the comprehensive needs assessment phase including emails, newsletters, and face-to-face meetings in addition to our public-facing platforms such as social media and our website.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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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	501747
Anticipated Number of Students Served	225
Anticipated Number of Schools Served	2

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.

Lost Learning.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 Reserves - Lost Instructional Time_Budget_Narrative.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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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 ReservesARP-ESSER State Reserves - Comprehensive After School

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- 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.**

To select evidence-based interventions, the District performed a thorough and comprehensive needs assessment which examined local common assessment and NYS testing data, the social and emotional needs of our students, input from stakeholder groups including surveys and from in-person meetings, and our universal screener data in platforms like iReady. It was determined that for the Comprehensive After School reserve that we would provide high-intensity tutoring opportunities as a part of our existing after-school program of homework centers and small-group extra help sessions. To accomplish this high-intensity tutoring, we request funding over the next three years to pay teachers to work with students in one-on-one settings, several times per week in all three of our school buildings.

We believe that this sort of high-intensity tutoring fits well and is aligned and coordinated with other initiatives planned and in process in the district. One illustrative example is a newly-implemented tutoring program for our most vulnerable ELLs which is funded through the district's Title III allocation currently its second year of implementation. This state-reserve funding, if approved, will allow the district to add non-ell students to this structure in a more intensive tutoring program and to expand opportunities for extra help of this nature to other subgroups. To complement these two tutoring programs, we have also requested and received significant funding for less intense, after school tutoring for underrepresented subgroups through the ARP ESSER Plan: Part 2.

Additionally we have requested significant funding for after school tutoring for underrepresented subgroups including ELLs and SWDs through the ARP ESSER Plan: Part 2. Students such as our SWD population who need high levels of individualization and support are lagging behind their non-disabled peers. Additional instructional time will help these students 'catch up'. These efforts to provide multiple layers of support for our most vulnerable students have been enabled through several funding sources and deliberate overlaps in service.

Again, students such as our SWD population who need high levels of individualization and support are lagging behind their non-disabled peers and will benefit from tutoring provided for in that approved application, and this funding will allow us to increase the frequency for students who need more intense intervention. Further alignments exist through our requests for summer programming both in this State Reserves application where we ask for funding to expand the remedial summer program for our special education students, and in the ARP ESSER Plan: Part 1 where we were approved for funding to implement an enrichment program. We plan to schedule these opportunities so that students can participate in both - i.e. remediation in the morning and arts enrichment in the afternoon. To make teachers more effective during these intensive instructional opportunities we also requested and were approved for funding to train in the LETRS Science of Reading 2-year professional development series, we purchased materials and training in the SONDAY System, an Orton-Gillingham approach to reading which has been shown to benefit students exhibiting signs of dyslexia, and we have used shared services to purchase new computer hardware and a site license for the iReady platform so that we can closely progress monitor and provide computer-based individualized instruction.

These examples illustrate how the District has approached the pandemic recovery effort from multiple angles through multiple programs: additional small-group and individual instructional time for students which is targeted to those most in need; training for teachers; computer-aided diagnostic and instructional support; expanded opportunities.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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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	100,352	<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	High Dosage/High Intensity Tutoring will be provided after or before regular school hours to students who are struggling to maintain or reach grade level proficiency in their core area subjects. Sessions will meet for a total of 50 hours or more per semester and will be staffed by certified teachers.

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 District will monitor and evaluate the effectiveness of the high-intensity tutoring program through the regular, locally-developed common assessment program, parent and student surveys which contain questions about mental wellness, conversations between teachers and parents at parent conferences, our 3x-yearly administrations of the universal screening program iReady, and results from the NYS testing program. These data points will be disaggregated to examine the progress of students served by this structure. Any recommended and needed changes identified as a result of this data collection will be communicated to stakeholder groups through meetings with the groups consulted during the comprehensive needs assessment phase including emails, newsletters, and face-to-face meetings in addition to our public-facing platforms such as social media and our website.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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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	100352
Anticipated Number of Students Served	60
Anticipated Number of Schools Served	3

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.

After School.pdf

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

REVISED ARP Reserves - After School_Budget_Narrative.docx

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

Page Last Modified: 02/15/2022

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 Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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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.**

To select evidence-based interventions, the District performed a thorough and comprehensive needs assessment which examined local common assessment and NYS testing data, the social and emotional needs of our students, input from stakeholder groups including surveys and from in-person meetings, and our universal screener data in platforms like iReady. Through the course of our needs assessment and disaggregation of the data in our newly-formed DEI teams, we confirmed that it is indeed several of our subgroups who are experiencing disproportionate impact and who are in need of this type of extraordinary support including our students with disabilities. It was determined that for the Summer Learning and Enrichment reserve that we would provide expanded summer school opportunities to our students with disabilities. To accomplish this expanded programming, we request funding over the next three years to pay teachers to work with SWDs who do not qualify for ESY (extended school year). These summer classes will supplement our ESY program already available to students who qualify on their IEP provided through local funding, and will be enriched through field trip opportunities.

We believe that this expanded summer programming will fit well and is aligned and coordinated with other initiatives planned and in process in the district. Our requests for summer programming both in this State Reserves application where we ask for funding to expand the remedial summer program for our special education students, and in the ARP ESSER Plan Part 1 where we were approved for funding to implement an enrichment program complement our pre-existing, locally-funded summer school efforts. We plan to schedule these opportunities so that students are able to participate in both: i.e. remediation in the morning and arts enrichment in the afternoon. To make teachers more effective during these intensive instructional opportunities we also requested and were approved for funding through CRRSA ESSER 2 to train in the LETRS Science of Reading 2-year professional development series, we purchased materials and training in the SONDAY System, an Orton-Gillingham approach to reading which has been shown to benefit students exhibiting signs of dyslexia, and we have used shared services through our local BOCES to purchase new computer hardware and a site license for the iReady platform so that we can closely progress monitor and provide computer-based individualized instruction. These examples illustrate how the District has approached the pandemic recovery effort from multiple angles through multiple programs: additional small-group and individual instructional time for students which is targeted to those most in need; training for teachers; computer-aided diagnostic and instructional support; expanded opportunities.

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.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	100,352	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input checked="" 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 District will offer, if approved, expanded summer programming specifically tailored to the needs of our students with disabilities who do not qualify for Extended School Year (ESY) on their Individualized Educational Plans. This program will last for six weeks at three hours daily, will include instruction in both ELA and Math, will provide for field trip opportunities, and will be offered alongside a grant-funded enrichment program. Staff will be appropriately certified and transportation will be provided.

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 District will monitor and evaluate the effectiveness of the high-intensity tutoring program through the regular, locally-developed common assessment program, summative and formative classroom assessments administered during and at the end of the Expanded Summer Program, parent and student surveys which contain questions about mental wellness, conversations between teachers and parents at parent conferences, our 3x-yearly administrations of the universal screening program iReady, and results from the NYS testing program. These data points will be disaggregated to examine the progress of students served by this structure. Any recommended and needed changes identified as a result of this data collection will be communicated to stakeholder groups through meetings with the groups consulted during the comprehensive needs assessment phase including emails, newsletters, and face-to-face meetings in addition to our public-facing platforms such as social media and our website.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/15/2022

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	100352
Anticipated Number of Students Served	100
Anticipated Number of Schools Served	3

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.

Summer 2.pdf

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

REVISED ARP Reserves - Summer_Budget_Narrative.docx