

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

CENTRAL VALLEY CSD AT ILION-MOHAWK - 212101040000

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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: 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	James Humphrey	jhumphrey@cvalleycsd.org	11-30-21
LEA Board President	Jason Sanchez	jsanchez@cvalleycsd.org	11-30-21

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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 district sought input from a diverse group of stakeholders to initiate a draft plan, review feedback from the state, and make amendments accordingly after collaborating with stakeholders. This process began in February 2021, the district sent a survey to all students in grades 5-12 asking for feedback on the effects of COVID-19 on their learning and social-emotional well-being. The questions generated were compiled by teachers, support personnel, outside agencies that work with the district (i.e. ICAN, SIP) and reflected concerns being seen as a result of COVID-19. The results of this survey were shared with all Child Study Teams in the applicable buildings and outside agencies. When reviewing the answers it became apparent that students needed more academic support and social-emotional support.

In June 2021 a Closing the Gap survey was sent to all parents asking two questions related to closing the learning gap and SEL. The responses were compiled and reviewed with a team consisting of administrators, teachers, parents, and students. The purpose was to discuss ways the district could effectively address the concerns as well as discuss the viability of the suggestions.

Finally, in July 2021 an Instructional Survey was sent to all households in the district in an effort to gain insight into the transportation and internet needs of our students. The results were used to plan for transportation needs and the technology needs that students may face if we had to pivot to virtual learning at any point during the school year. In addition, the Federal funds surrounding the American Rescue Plan were discussed at Board of Education meetings by the Superintendent via his administrative reports. This allowed a community forum where the public could listen and provide feedback regarding how the use of funds. When finalizing how funds would be expended, a Google doc was created that was open for administrators to compile ideas received via their faculty meetings, parent meetings, or community interactions. Each suggestion had to be vetted in how to close the academic achievement gap, address SEL needs, and provide a well-rounded educational program for students.

As we implement the plan for ARP-ESSER Part 2-ARP Act - State Reserves funds a regular review will be done via BOE meetings for community members to ask questions and share thoughts, faculty meetings for teachers and staff, department and grade level meetings, and parent meetings (i.e. PTA, Parent and Family Engagement night). An overview of how the district is utilizing the funds to close the gap and address SEL needs will be included in administrative Board of Education reports which are open to the public. The stakeholder committee will also reconvene at least twice each year during the implementation of the plan to evaluate the progress and elicit feedback.

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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.

Anyone requesting a copy of the plan will be directed to call the District Office at 315-894-9934. A copy of the plan can be physically mailed or sent electronically as an email attachment. It can also be found on the website below. Parents will also be sent a school message directing them where they can find a copy of the plan.

<https://5il.co/136he>

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 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 by:

- MTSS/AIS-Through a multi-tiered approach the district ensures that we are providing the level of assistance that a student requires based on our AIS plan. We are currently working on an MTSS plan with a consultant and will continue this work through this school year as well as the 2022-23 school year. Parents are informed of their child's progress through quarterly progress reports from the intervention teacher.
- Parent and Family Engagement nights at the two Elementary schools and Middle school-The focus of the parent and family engagement nights will be to provide parents with literacy and math resources, review software programs used that can also be used at home, highlight Connected Community Schools resource as well as other resources for families to support their child(ren)'s learning.
- Data Updates-The district will use the website as well as handouts at Open Houses and at parent-teacher conferences to highlight district data in regard to state testing, regents, and district plans.
- Return to Learning Plan-The district has included a virtual option for students who have to quarantine or a precautionary quarantine. This allows students to obtain a Kajeet and a Chromebook for virtual learning. If they are unable to connect, the teacher reaches out to them via telephone, Google classroom, and/or email.
- Apptegy/Thrillshare/Rooms-This is used as a parent communication tool by the district and teachers can set up "rooms" and communicate to parents directly to their mobile device and/or email.

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

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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 will determine the SEL 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 by:

- DESSA -The district is part of a countywide initiative and has completed a DESSA assessment on students in grades 3, 5, 7, and 9. Aperture Education's DESSA Comprehensive SEL System is a comprehensive, cloud-based system used to assess, inform and improve the SEL skills of both children in-school and out-of-school. The DESSA system features an empirical, standardized, and strength-based assessment that provides reliable data on the strengths of students' SEL skills, as well as areas where students may need additional support and instruction. While funding comes via a COSER and grants through Herkimer County, the data will be used to assist with identifying students' SEL needs.
- Connected Community Schools-The district has COSERed with Connected Community Schools to provide resources and expertise to ensure that our students' and families' needs are met and that each child has an opportunity to focus on being successful in school. Resources included are mental health and physical needs-based. The portion of the CCS that is not aidable will be written into the State Reserves funds.

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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.

In accordance with the guidance document from the Department of Education, *Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time*, the district sought input from a stakeholder group that included a diverse group of educators, staff, students, families, and the learning community including support from local community agencies (community-based mental health workers, family service representatives, etc.). Based on the input from these stakeholders, the district reviewed the list of evidence-based interventions that address identified student needs as well as "innovative approaches" to support students' SEL needs. Interventions that were selected either tied into those being supported by ARP-ESSER 2, Title I, Part 1 and include:

1. Elementary School Counselor-Students returned with SEL needs that were beyond what the district anticipated. The district knew there would be SEL needs, but not to the magnitude that exists. Simple skills like how to socialize appropriately, soft skills like how to communicate and use their words, and how to deal with emotions were lost. The elementary school counselor will be used to provide push-in lessons to teach these skills during the course of the school year. The school counselor will also serve to provide emotional support to students who have been negatively impacted by the loss of instructional time.
2. SAVVAS Math Program-(formerly enVisions Math) from the What Works Clearinghouse list. State Reserve funds will be used to provide instruction in the area of mathematics, grades K-8. It will allow the district to align instruction and use the interventions built into the program to support learning loss.
3. Connected Community Schools (CCS)-The district will use the State Reserve funds to cover the 14% cost not covered under the BOCES COSER. CCS provides families with a person to assist with the impact of COVID on a family and student's health, both physical and mental, basic needs (food, housing), transportation, etc. Wilson Intensive Reading,
4. Wilson FUNdations- This intervention will be used to teach explicit phonics instruction to K-4 students (FUNdations) and special education students (Wilson Intensive Reading, 4-8), and vocabulary instruction (Just Words) for grades 4.
5. Professional Learning Communities-Leader in Me-The district will use State Reserve to contract with the Franklin Covey to provide the "Leader in Me" program. The program focuses on improving the student-teacher dynamic to refocus teachers' efforts on student success while motivating students.

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.

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Integrated Social Emotional Learning	190,413	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input 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 elementary school counselor will provide push in lessons once in a six-day cycle in each of the elementary buildings. Lessons will be focused on SEL topics applicable for elementary students.
Curriculum-Aligned Enrichment Activities	125,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input 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 SAVVAS math program will provide alignment of the mathematics curriculum at the K-8 level, with interventions woven into the program. Teachers in grade K-4 will use the SAVVAS 2020 edition and grades 5-8 will use SAVVAS 2.0.
Community Schools Model Programming	75,600	<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	Connected Community Schools will provide resources and expertise to ensure that our students' and families' needs are met and that each child has an opportunity to focus on being successful in school. Resources included are mental health and physical needs-based. The portion of the CCS that is not aidable will be written into the State Reserves funds.
Curriculum-Aligned	50,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities	Wilson FUNdations and Wilson Just Words will provide students with an approved WWC

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 03/04/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Enrichment Activities		Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<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	intervention program at the K-6 level. Wilson FUNdations will serve as an explicit and direct phonics program for students in grades K-3 and Wilson FUNdations will be used by interventionist and classroom teachers for vocabulary instruction.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	58,983	<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 district will provide professional development in the Franklin Covey, Leader in Me program. Teachers will be able to attend the program with compensaton during after-school hours.

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 LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented to respond to students' social, emotional, mental health, and academic needs in the following ways:

- Use of data to monitor interventions, including diagnostic, benchmark, and progress monitoring reviews. In addition, the district will gauge the effectiveness through participation rates.
- Surveys to gather information from parents, students, teachers, and community members will be used.
- Non-participating target students and families will be surveyed for feedback and input to evaluate how we can improve upon our participation for those students.

The LEA will continue to meet with the stakeholder group two to three times during the year. The stakeholder group, which includes the district leadership team, teachers, staff, students, parents, and community members will assess and discuss the use of funds and programs. Surveys will be sent prior to any meeting and results shared.

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

Page Last Modified: 03/04/2022

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal InformationLEAs 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	499,996
Anticipated Number of Students Served	2,100
Anticipated Number of Schools Served	4

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.

5 Instructional Loss-State Res-Signed FS-10- 3-4-22.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.**

Budget_Narrative ARP-State Reserves-5 Learning Loss.docx

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School**

Page Last Modified: 03/04/2022

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.

- 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.**

Through the ARP-ESSER 2 funds, the district is offering a targeted tutoring program staffed by certified teachers at all levels. The program will target students who are at risk and need to remain in the classroom for direct instruction. COVID has demonstrated that many students finish their elementary years below grade level expectation and the tutoring will be designed to provide the acceleration they need to reach grade-level standards. The ESSER III-State Reserves will be used to purchase a specific acceleration program at the 5-12 level and a targeted program at the elementary K-4 level.

- 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
Tailored/Individualized Acceleration	100,002	<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	An acceleration program will be selected from the WWC list for students in grades 5-12 and a targeted intervention program will be selected for the elementary K-4 level. Students would be selected for this program based on the STAR assessment data that is given three times a year and monitored via progress monitoring, NYS testing results, benchmark assessments, Regents exams, local assessments, and IXL assessments. Students in the program will

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School**

Page Last Modified: 03/04/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	have an in-depth analysis of learning gaps and instruction will target those specific skills.

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 LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented to respond to students' social, emotional, mental health, and academic needs in the following ways:

- Use of data to monitor interventions, including diagnostic, benchmark, and progress monitoring reviews. In addition, the district will gauge the effectiveness through participation rates.
- Surveys to gather information from parents, students, and teachers.
- Non-participating target students and families will be surveyed for feedback and input to evaluate how we can improve upon our participation for those students.

The LEA will continue to meet with the stakeholder group two to three times during the year. The stakeholder group, which includes the district leadership team, teachers, staff, students, parents, and community members will assess and discuss the use of funds and programs. Surveys will be sent prior to any meeting and results shared.

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.

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4.

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

ARP-ESSER Application: State Reserves - ARP State ReservesARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/04/2022

	Amount
LEA Allocation	100,002
Anticipated Number of Students Served	400
Anticipated Number of Schools Served	4

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.

1 Com Aft Sch-State Res-Signed FS-10-3-4-22.pdf

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

Budget_Narrative ARP-State Reserves-1 Comprehensive After School 2-18-22.docx

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

Page Last Modified: 03/04/2022

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.

- 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 district will offer a summer school program that will run 20 days for 6 hours a day and focus on closing the gap in reading and math for students entering grades 1-7 as well as a summer enrichment program (Art, Music, STEAM, Fitness, FACS, Technology). The program will be staffed with certified teachers and target skills as identified by report cards, end-of-year test results, and other local assessment results.

The district will use evidence-based assessments to identify students for the programs including STAR, Heggerty, Wilson (funded through Title I). Evidence-based interventions will include Wilson FUNdations at grades K-3 and Lexia at grades 5-7. In addition, the district will use professional development work from previous summers centering around literacy, LETRS training, and writing. This work was completed via the Title I grant with Tanya Schnabl, Write-On Consultants and is ongoing. Enrichment programs will center on NGLS in the specific content areas.

- 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
Curriculum-Aligned	100,002	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities	Students will attend 20 days for 6 hours a day and focus on closing the gap in reading and math for

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 03/04/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Enrichment Activities		Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<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	students entering grades 1-7 as well as a summer enrichment program (Art, Music, STEAM, Fitness, FACS, Technology). Students will be identified based on teacher recommendation at the close of the school year.

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 LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented to respond to students' social, emotional, mental health, and academic needs in the following ways:

- Use of data to monitor interventions, including diagnostic, benchmark, and progress monitoring reviews. In addition, the district will gauge the effectiveness through participation rates.
- Non-participating target students and families will be surveyed for feedback and input to evaluate how we can improve upon our participation for those students.

The LEA will continue to meet with the stakeholder group two to three times during the year. The stakeholder group, which includes the district leadership team, teachers, staff, students, parents, and community members will assess and discuss the use of funds and programs. Surveys will be sent prior to any meeting and results shared.

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

Page Last Modified: 03/04/2022

1% State-Level Reserve - Summer Learning and Enrichment: Fiscal InformationLEAs 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	100,002
Anticipated Number of Students Served	250
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.

1 Sum Learn Loss-State Res-Signed FS-10-3-4-22.pdf

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

Budget Narrative ARP-State Reserves-1 Summer Learning and Enrichment 2-18-22.docx