

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Summary & Background

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Summary & Background

UNIVERSITY PREP CHARTER HIGH SCHOOL

320700860920

SUMMARY & BACKGROUND

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 ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

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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 allocation returned to the United States Department of Education.

APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

- not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

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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 – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

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LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

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ARP-ESSER LEA Base 90% Allocation - Intent to Apply

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- 1. Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

- 2. 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	Mayreni Arias	marias@uppublicschools.org	9/30/21
LEA Board President	Steve Barr	barr@finschools.org	9/31/21

ARP-ESSER Allocation - Construction-Related Costs

- 3. Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

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); 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, children who are incarcerated, and other underserved students.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.

University Prep Public Schools prides itself on ensuring that all large decisions are made in tandem with its major stakeholders, including faculty, staff, students and their families as well as other members of the broader school community. In order to determine how to best leverage ARP funds, we set aside a significant portion of time during our annual school year planning meeting to collaborate on a plan with a variety of stakeholder representatives including a parent, student, teacher, counselor, SPED coordinator, administrators, and nonprofit community partners. In addition, UPPS held a series of in-person and virtual meetings with a variety of stakeholders including parents of and students with disabilities, parents of and English Language Learners, parents of and low-income students, homeless or housing insecure families and immigrant students. Feedback from all stakeholders was gathered through these meetings and factored into the Plan for usage of ARP funds.

As we move forward, we will conduct reviews of the plan every six months beginning with a review of student assessment data and social-emotional needs. We will also continue to gather feedback from stakeholder groups through weekly "CheckUP" meetings with parents and community members on Wednesday evenings with some structured conversations and some "open space" forums. We will also continue to engage in meaningful consultation through monthly parent council meetings, which include representation of parents from different subgroups, and the student leadership committee. Informed by our review of student and family needs and the feedback received and considered, all revisions will be made in collaboration with school stakeholders.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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2. **In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan 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.upublicschools.org/resources>

Hard copies are available upon request via phone call or visiting the call.

ARP-ESSER LEA Base 90% Allocation - Program Information

3. **In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

ARP funds will be leveraged to implement prevention and mitigation strategies and associated planning activities. A significant portion of the funds available will be utilized to purchase additional laptops and Chromebooks to allow for a 1-1 device allotment and eliminate sharing between students and staff. Additional furniture will be purchased to enable us to outfit more spaces as offices to better social distance. Air purifiers will be added to our classrooms in order to ensure air circulation and disposable masks, face shields, gowns and other PPE will be purchased in order to comply with CDC prevention guidelines.

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4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.

In order to track and monitor student needs, we will closely monitor staff and student attendance as well as rates of covid related absence. We will also monitor the academic performance of students on several indicator areas to ensure that the strategies which we are employing are fruitful. These include:

- STAR reading and math nationally normed test data – performed 3x per year
- Internally generated assessment tools at the end of each unit in every subject
- Class Grades

We will use the following data sources to identify the social, emotional and mental health needs of all sub-groups of students in the school:

- Counselor administered surveys of all students, conducted monthly
- A comprehensive needs assessment with all students and parents/guardians that asked them to identify concerns and needs
- Targeted seminar/advisory lessons that offer structured opportunities for students to share on specific matters in a private manner

To effectively address students' identified academic, social, emotional, and mental health needs, UPPS will implement the following interventions and supports:

- “Zero Period” remediation occurring before first period
- Mandatory Office Hours after school with teachers
- Saturday Academy for struggling students
- Targeted, differentiated instruction, interventions and other support services in the classrooms and in small group settings
- Individual and group counseling
- Referrals to off-campus single day or overnight mental health centers
- Referrals to on-site Psychologist in the school-based Health Center
- Advisory/Seminar lessons reflecting the identified needs of students
- Aspira wrap-around services for tutoring, afterschool programming and college & career readiness programs

To monitor students' academic progress, the school will utilize STAR nationally-normed assessments administered in ELA and Math three times per year, with subsequent growth goals created based on achievement. Remediation groups are adjusted based on test results. Academic growth will also be measured by Department and Teacher designed assessments.

To monitor social-emotional growth, the school will rely on the monthly surveys described above as well as student reflections and share during advisories and seminars and both mandated and non-mandated counseling sessions.

5. In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.

To address student learning gaps and the need for learning recovery Finally, ARand acceleration, a new Director of Student Support Services has been hired to monitor the progress of struggling students. We will also use ARP funding to compensate Teachers and Learning Specialists focused on addressing learning loss through targeted, differentiated instruction, interventions and other support services in the classrooms and in small group settings. Stipends for four Zero Period Teachers will also be paid using ARP funds to cover time spent providing remedial instruction prior to the official start of the school day.

In addition to staffing resources, we will address the impact of lost instructional time by making strategic and significant technology upgrades. This includes laptops and Chromebooks as well as projectors, TVs, airpods, and a document camera.

Lastly, a three-year wrap-around program will be offered by Aspira, a community based organization. Programming will include college counseling as well daily afterschool activities, tutoring, clubs and SEL supports.

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6. **In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.**

The remaining portion of our ARP ESSER funds will be used for subscriptions including Zoom and Acrobat Pro. These tools are needed to help us better communicate with the broader school community.

7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and 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.**

Our school will ensure that its strategies serve all student subgroups through the active monitoring of student data. Our new Director of Student Supports will be charged specifically with ensuring that there are no gaps in support across student groups and especially for those who are most in need as a result of covid-19 and its after effects. The interventions and support services to be implemented are designed to meet the identified needs of all student subgroups, including Students With Disabilities, English Language Learners, students from low-income families, and students of color as well as students experiencing homelessness or housing insecurity and foster care children. We will monitor progress of each sub-group by holding monthly data reviews where we will look at trends in student performance over time and will identify goals and benchmarks to review progress toward at each monthly interval.

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ARP-ESSER Return to In-Person Instruction

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. 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.upublicschools.org/resources>

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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2. **An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.**

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.

Our school will actively track trends in student need as well as external pandemic related factors to re-assess, review and revise (as necessary) its ARP plan. In order to ensure that all stakeholders are engaged we will host monthly town hall meetings that will be open in person (safety permitting) as well as via zoom and include time for public comment.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,971,381
Total Number of K-12 Resident Students Enrolled (#)	450
Total Number of Students from Low-Income Families (#)	392

ARP-ESSER Schools Served

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

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LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

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ARP-ESSER LEA Base 90% Allocation - Use of Funds

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Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

- Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.
PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	209,719
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	600,000
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster	1,105,154

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LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

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	FUNDING Amounts (\$)
care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	56,508
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
Totals:	1,971,381

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

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ARP-ESSER LEA Base 90% Allocation - Budget

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.

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

- Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER LEA Base 90% Funds.**

ARP_FS-10_UPCHS revised 1.25.22.pdf
 ARP FS-10_UPCHS signed.pdf

- Please upload a completed copy of the Budget Narrative for the ARP-ESSER LEA Base 90% Funds.**

UPCHS_ARP_budget_narrative revised 1.25.22.docx
 UPCHS ARP budget narrative.docx

- Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds (\$)
15 - Professional Salaries	1,025,294
16 - Support Staff Salaries	0
40 - Purchased Services	658,188
45 - Supplies and Materials	208,039
46 - Travel Expenses	0
80 - Employee Benefits	79,860
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,971,381

BUDGET NARRATIVE

LEA: University Prep Public Charter High School	FOR TITLE: ARP - ESSER
BEDSCODE: 320700860920	

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 Professional Salaries	<p><i>University Prep Charter High School will use ARP funding to partially cover the salaries of classroom teachers and Learning Specialists who are focused on addressing learning loss through targeted, differentiated instruction, interventions and other support services in the classrooms and in small group settings. The FTEs and amounts to be covered are as follows:</i></p> <p><i>Teacher SY22: 0.49995 = \$50,648</i> <i>Teacher SY23: 0.50 = \$50,653</i> <i>Teacher SY24: 0.50 = \$50,653</i> <i>Teacher SY22: 0.50 = \$54,264</i> <i>Teacher SY23: 0.50 = \$55,711</i> <i>Teacher SY24: 0.50 = \$55,711</i> <i>Learning Specialist SY22: 0.75 = \$68,018</i> <i>Learning Specialist SY23: 0.75 = \$74,495</i> <i>Learning Specialist SY24: 0.75 = \$78,211</i> <i>Learning Specialist SY22: 0.15 = \$13,209</i> <i>Learning Specialist SY23: 0.15 = \$13,209</i> <i>Learning Specialist SY24: 0.15 = \$13,846</i> <i>Learning Specialist SY22: 0.15 = \$10,350</i> <i>Learning Specialist SY23: 0.15 = \$10,692</i> <i>Learning Specialist SY24: 0.15 = \$11,170</i> <i>Learning Specialist SY22: 0.15 = \$11,567</i> <i>Learning Specialist SY23: 0.15 = \$11,909</i> <i>Learning Specialist SY24: 0.15 = \$12,387</i> <i>Learning Specialist SY22: 0.15 = \$10,078</i> <i>Learning Specialist SY23: 0.15 = \$10,224</i> <i>Learning Specialist SY24: 0.15 = \$10,350</i> <i>Learning Specialist SY22: 0.15 = \$16,413</i> <i>Learning Specialist SY23: 0.15 = \$16,413</i> <i>Learning Specialist SY24: 0.15 = \$16,413</i> <i>Learning Specialist SY22: 0.15 = \$13,846</i></p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<p><i>Learning Specialist SY23: 0.15 = \$13,846</i> <i>Learning Specialist SY24: 0.15 = \$13,846</i></p> <p><i>ARP funding will also be used to fully cover the salary of a new position created to manage the school's interventions and other supplemental instruction and to provide ongoing support and coaching for the school's Learning Specialists. This position, Director of Student Support, is key to the school's overall strategy to address learning loss. ARP will cover 100% of the annual salary of \$67,610 for the 21-22 and 22-23 school years, and \$69,718 for the 23-24 school year.</i></p> <p><i>Finally, a small amount of ARP will cover stipends for four Zero Period teachers who provide remedial instruction before the start of the school day. (4 teachers x \$51/hour x 4 hours/week x 32 weeks/year x 2 years = \$52,224)</i></p> <p><i>Total = \$1,025,294</i></p>
<p>Code 16 <i>Support Staff Salaries</i></p>	
<p>Code 40 <i>Purchased Services</i></p>	<p><i>The school has contracted with Aspira Partnership to provide a wrap-around program, focusing on college counseling, daily afterschool activities, tutoring, clubs and wrap around services. The contract with Aspira is \$200,000/year for three years with programs and activities offered daily.</i></p> <p><i>Additional ARP funding will be used to defray the cost of the school's annual subscriptions for Zoom (\$1,543) and Acrobat Pro (\$1,427). These programs ensure that any student who needs to attend school remotely will be able to do so effectively. Parent and community meetings will also continue to be help virtually.</i></p> <p><i>To support more effective use of technology in our classrooms, AC Interior Group has been paid \$55,218 to install projectors and make minor electrical improvements to support the technology.</i></p> <p><i>Total = \$658,188</i></p>
<p>Code 45 <i>Supplies and Materials</i></p>	<p><i>ESSER2 funding will be used to purchase the following items to ensure adherence to CDC guidance and to maintain a sanitary environment:</i></p> <ul style="list-style-type: none"> <i>• PPE Supplies (alcohol swabs, masks, gloves, gowns): approximately \$576.60/month x 10 months = \$5,766</i> <i>• Face shields: 6 boxes x \$498 = \$2,988</i> <i>• Air purifiers: 12 x \$310 = \$3,720</i> <i>• Storage bins: 25 @ \$359 = \$8,975</i>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<p>To facilitate social distancing in our office spaces, additional furniture is needed to ensure that all staff have their own separate work spaces. A total of \$35,059 will be spent on desks, file cabinets, tables, conference tables, and other items.</p> <p>ARP funding will also be spent on technology to ensure that students and staff are not sharing devices and to foster more effective instruction:</p> <ul style="list-style-type: none"> • Apple AirPods: 84 @ \$100.60 = \$8,450 • Laptops: 60 @ \$1,418.02 = \$85,081 • Chromebooks: 300 @ \$163 = \$48,900 • TVs and speakers (plus mounts and cables): 12 @ \$611.67 = \$7,340 • Document Camera: 1 @ \$1,760 = \$1,760 <p>Total = \$208,039</p>
<p>Code 46 Travel Expenses</p>	
<p>Code 80 Employee Benefits</p>	<p>The school will use ESSER 2 funding to cover the cost of benefits for the covered positions, excluding stipends. The employee benefits costs by year are:</p> <ul style="list-style-type: none"> • Social Security: \$63,568 • Medicare: \$14,867 • Pension contributions: \$1,425 <p>Total = \$79,860</p>
<p>Code 90 Indirect Cost</p>	
<p>Code 49 BOCES Services</p>	
<p>Code 30 Minor Remodeling</p>	
<p>Code 20 Equipment</p>	

= Required Field

Local Agency Information			
Funding Source:	American Rescue Plan Act (ARP)		
Report Prepared By:	Mayreni Arias		
Agency Name:	University Prep Charter High School		
Mailing Address:	600 St. Ann's Avenue, 4th Floor		
	Street		
	Bronx	NY	10455
	City	State	Zip Code
Telephone # of Report Preparer:	(718) 585-0560	County: Bronx	
E-mail Address:	marias@upchs.org		
Project Funding Dates:	3/31/2020 Start	9/30/2024 End	

INSTRUCTIONS
<ul style="list-style-type: none"> Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance. The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee. An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting. For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$1,025,294
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teacher SY22	0.49995	\$101,306	\$50,648
Teacher SY23	0.50	\$101,306	\$50,653
Teacher SY24	0.50	\$101,306	\$50,653
Teacher SY22	0.50	\$108,528	\$54,264
Teacher SY23	0.50	\$111,421	\$55,711
Teacher SY24	0.50	\$111,421	\$55,711
Director of Student Support SY22	1.00	\$67,610	\$67,610
Director of Student Support SY23	1.00	\$67,610	\$67,610
Director of Student Support SY24	1.00	\$69,718	\$69,718
Learning Specialist SY22	0.75	\$90,690	\$68,018
Learning Specialist SY23	0.75	\$99,326	\$74,495
Learning Specialist SY24	0.75	\$104,281	\$78,211
Learning Specialist SY22	0.15	\$88,057	\$13,209
Learning Specialist SY23	0.15	\$88,057	\$13,209
Learning Specialist SY24	0.15	\$92,306	\$13,846
Learning Specialist SY22	0.15	\$68,999	\$10,350
Learning Specialist SY23	0.15	\$71,282	\$10,692
Learning Specialist SY24	0.15	\$74,468	\$11,170
Learning Specialist SY22	0.15	\$77,111	\$11,567
Learning Specialist SY23	0.15	\$79,394	\$11,909
Learning Specialist SY24	0.15	\$82,580	\$12,387
Learning Specialist SY22	0.15	\$67,186	\$10,078
Learning Specialist SY23	0.15	\$68,160	\$10,224
Learning Specialist SY24	0.15	\$68,999	\$10,350
Learning Specialist SY22	0.15	\$109,417	\$16,413
Learning Specialist SY23	0.15	\$109,417	\$16,413
Learning Specialist SY24	0.15	\$109,417	\$16,413
Learning Specialist SY22	0.15	\$92,306	\$13,846
Learning Specialist SY23	0.15	\$92,306	\$13,846

Learning Specialist SY24	0.15	\$92,306	\$13,846
Stipend for Zero Period Teacher SY22	1.00	stipend	\$26,112
Stipend for Zero Period Teacher SY23	1.00	stipend	\$26,112

PURCHASED SERVICES			
Subtotal - Code 40			\$658,188
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Zoom Subscription	Zoom.US	100% of flat annual fee for services	\$1,543
Acrobat Pro	Acrobat	100% of flat annual fee for services	\$1,427
Install Projectors and Electric work	AC Interior Group	Various hourly rates based on service	\$55,218
College & Career Readiness and Counseling	Aspira Partnership	\$200,000/year for 3 years	\$600,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$208,039
Description of Item	Quantity	Unit Cost	Proposed Expenditure
PPE Supplies (Alcohol Swabs, KN95 Masks, disposable gloves, disposable gowns)	10.00	\$576.60	\$5,766
Face Shields (boxes)	6.00	\$498.00	\$2,988
Air purifiers	12.00	\$310.00	\$3,720
Visual Presenter Document Camera	1.00	\$1,760.00	\$1,760
Storage Bins	25.00	\$359.00	\$8,975
Apple Air Pods	84.00	\$100.60	\$8,450
Laptops & replacment laptops	60.00	\$1,418.02	\$85,081
Chromebooks	300.00	\$163.00	\$48,900
Wall tv, tilting tv hdmi cable, speakers	12.00	\$611.67	\$7,340
Office Furniture - Imagination Island Base Set	10.00	\$712.64	\$7,126
Office Furniture - Chameloeon 2 Pod Butcher Block Top	10.00	\$442.78	\$4,428
Office Furniture - ED Table with stools and bins	2.00	\$3,948.35	\$7,897
Office Furniture - 30" High Backless Metal Indoor/Outdoor Counter Height Stool, delivery & install	25.00	\$211.36	\$5,284
Office Furniture - 10500 Series Dbl pedestal Desk	2.00	\$617.68	\$1,235

Office Furniture - 10500 Series Lat File 2 Drawer	4.00	\$512.80	\$2,051
Office Furniture - Ignition 2 Task Mid-back, Ilira back Oval Conf table	10.00	\$345.26	\$3,463
Office Furniture - Preside 96W x 48D Racetrack Shaped Laminate Top Oval Conf table	1.00	\$476.96	\$477
Office Furniture - Hollow Panel Base for Table Tops, 2 Blank /10' Cord Silver and Installation & Deliver	3.00	\$1,032.67	\$3,098

Employee Benefits		
Subtotal - Code 80		\$79,860
Benefit		Proposed Expenditure
Social Security		\$63,568
Retirement	New York State Teachers	\$1,425
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		
Medicare		\$14,867

Finance: Logged _____

Approved _____

MIR _____