

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

Background Information

NEWBURGH CITY SD - 441600010000

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.

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Submission Instructions

Submission Instructions

NEWBURGH CITY SD - 441600010000

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

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	Lisamarie Spindler	lspindler@necsd.net	12/17/2021
LEA Board President	Carole Mineo	cmineo@necsd.net	12/17/2021

ARP-ESSER Application: State Reserves - ARP State Reserves

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

ARP-ESSER State Reserve: Consultation

- 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 Newburgh Enlarged City School District launched a comprehensive stakeholder engagement process to help determine how it should potentially spend federal and state stimulus dollars to address learning, and COVID 19 recovery. The District launched a web based survey in the spring of 2020, and again during the summer and fall of 2021, that solicited feedback on the district's current progress and needs from parents, students, teachers, administrators and community members. Parent and community stakeholder surveys were translated into Spanish and inquired about the unique needs of students with disabilities, newcomer students and English Language Learners. Parents and faculty were the highest percentages of respondents. The top (3) priorities identified by parents, teacher and administrators for *Student Learning* were as follows:

- Tutors and small group instruction.
- Implementing activities related to supplemental afterschool programs.
- Extended instructional time, extended day and high dosage tutoring.

The top (3) priorities identified by parents, teachers and administrators for *Student Needs* were as follows:

- Providing social emotional support services.
- Providing activities to address the unique needs of low-income children, English Language Learners and students with disabilities.
- Implementing extra curricular activities.

The Superintendent and his cabinet reported on the survey results to the Board of Education. Various teams were then assembled to collect deeper information on the areas of need identified in the survey process and in response to the question of "How should Newburgh utilize ESSER funds to define innovative practices, redesign systems and learn from others?" Through planning sessions and market research the teams brainstormed proposed ideas, actions and initiatives to implement aligned to the Newburgh Enlarged City School District Strategic Plan Imagine 2025.

- 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.**

The Newburgh Enlarged City School District web page may be found at <https://www.newburghschools.org/>. The link on the district web page, dedicated to ESSER planning, may be found at ESSER Funds <https://www.newburghschools.org/page.php?page=199>. The website details the following: 1) What is the American Rescue Plan (ARP), 2) Allowable Spending Activities for the base application and reserves, 3) Results from the Stakeholder Survey 4) Board of Education Presentations, 5) Amounts allocated to each funding stream and 6) Full copies of the submitted ARP ESSER plans. The school district also utilizes BoardDocs a web based platform that allows public access to all BOE agendas, minutes and presentations which may be found at <https://go.boarddocs.com/ny/necsd/Board.nsf/Public>. Operation Reopen <https://newburghschools.org/webapps/reopen/index.php> is the district website for monitoring reopening plans associated with COVID-19. <https://www.newburghschools.org/page.php?page=199>

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

- 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 spending and the progress of ARP funded initiatives will be reported out to the Board of Education every 6 months and will be posted on a dedicated web page on the district website at American Rescue Plan (ARP) ESSER Funds <https://www.newburghschools.org/page.php?page=199>. The Superintendent's Cabinet and Accountability Department will review student performance data with building leaders and division leaders during Academic Cabinet Meetings on at least a bi-annual basis.

The Family and Community Engagement (FACE) Division hosts and partners with schools and community partners to provide a variety of family and community engagement events and activities throughout the year and develops parent-friendly materials to communicate these activities to district parents and members of the community in an effort to promote and sustain parent and family engagement. The goal of these and all communications to parents is to ensure that information related to school and parent-related programs, meetings and other activities is sent to the parents of students, including those participating in ESSA programs, in an understandable and uniform format, including alternative formats, upon request, and to the extent practicable, in a language the parents can understand. The FACE Department will include ESSER- ARP Reserve information in all parent, community and building level information sessions including ESSER ARP RESERVE funded programs and goals and progress associated with the programs.

The District also hosts a Summer in Newburgh ESY Information Fair annually for all parents to learn about summer school offerings. These offerings include essential academic skills in reading, writing, and math, enrichment, transition, social emotional development, arts, music, physical education and project-based learning. The district plans on continuing the *Leave and Learn* community based after school and summer experiences. These programs are posted on the district web site, <https://www.newburghschools.org/page.php?page=197>, where parents are able to enroll electronically and receive information about transportation and summer meals for students.

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.**

Beginning in the fall of 2021 the district began a partnership with Panorama Education to conduct a Family Survey to help determine student and family needs. This survey instrument was developed by the Harvard Graduate School of Education in partnership with Panorama to measure parent and student perceptions about learning and social emotional needs and covers key topics: from pedagogical effectiveness and school climate, to student engagement and growth mindset. The district will use these survey results in an effort to respond to program needs and to develop new initiatives and interventions.

The district has an Multi Tiered System of Support (MTSS) process for identifying student needs and developing differentiated and individualized interventions aligned with student need in every building in both academic and social emotional domains. The MTSS process is monitored by each bldgs RtI Committee that is overseen by the building principal. The MTSS process has parent notifications, progress monitoring and reporting procedures codified in the District's RtI/AIS Plan found at <https://www.newburghschools.org/page.php?page=13>. RtI Chairpersons are interviewed by building level committees and BOE appointed. These chairpersons will make recommendations and communicate with parents of students identified as able to benefit from all after school and summer opportunities funded through the ARP- ESSER Reserve

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**

- 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 Newburgh Enlarged City School District developed an Instructional Roadmap during the spring of 2021 and formulated a shared framework of evidence based instructional practices that address opportunity gaps, student growth and achievement. This plan focused on inter-connectedness between and across departments and is aligned to school-wide building plans to create a unified approach in instructional practice. The ARP *Lost Instructional Time Application* focuses entirely on bolstering student achievement through summer learning and tailored and individualized acceleration for instructional delivery. Planning processes for all plans and grant applications are interdependent and do not occur in isolation. Planning activities associated with the CARES Act focused primarily on the impact COVID 19 had on finance, the physical plant and associated ventilation and virus transmission risks, access to food and nutrition and equity and access to technology for remote learning. Advisory committees lead by the Assistant Superintendents were comprised of faculty members, administrators and support personnel and reported out to the Superintendent who presented the findings to the BOE. The following purchases were identified as priorities: additional software was needed to provide filtering, tracking of use and encryption to keep students safe; there was a need for an increase in PPE, daily cleaning and supplies for the sanitation of buildings; controlling traffic patterns in the buildings required purchasing of signage, desk shields and additional furniture to maintain social distancing and finally supplies for monitoring student and faculty health. Costs were also incurred related to food distribution and daily meals for students during virtual instruction that included, packaging and temporary sheltering supplies for food service workers distributing food. Planning activities associated with ESSA include an annual Comprehensive Needs Assessment process that focuses on student deficits in core content with corresponding instruction in literacy and math aligned with the Next Generation Standards. The ESSA application is aligned with the development of School Wide Plans, School Comprehensive Education Plans (SCEP), and the ongoing review by Content Directors, Assistant Superintendents and Principals using walkthrough data, in person classroom observations and student performance on formative assessments using standardized tools and content area assessments. Student performance, associated with the ESSA funded initiatives, is reported out in Data -Com quarterly meetings. These meetings include the building Principals, Assistant Superintendents and Department Directors and functions as a problem solving body.

Planning for the ARP RESERVE Funding focused on a more student centered approach to success utilizing tailored and individualized acceleration models as program redesign models during the school day and summer school programs. Summer school and after school programs are not limited to students not meeting grade level expectations but instead focus on short term and targeted tutoring, curriculum monitoring through coaching and summer programs that are holistic, engaging and provide social emotional support.

The District will use the following evidence based interventions to address lost instructional time:

K-12 Summer Learning Programs:

- Smaller class size
- Instruction aligned to individual student needs, personalized interests and high quality instruction (Literacy Coaches)
- Summer instruction - 25 hours of math and 34 hours of ELA (Rand Corporation and the Wallace Foundation)

Tailored/Individualized Acceleration Programs Instructional Materials:

- K-8 ELA: Leveled Literacy Intervention (What Works Clearinghouse), Souday Systems (Multisensory Reading Programs - What Works Clearinghouse), iReady (Data Driven Instruction and ESSA Evidence Criteria)
- 8-12 ELA: Read 180 (What Works Clearinghouse)
- K-8 Math: iReady (Data Driven Instruction and ESSA Evidence Criteria) , HMH Do the Math (ESSA Evidence Criteria)

- 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
Summer Learning and Enrichment Activities	2,508,218	<input 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>All students will have access and be encouraged to attend summer instructional and summer enrichment programs. The <i>Lost Instruction Time Reserves</i> will be used to fund the K-12 summer instructional programs and the <i>Summer Enrichment Reserves</i> will be used to fund community based enrichment activities.</p> <p>The Summer Instructional Programs funded through the <i>Lost Instruction Time Reserves</i> will have a K-12 grade menu with the K-8 students receiving content aligned instruction and project based learning activities. Enrollment will not be limited to students not meeting grade level standards or with performance deficits. Those students with academic needs will be encouraged to attend to close the gaps related to lost instructional time.</p> <p>Students in 9-12th grades who are in need of credits towards graduation will be offered content aligned credit and grade recovery opportunities. Students will be able to participate in leadership development, college and career exploration, writing and reading workshops, SEL enrichment and My Brother's Keeper opportunities.</p> <p>Sixty-eight teaching, six psychologist, and sixty-three teacher assistant positions are included in this budget with the associated benefits. There is a planned 5 hour 20 day calendar budgeted with some materials and supply funding.</p> <p>Evidence based summer school practices for K-12 summer learning programs:</p> <ul style="list-style-type: none"> • Smaller class size • Instruction aligned to individual student needs, personalized interests and high quality instruction (Literacy Coaches) • Summer instruction - 25 hours of math and 34 hours of ELA (Rand Corporation and the Wallace Foundation)
Tailored/Individualized Acceleration	4,404,206	<input 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	<p>Seventeen instructional positions with associated benefits are in this budget under <i>Tailored/Individual Acceleration</i> instructional delivery. There are three models:</p> <p>1) Bridge Programs - K-1, 2-3, 5-6 and 6-7 mixed grade classrooms designed to support students demonstrating significant academic gaps during key transitions using tailored instruction according to each student's readiness level and ability.</p>

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
			<input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	2) Reading Teachers: direct instruction, during the academic day, in small group push in and pull out models of delivery targeting reading fluency comprehension, phonetics, spelling, grammar, and vocabulary acquisition aligned to standards Evidence Based Instructional Materials for Reading: <ul style="list-style-type: none"> • K-8 ELA: Leveled Literacy Intervention (What Works Clearinghouse), Sunday Systems (Multisensory Reading Programs - What Works Clearinghouse), iReady (Data Driven Instruction and ESSA Evidence Criteria) • 8-12 ELA: Read 180 (What Works Clearinghouse) • K-8 Math: iReady (Data Driven Instruction and ESSA Evidence Criteria) , HMH Do the Math (ESSA Evidence Criteria) 3) Literacy Coaches - technical support, during the academic day, for the implementation of transformative literacy initiative to close the performance gap through lesson plan development, monitoring of instructional delivery using data collection, monitoring benchmarks and evidence as growth indicators.

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.

All students will be invited and encouraged to participate in the Summer Learning and Enrichment Programs. Tailored and Individualize Acceleration Programs will be developed for students not meeting the NY State Next Generation Standards in ELA and math. Performance objectives and measures for all participants are as follows:

- Objective (1):Participating student in grades K-8 will show 1.5 years growth on the Independent Reading Level Assessment (IRLA) Framework and 1.5 years growth on the iReady ELA Assessment for each of the years supported by the ARP State Reserves Grant.
- Performance Objective Monitoring: ELA Independent Reading Level on (IRLA) and NYS Math iReady assessments Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY) data will be monitoring and compared longitudinally by grade and subgroup. These results are reported to the Superintendent’s Cabinet at Data-Com Meetings that are held quarterly and to the Board of Education Annually. Student performance data is disaggregated according to all grant funded programs to look for trends and needed program revisions.
- Objective (2) The graduation rate will increase by 2% each of the year supported by the ARP State Reserves Grant.
- Performance Objective Monitoring: The graduation rates of students participating in ARP State Reserves Grant funded activities will be compared to baseline graduation data and compared longitudinally and reported to the Superintendent’s Cabinet and the Board of Education.

The Superintendent’s Cabinet and Department Directors review student performance data quarterly with building level administrators and faculty and develop a menu of interventions and programs that respond to student need.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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	7,142,800
Anticipated Number of Students Served	10,393
Anticipated Number of Schools Served	14

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.**

ARP LOST INSTRUCTIONAL TIME FS-10 1.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 - Lost Instructional Time 1.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.

- 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 Newburgh Enlarged City School District developed an Instructional Roadmap during the spring of 2021 and formulated a shared framework of evidence based instructional practices that address opportunity gaps, student growth and achievement. This plan focused on inter-connectedness between and across departments and aligned to school-wide building plans to create a unified approach in instructional practice. The ARP *Comprehensive After School* Funds focus entirely on bolstering student achievement through after school High Dosage Tutoring opportunities provided by ELL Teachers, Teachers for Students with Disabilities, Reading Teachers and Grade Level Content area Teachers. Planning activities associated with the CARES Act focused primarily on the impact COVID 19 had on finance, the physical plant and associated ventilation and virus transmission risks, access to food and nutrition and equity and access to technology for remote learning. Advisory committees lead by the Assistant Superintendents were comprised of faculty members, administrators and support personnel and reported out to the Superintendent who presented the findings to the BOE. The following purchases were identified as priorities: additional software was needed to provide filtering, tracking of use and encryption to keep students safe; there was a need for an increase in PPE, daily cleaning and supplies for the sanitation of buildings; controlling traffic patterns in the buildings required purchasing of signage, desk shields and additional furniture to maintain social distancing and finally supplies for monitoring student and faculty health. Costs were also incurred related to food distribution and daily meals for students during virtual instruction that included, packaging and temporary sheltering supplies for food service workers distributing food. Planning activities associated with ESSA include an annual Comprehensive Needs Assessment process that focuses on student deficits in core content with corresponding instruction in literacy and math aligned with the Next Generation Standards. The ESSA application is aligned with the development of School Wide Plans, School Comprehensive Education Plans (SCEP), and the ongoing review by Content Directors, Assistant Superintendents and Principals using walkthrough data, in person classroom observations and student performance on formative assessments using standardized tools and content area assessments. Student performance, associated with the ESSA funded initiatives, is reported out in Data -Com quarterly meetings. These meetings include the building Principals, Assistant Superintendents and Department Directors and functions as a problem solving body. Planning for the ARP RESERVE funding focused on student centered approach to success utilizing High Dosage Tutoring models for after school programs. After school high dosage tutoring programs are limited to students not meeting grade level expectations. In the Newburgh Enlarged City School District up to 70% of students do not demonstrate proficiency on state level assessments. After School High Dosage Tutoring will be aligned with evidence-based core curriculum materials, delivered after school and during weekend sessions, in small groups of three to four students in 2-3 after school sessions per week taught by Reading Teachers. Evidence based instructional materials are:

- K-8 ELA: Leveled Literacy Intervention (What Works Clearinghouse), Souday Systems (Multisensory Reading Programs - What Works Clearinghouse), iReady (Data Driven Instruction and ESSA Evidence Criteria)
- 8-12 ELA: Read 180 (What Works Clearinghouse)

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	1,428,600	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Students not meeting NY State Next Generation Learning Grade Level Standards will have access and be encouraged to attend after school High Dosage Tutoring Programs. The <i>Comprehensive After School Grant</i> will be used to fund the K-12 after school tutoring in ELA, and Peer Tutoring instructional programs.</p> <p>After School High Dosage Tutoring will be aligned with evidence-based core curriculum materials, delivered after school and on weekend sessions, in small groups of three to four students in 2-3 after school sessions per week taught by Reading Teachers.</p> <p>Content aligned <i>After School Reading Tutoring</i> will be provided for 2 hours a day x 60 days for 3 years in the 7 elementary buildings. <i>After School Peer Tutoring</i> will be provided in 13 bldgs. in one hour after school sessions x 60 days for 3 year. ELA tutoring will be provided across all K-8 bldgs for 2 hours a day x 60 days for 3 years. Students with academic needs will be encouraged to attend to address performance gaps.</p> <p>Evidence based instructional materials are:</p> <ul style="list-style-type: none"> • K-8 ELA: Leveled Literacy Intervention (What Works Clearinghouse), Souday Systems (Multisensory Reading Programs - What Works Clearinghouse), iReady (Data Driven Instruction and ESSA Evidence Criteria) • 8-12 ELA: Read 180 (What Works Clearinghouse)

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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.

Students not meeting the NY State Next Generation Standards in ELA and math will have high dosage tutoring opportunities available to them in *After School Reading*, content area instruction in ELA and math and Peer Tutoring Opportunities. Performance objectives and measures are as follows:

- Objective (1):Participating student in grades K-8 will show 1.5 years growth on the Independent Reading Level Assessment (IRLA) Framework for each of the years supported by the ARP State Reserves Grant.
- Performance Objective Monitoring: ELA Independent Reading Level on (IRLA) iReady assessments Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY) data will be monitoring and compared longitudinally by grade and subgroup. These results are reported to the Superintendent’s Cabinet at Data-Com Meetings that are held three times a year and to the Board of Education Annually. Student performance data is broken out support programs and grant funded programs to look for trends and needed program revisions.
- Objective (2) The graduation rate will increase by 2% each of the year supported by the ARP State Reserves Grant.
- Performance Objective Monitoring: The graduation rates of students participating in ARP State Reserves Grant funded activities will be compared to baseline graduation data and compared longitudinally and reported to the Superintendent’s Cabinet and the Board of Education.

Each year the District posts a parent and student survey to determine interest in summer enrichment programs and activities. The Superintendent's Cabinet and Department Directors review student performance data with building level administrators and faculty and develop a menu of interventions and programs that respond to student need. .

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

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

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

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

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

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

	Amount
LEA Allocation	1,428,600
Anticipated Number of Students Served	10,393
Anticipated Number of Schools Served	14

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.

ARP COMPREHENSIVE AFTER SCHOOL FS-10 1.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

- 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 - Comprehensive After School.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.

- 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.**

During the spring of 2020 the District developed a "Leave to Learn Program" for K-12 curriculum aligned summer learning and enrichment activities for all students. This program was in response to a survey of parents, students and faculty. Survey results revealed in addition to essential academic skills in reading, math and writing that parents prioritized engaging and interactive community based opportunities. The District began a summer enrichment program that featured community based experiences that sought to reimagine the traditional summer school experience. Planning activities associated with the CARES Act focused primarily on the impact COVID 19 had on finance, the physical plant and associated ventilation, virus transmission risks, access to food and nutrition and equity and access to technology for remote learning. Planning activities associated with ESSA include an annual Comprehensive Needs Assessment process that focuses on student deficits in core content with corresponding instruction in literacy and math aligned with the Next Generation Standards. ARP REserve planning, especially the planning associated with Summer Learning and Enrichment. Planning for the ARP RESERVE funding focused on a more student centered approach to success . ARP Funded *Summer School Curriculum Aligned Enrichment Programs* will be open to all students and not limited to students not meeting grade level expectations.

Children from low-income families often do not have access to educational community based experiences throughout the summer months because their parents cannot afford to pay for their basic supervision, much less the engaging learning opportunities, camp activities, and vacations that middle-class children typically take for granted when school is out. In addition, many neighborhoods and communities lack accessible summer learning opportunities. "During summer vacation, many students lose knowledge and skills. By the end of summer, students perform, on average, one month behind where they left off in the spring. Of course, not all students experience "average" losses. Summer learning loss disproportionately affects low-income students. While all students lose some ground in mathematics over the summer, low-income students lose more ground in reading, while their higher-income peers may even gain" (Making Summer Count.The Rand Corporation 2011).

The District will blend funding streams, including ARP- Reserve Funding for Summer Learning and Enrichment with ESSA, My Brothers Keeper, Empire After School and 21st Century Grants.

- 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	1,428,600	<input checked="" type="checkbox"/> Primary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities	\$964,200 ARP-Reserve Funds will be expended on personnel salaries for Curriculum Aligned Summer

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Enrichment Activities		<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" 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	Enrichment Activities for (3) summers. <ul style="list-style-type: none"> • \$413,400 for faculty and support personnel supervision of enrichment trips. • \$158,400 for Reading Teachers in summer reading enrichment programs. • \$313,200 for special education, general education faculty and support personnel for Rising Pre-K summer enrichment classes. • \$79,200 for SIFE and Newcomer ELL Teachers for summer enrichment program. \$180,000 of ARP-Reserve Funds will be expended on admission fees for museums, parks and community based events; <ul style="list-style-type: none"> • 12 bldgs x \$5,000 per building for 3 years. \$91,008 of ARP-Reserve Funds will be expended on supplies and materials for students to access programs. <ul style="list-style-type: none"> • \$64,800 for homeless children includes clothing, hygiene and school supplies. • \$26,208 for (6) new rising Pre-K classrooms \$1,456 x 3 years. \$179,247 of ARP-Reserve Funds will be expended on employee benefits. \$14,145 of ARP-Reserve Funds will be expended on indirect costs.

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.

All students will be invited and encouraged to participate in the Summer Learning and Enrichment Programs. Performance objectives and measures are as follows:

- Objective (1):Participating student in grades K-8 will show 1.5 years growth on the Independent Reading Level Assessment (IRLA) Framework for each of the years supported by the ARP State Reserves Grant.
- Performance Objective Monitoring: ELA Independent Reading Level on (IRLA) Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY) data will be monitoring and compared longitudinally by grade and subgroup. These results are reported to the Superintendent’s Cabinet at Data-Com Meetings that are held three times a year and to the Board of Education Annually. Student performance data is broken out support programs and grant funded programs to look for trends and needed program revisions.
- Objective (2) The graduation rate will increase by 2% each of the year supported by the ARP State Reserves Grant.
- Performance Objective Monitoring: The graduation rates of students participating in ARP State Reserves Grant funded activities will be compared to baseline graduation data and compared longitudinally and reported to the Superintendent’s Cabinet and the Board of Education.

Each year the District posts a parent and student survey to determine interest in summer enrichment programs and activities. The Superintendent’s Cabinet and Department Directors review student performance data with building level administrators and faculty and develop a menu of interventions and programs that respond to student need. .

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:

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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	1,428,600
Anticipated Number of Students Served	10,393
Anticipated Number of Schools Served	14

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.

ARP - SUMMER ENRICHMENT FS -101.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 - Summer Enrichment.docx