

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

Background Information

GREENE CSD - 080601040000

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

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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 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 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 with 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 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.**

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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.
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.

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Assurances - Assurances

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.

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.

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Assurances - Assurances

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.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - State Reserves Intent to Apply

ARP-ESSER State Reserves: Intent to Apply

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

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

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

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

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

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

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

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

| | Name | Email Address | Date of Final Review/Approval |
|-----------------------|---------------|------------------------|-------------------------------|
| LEA Business Official | Mark Rubitski | mrubitsk@greenecsd.org | 12/16/2021 |
| LEA Board President | John Fish | Jfish2@greenecsd.org | 12/16/2021 |

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

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 has presented information at its BOE meetings and then sought feedback using the ThoughtExchange platform. The ThoughtExchange platform was made available through our website and social media outlets as well as emailed out for all stakeholders to participate. Stakeholders included staff members of all departments and collective bargaining units, parents, students and community members. The breakdown of who responded to the survey were as follows: 45% parent/guardian, 45% staff/faculty, 5% student, 5% community member. By using the ThoughtExchange platform we gained meaningful feedback from a diverse group of stakeholders which will allow us to make informed decisions with regards to learning loss/loss of instructional time, summer enrichment programming, and afterschool programming.

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.greenecsd.org/Downloads/ARP-ESSER%20Application_%20State%20Reserves.pdf
 The Plan is on the district website. Anyone who requests a copy will be emailed or provided a hard copy upon request.

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.**

Student data will be monitored in a variety of ways including formal and informal benchmarking, RtI assessment, report cards, formative and summative assessments, and conversations with students and families. Formal benchmarking is utilizing AIMSWEB. RtI assessment is through building teams meetings to discuss ways to support deficits without referral to special education. Interim reports and quarterly report cards are used to specifically address areas of strength and improvement for each student. Parent conferences and team meetings are used regularly to collaborate with parents on student progress and the appropriate interventions needed to make each student successful.

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

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.**

Student data will be monitored in a variety of ways. The district uses formal and informal assessments, interim reports, report cards, and conversations with students and families. For example, students complete weekly mental health surveys that serve to inform our school staff and parents about arising issues and areas of progress. Furthermore, through the use of these surveys, the district can provide targeted assistance to those students that have been disproportionately impacted by the COVID-19 pandemic (specifically: low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care). The district has established building/district schedules that allow for collaboration through building team meetings to discuss ways to support deficits without referral to special education (specifically: low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care). The district utilizes a variety of assessments techniques to produce data points that allow us to make informed and meaningful decisions for each specific student. For example, teachers are continually using formative and summative classroom data to allow for the tailoring of lessons and supports for our students. In addition to the formative and summative assessments, the district utilizes interim reports and quarterly report cards to specifically address areas of strength and improvement for each student. Parent conferences and team conferences are also used for communication and intervention.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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.**

The district decided to use the 5% State-Level Reserve to address the loss of instructional time by using the funds to create a comprehensive after-school program and a summer enrichment program. Additionally, the district will use funds to purchase resources and materials to allow for meaningful instruction to happen after school and during the summer.

Evidence-Based Comprehensive After-School Program and Summer Enrichment Program: The district is following the evidence-based approach by providing students with additional time for engaging in remedial and acceleration opportunities. Students will not only be afforded extra instructional time after-school and in the summer, but it will follow the evidence-based approach of providing small group collaborative learning sessions. During the times created for additional instructional time, teachers will be able to provide tailored interventions for students based on their performance data in a small setting. By progress monitoring their continual progress during these times, teachers will be able to continue to adapt the materials to keep pushing student progress and achievement. To effectively progress monitor progress, a combination of formative and summative assessment data will be utilized on a continual basis.

These interventions were chosen by conducting a comprehensive review of our current and past instructional offerings, and by evaluating student performance data. By conducting district/building needs assessments, we determined that our students would benefit from additional summer programming and after-school offerings, such as small group collaborative learning sessions and tailored tutoring. Student data trends displayed that many students have been negatively impacted academically by the COVID-19 pandemic (data collected from state exams, summative assessments, formative assessments, benchmarking, etc.), and by creating a summer enrichment program and a comprehensive afterschool program the district will be able to help remediate and accelerate student learning.

These interventions will be coordinated 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 (see below): The interventions mentioned above are aligned and supported by other grants and initiatives in the following ways:

The district will be hiring a literacy instructional coach (evidence-based practice), which will directly work with staff to provide insight and training on best practices to accelerate and remediate students. The combination of extra instructional time in the summer and after-school, coupled with increased literacy professional development and coaching will create an educational environment that will allow students to find increased success. Furthermore, this coach will directly support the AIS programming and staff funded by Title supports.

The district will be hiring a Director of School Improvement and Data, which will work district-wide to provide support to the newly developed evidence-based interventions, such as the small group learning sessions that will occur during the comprehensive after-school program. Furthermore, the director will look to train people on how to use the data from the intervention to create meaningful and effective action plans to push the district and students forward.

The district will be hiring a school counselor to focus on the social and emotional health of our students. This will not only help the wellness of our students, but it will also help students find academic success because their social and emotional needs are being met.

The district will be creating after-school tutor positions, which will work in conjunction with our newly established comprehensive after-school program. These tutors will serve to help close the learning gaps that were created by the COVID-19 pandemic, especially for students that were disproportionately impacted by the pandemic.

The district will be providing extensive professional development to teachers through a partnership with Better Lessons, which focuses on providing one-on-one coaching for teachers. Through these coaching sessions, teachers' work will focus on goal setting tied to evidence-based strategies that improve student outcomes (for example, using formative checks for understanding to provide data to inform future instruction).

The district will be purchasing flexible furniture for instructional classrooms, which will allow for new configurations and collaboration to occur, thus pushing the instructional capabilities of our instructors and instructional spaces. For example, this will allow for station-based learning sessions (evidence-based intervention), and small group leveled reading groups (evidence-based intervention).

- 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.**

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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 |
|---|-----------------|---|--|--|
| Comprehensive After School Programming | 225,001 | <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 be created a comprehensive after-school program that will served students from all grade levels. Additionally, these programs will be open to all students, but targeted supports will be offered to students that were negatively impacted by the COVID-19 pandemic. <ul style="list-style-type: none"> • High dosage after school tutoring: this will provide students with a reliable support (certified teachers) for students outside the normal school day. • Allow for the acceleration of students from target groups that were negatively impacted by the COVID-19 pandemic. • Providing equitable opportunities for students regardless of socio-economic status, by providing access to additional remediation and acceleration that wasn't previously available. • Provide enrichment activities that will serve to reengage students in school-based activities • Provide small group intervention instruction to a targeted group of students after school to allow students to find success • Targeted standards-based learning sessions • Create flexible scheduling that allows students to find success outside the normal confines of the traditional bell schedule • By conducting surveys and Thought-Exchanges, provided targeted enrichment activities based student interest and needs |
| Summer Learning and Enrichment Activities | 274,995 | <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 create a summer enrichment program that is designed to engage students in activities that provide both academic and social and emotional supports. The program will provide an array of academic supports that are meant to provide acceleration and remediation based on students' individualized needs. Students will have opportunities to engage in reading programs taught by certified teachers that will look to support the learning loss created by the COVID-19 Pandemic. Students will be able to work in a small group setting to receive interventions that are targeted to their specific learning needs. These needs will be determined by reviewing student performance data on such things as benchmark assessments, state/Regents assessments, formative and summative classroom assessments, teacher evaluation and feedback, and student and parent feedback. By using a variety of performance |

ARP-ESSER Application: State Reserves - ARP State Reserves

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

| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|-------------------------|-----------------|---------------------|----------------|--|
| | | | | indicators it will allow instructors to better provide a customized experience that can better serve and push individual student growth. The program will offer enrichment opportunities that are designed to (re)engage students and help them develop trusting connections with the school. These enrichment opportunities will also serve to support the social and emotional health of our students. By creating this program we are creating additional instructional time which will help to provide needed assistance to all students, but specifically students that were detrimentally impacted by the COVID-19 pandemic. |

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 district will monitor the effectiveness of the comprehensive after-school program and the summer enrichment program in multiple ways.

- * Engagement and participation in the programs that are created. Beyond total participation, are subgroups of students that have been disproportionately impacted by the COVID-19 pandemic participating in the offerings.
- * Evaluation of the attendance and disciplinary data to track progress and trends to see if meaningful impacts and progress are being achieved.
- * Students attending and participating will be benchmarked via AIMSWEB to track students' growth and progress.
- * Summative and formative assessment data will be utilized to track the growth and progress of the additional instruction time provided during the summer enrichment program and comprehensive afterschool program.
- * Conduct weekly mental health surveys to ensure students' social and emotional needs are being supported. These weekly surveys allow our trained mental health staff to provide the necessary supports and interventions on an individualized basis. Furthermore, it creates an arena for student voice, which is an evidence-based tactic for fostering our positive school learning environment.
- * If and when the program needs to evolve or change to better meet the needs of students, the district will communicate the updated plan and changes at BOE meetings, faculty meetings, and via our district website and social media platforms. Additionally, the district will seek stakeholder feedback on the effectiveness (strengths and weaknesses) of the plans by the use of ThoughtExchange. After the completion of the ThoughtExchanges, the district will share reports with all stakeholders to communicate the insights gained from the exchange.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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 | 945 |
| 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.**

FS10 Grant 5 Percent Final updated signed.pdf
 FS10 Grant 5 Percent Final signed.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_Grant_5_Percent_final_2022.docx

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

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

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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

The district will be developing a comprehensive after-school program that will have a two-pronged approach. The program will provide extensive after-school tutoring/remedial offerings to close learning gaps caused by the COVID-19 pandemic, which will be based on data and evidence collected on student performance and progress. Secondly, the district will be developing additional after-school enrichment opportunities to engage the student body in meaningful activities.

By creating additional instructional time, the district follows the evidence-based approach of providing students flexible scheduling/learning time and additional instructional time with certified teaching staff. By creating additional instructional time for students they will be able to receive additional doses of instruction to help accelerate and close learning gaps. Students will have the time to take advantage of remedial learning opportunities based on evidence collected on their progress, which is key to the evidence-based RtI model. By using the evidence-based RtI model we can effectively design interventions that are tailored to meet the individual needs of our student body. When evidence of student learning is obtained, reviewed, and analyzed it allows for the evidence-based approach of explicit teaching strategies to be applied in the after-school model that will be established.

The establishment of an enrichment program in itself has proven to be an effective evidence-based mechanism to increase student achievement. We will be establishing a meaningful enrichment program that will serve to not only improve student academic outcomes but also to provide opportunities for engagement and social-emotional growth through the connections developed through the programming.

These interventions were chosen by conducting a comprehensive review of our current and past instructional offerings, and by evaluating student performance data. By conducting district/building needs assessments, we determined that our students would benefit from additional summer programming and after-school offerings, such as small group collaborative learning sessions and tailored tutoring. Student data trends displayed that many students have been negatively impacted academically by the COVID-19 pandemic (data collected from state exams, summative assessments, formative assessments, benchmarking, etc.), and by creating a summer enrichment program and a comprehensive afterschool program the district will be able to help remediate and accelerate student learning.

These interventions will be coordinated 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 (see below): The interventions mentioned above are aligned and supported by other grants and initiatives in the following ways:

The district will be hiring a literacy instructional coach (ARP-ESSER funded) (evidence-based practice), which will directly work with staff to provide insight and training on best practices to accelerate and remediate students. The combination of extra instructional time in the summer and after-school, coupled with increased literacy professional development and coaching will create an educational environment that will allow students to find increased success. Furthermore, this coach will directly support the AIS programming and staff funded by Title supports.

The district will be hiring a Director of School Improvement and Data (ARP-ESSER funded), which will work district-wide to provide support to the newly developed evidence-based interventions, such as the small group learning sessions that will occur during the comprehensive after-school program. Furthermore, the director will look to train people on how to use the data from the intervention to create meaningful and effective action plans to push the district and students forward.

The district will be hiring a school counselor (ARP-ESSER funded) to focus on the social and emotional health of our students. This will not only help the wellness of our students, but it will also help students find academic success because their social and emotional needs are being met.

The district will be creating after-school tutor positions, which will work in conjunction with our newly established comprehensive after-school program. These tutors will serve to help close the learning gaps that were created by the COVID-19 pandemic, especially for students that were disproportionately impacted by the pandemic.

The district will be providing extensive professional development to teachers through a partnership with Better Lessons (ARP-ESSER funded), which focuses on providing one-on-one coaching for teachers. Through these coaching sessions, teachers' work will focus on goal setting tied to evidence-based strategies that improve student outcomes (for example, using formative checks for understanding to provide data to inform future instruction).

The district will be purchasing flexible furniture for instructional classrooms (ARP-ESSER funded), which will allow for new configurations and collaboration to occur, thus pushing the instructional capabilities of our instructors and instructional spaces. For example, this will allow for station-based learning sessions (evidence-based intervention), and small group leveled reading groups (evidence-based intervention).

- 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**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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 | 100,002 | <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 <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | The district will develop a comprehensive after school tutoring program to provide students with additional support and enrichment opportunities to accelerate their learning. Dynamics of the program: 6 Teachers from each building (primary school, intermediate school, middle school, and high school) will offer enrichment and after school tutoring activities two days a week to provide acceleration and remediation opportunities for students. The program will determine proper intervention and remedial support by evaluating data from students' progress and assessments. The assessment data will stem from a combination of summative and formative assessments. Furthermore, student enrichment activities, will be designed with parent and student input in mind to better serve and meet the needs of our students and community. During these after-school sessions, students will be working in a small group intervention setting in which instruction will be tailored to their individual needs. The tailoring of the instruction can be tailored to accelerate students or remediate depending on the individual needs of the student. |

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 effectiveness of the program will be evaluated by the student engagement and academic progress data. Student progress will be continually tracked by use of benchmarking, formative data, summative data, and teacher feedback and evaluation. Additionally, we track attendance and mental health survey data from the students to see if the program is having positive impacts in those areas. The district will continue to implement weekly mental health surveys which can have tailored questions to the effectiveness of the comprehensive after-school program. This will allow the program to remain fluid so it can be adapted to meet the changing progress and needs of the students it serves.

In order to gain stakeholder feedback, we will run quarterly Thoughtexchanges. All stakeholders will be invited to participate in these exchanges to gain a "global" understanding (community members, parents, staff, and students). By using this platform we will be able to gain meaningful feedback, which will then allow the district to adapt and change the program as needed. The key is to gain a collective understanding of the strengths and weaknesses of the program.

If and when the program needs to evolve or change to better meet the needs of students, the district will communicate the updated plan and changes via our district website and social media platforms. Additionally, the district will seek stakeholder feedback on the effectiveness (strengths and weaknesses) of the plans by the use of ThoughtExchange. After the completion of the ThoughtExchanges, the district will share reports with all stakeholders to communicate the insights gained from the exchange.

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:

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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 | 100,002 |
| Anticipated Number of Students Served | 945 |
| 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.**

FS10_1 Percent After School 1 final updated signed.pdf
 FS10_1 Percent After School 1 final signed.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_After_School_1_percent_final 2022.docx

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

- 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.**

We will develop a summer program that is rich in evidence-based academic experience while providing increased opportunities for student engagement. The summer enrichment program will use evidence-based approaches to help address learning loss and gaps that were caused by the COVID-19 pandemic, such as, creation of a reading program that used data to tailor individualized instruction. By reviewing data from a multitude of sources (formative classroom data, formative assessments, summative assessments, teacher evaluation, interim reports, reports cards, benchmark assessments, state tests), we can create such things as leveled literacy grouping to push students' growth and performance. The creation of a summer program will also target the evidence-based strategy of engaging students in the school culture and environment. The program will consist of experiences for students that look to reengage students and provide a mix of social and emotional supports and connections. Reengaging students in school-based experiences is critical, as the COVID-19 pandemic led to disengagement. In order to make the critical academic gains that are necessary to address such things learning loss/gaps, students need to be engaged in the school processes.

These interventions were chosen by conducting a comprehensive review of our current and past instructional offerings, and by evaluating student performance data. By conducting district/building needs assessments, we determined that our students would benefit from additional summer programming and after-school offerings, such as small group collaborative learning sessions and tailored tutoring. Student data trends displayed that many students have been negatively impacted academically by the COVID-19 pandemic (data collected from state exams, summative assessments, formative assessments, benchmarking, etc.), and by creating a summer enrichment program and a comprehensive afterschool program the district will be able to help remediate and accelerate student learning.

These interventions will be coordinated 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 (see below): The interventions mentioned above are aligned and supported by other grants and initiatives in the following ways:

The district will be hiring a literacy instructional coach (ARP-ESSER funded)(evidence-based practice), which will directly work with staff to provide insight and training on best practices to accelerate and remediate students. The combination of extra instructional time in the summer and after-school, coupled with increased literacy professional development and coaching will create an educational environment that will allow students to find increased success. Furthermore, this coach will directly support the AIS programming and staff funded by Title supports.

The district will be hiring a Director of School Improvement and Data (ARP-ESSER funded), which will work district-wide to provide support to the newly developed evidence-based interventions, such as the small group learning sessions that will occur during the comprehensive after-school program. Furthermore, the director will look to train people on how to use the data from the intervention to create meaningful and effective action plans to push the district and students forward.

The district will be hiring a school counselor to focus on the social and emotional health of our students (ARP-ESSER funded). This will not only help the wellness of our students, but it will also help students find academic success because their social and emotional needs are being met.

The district will be creating after-school tutor positions, which will work in conjunction with our newly established comprehensive after-school program. These tutors will serve to help close the learning gaps that were created by the COVID-19 pandemic, especially for students that were disproportionately impacted by the pandemic.

The district will be providing extensive professional development to teachers through a partnership with Better Lessons (ARP-ESSER funded), which focuses on providing one-on-one coaching for teachers. Through these coaching sessions, teachers' work will focus on goal setting tied to evidence-based strategies that improve student outcomes (for example, using formative checks for understanding to provide data to inform future instruction).

The district will be purchasing flexible furniture for instructional classrooms (ARP-ESSER funded), which will allow for new configurations and collaboration to occur, thus pushing the instructional capabilities of our instructors and instructional spaces. For example, this will allow for station-based learning sessions (evidence-based intervention), and small group leveled reading groups (evidence-based intervention).

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|--------------------------------------|-----------------|---|--|--|
| 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 <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | <p>The district will create a summer enrichment program that is designed to engage students in activities that provide both academic and social and emotional supports.</p> <p>The program will provide an array of academic supports that are meant to provide acceleration and remediation based on students' individualized needs. Students will have opportunities to engage in reading programs taught by certified teachers that will look to support the learning loss created by the COVID-19 Pandemic. Students will be able to work in a small group setting to receive interventions that are targeted to their specific learning needs. These needs will be determined by reviewing student performance data on such things as benchmark assessments, state/Regents assessments, formative and summative classroom assessments, teacher evaluation and feedback, and student and parent feedback. By using a variety of performance indicators it will allow instructors to better provide a customized experience that can better serve and push individual student growth.</p> <p>The program will offer enrichment opportunities that are designed to (re)engage students and help them develop trusting connections with the school. These enrichment opportunities will also serve to support the social and emotional health of our students.</p> <p>By creating this program we are creating additional instructional time which will help to provide needed assistance to all students, but specifically students that were detrimentally impacted by the COVID-19 pandemic.</p> |

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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 the effectiveness of the summer enrichment program in multiple ways.

- * Engagement and participation in the programs that are created. Beyond total participation, are subgroups of students that have been disproportionately impacted by the COVID-19 pandemic participating in the offerings.
- * Evaluation of the attendance and disciplinary data to track progress and trends to see if meaningful impacts and progress are being achieved.
- * Students attending and participating will be benchmarked via AIMSWEB to track students' growth and progress.
- * Summative and formative assessment data will be utilized to track the growth and progress of the additional instruction time provided during the summer enrichment program.
- * Conduct weekly mental health surveys to ensure students' social and emotional needs are being supported. These weekly surveys allow our trained mental health staff to provide the necessary supports and interventions on an individualized basis. Furthermore, it creates an arena for student voice, which is an evidence-based tactic for fostering our positive school learning environment.
- * If and when the program needs to evolve or change to better meet the needs of students, the district will communicate the updated plan and changes via our district website and social media platforms. Additionally, the district will seek stakeholder feedback on the effectiveness (strengths and weaknesses) of the plans by the use of ThoughtExchange. After the completion of the ThoughtExchanges, the district will share reports with all stakeholders to communicate the insights gained from the exchange.

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 | 100,002 |
| Anticipated Number of Students Served | 945 |
| Anticipated Number of Schools Served | 4 |

5. Please upload a completed and signed copy of the FS-10 Budget the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding. The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.

FS10 1 Percent Summer Enrichment Final updated signed.pdf
 FS10 1 Percent Summer Enrichment Final signed.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

- 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_1_percent_summer_enrichment_Final 2022.docx