

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

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Background Information

WILLIAM FLOYD UFSD - 580232030000

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

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other studies show that this strategy negatively impacts an outcome.

Tier 3 - Promising Evidence: Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies 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 that supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align with the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated and an FS-10F Final Expenditure Report submitted by October 31, 2024.

Project Number

The project number stems for the three state-reserve programs are:

| Fund Code | Project |
|--------------|---|
| 5884-21-XXXX | ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time |
| 5883-21-XXXX | ARP-ESSER 1% State-Level Reserve - Comprehensive After School |
| 5882-21-XXXX | ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment |

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

Submission Deadline

Completed applications are due by **November 30, 2021** (with extensions by request) and will be reviewed on a rolling basis.

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

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER State Reserve allocation returned to the United States Department of Education.

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Introduction/Instructions - Submission Instructions

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Submission Instructions

WILLIAM FLOYD UFSD - 580232030000

Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

The ARP-ESSER Application – State Reserves is due by November 30, 2021.

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Assurances - Assurances

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ARP-ESSER State Reserve: Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.

YES, the LEA provides the above assurance.

2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:

1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
3. LEA uses of funds to sustain and support access to early childhood education programs;
4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

YES, the LEA provides the above assurance.

3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

YES, the LEA provides the above assurance.

4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

YES, the LEA provides the above assurance.

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.

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Assurances - Assurances

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7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- YES, the LEA provides the above assurance.
12. The LEA assures that:
1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
 2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
 3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
 4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
 5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
- YES, the LEA provides the above assurance.

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Assurances - Assurances

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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.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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ARP-ESSER State Reserves: Intent to Apply

If an eligible school district does not intend 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 | David Beggins | dbeggins@wfsd.k12.ny.us | 1/3/2022 |
| LEA Board President | April Coppola | acoppola@wfsd.k12.ny.us | 1/4/2022 |

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

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ARP-ESSER State Reserve: Consultation

1. **An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.**

In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.

- In the spring of 2021, building principals engaged employee stakeholders in identifying needs in the following areas: mental health, technology, enrichment/extra-curricular, curriculum supports/learning loss and facilities/PPE.
- Needs were shared at the district level and prioritized/validated.
- The Board of Education participated through the creation of positions, approved staffing, contract development and approved spending.
- The district plan was presented at a Board of Education meeting in August 2021 and a second meeting was held on January 11th 2022 to again reach out for input on the ARP and ARP State Reserve grants.
- The district plan was posted on the website with opportunity for community input/comments/suggestions.
- As data becomes available (both qualitative and quantitative) the district leadership reviews the plan and evaluates its sufficiency.
- With regards to the creation of our plan, there were various discussions when it came to the implementation of the ARP grant. Initially teachers, building administration, district-wide leadership, non-instructional employees and student advisory boards were asked what they would like to see come from the ARP and ARP State Reserve grant. The District then presented to the community its thoughts regarding what should be established in the grant. The community was then given an opportunity to comment and make suggestions.

2. **In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

One of the links that will where the grant will be publicly posted is <https://www.wfsd.k12.ny.us/schools/william-floyd-high-school>
An email address will be provided to anyone who needs the District's plan or further information. All documents will be posted here once the application is approved and for those who have additional questions/comments/ concerns, contact information will be shared on those websites as well.

Below is the link where people can find the District's re-opening plan. As we make changes, these links will be updated.

<https://www.wfsd.k12.ny.us/schools/william-floyd-high-school>

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.**

In order to keep stakeholders apprised of what is happening with the ARP and ARP State Reserve grants, the District will conduct semi-annual meetings in order to collaborate and discuss the implementation of the ARP and ARP State Reserve grants. The District will invite teachers, parents, students, building administration and district-wide administration to meet and discuss what was initially budgeted in the ARP and ARP State Reserve grants, what changes have been made based on prior input and what changes all stakeholders would like to see moving forward. In addition to the meetings, feedback from families related to student needs, areas of student gains, and the types of assistance available to families that will support students success will be sought on an on-going basis through the district website. All input will be reviewed by the District and changes will be made based on the input from all parties. All changes will be presented to our community groups including our BOE in a public meeting and our local Parent Teacher Organization and continuously open for feedback.

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

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

- 1. In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The district has reviewed the needs of our student population. School counselors and teachers, in conjunction with feedback from families, have looked at the academic progress of students to prioritize learning loss that may impede students from graduating, or meeting state standards. The additional psychologists and social workers have prioritized students' social/emotional/mental health through attendance records, parent reports, discipline records and teacher/outside agency referrals. It should be noted that as the year unfolds, Response to Intervention (RTI) meetings and student data meetings take place to add/remove students from target lists, and adjust the individual tiers of intervention. The majority of the district is economically disadvantaged, and priority focus continues around the subgroups identified in the District Comprehensive Intervention Plan based on the 2019 ESSA Accountability report.

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

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5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: 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 district will use its District Comprehensive Improvement Plan as a roadmap in looking at how the economically disadvantaged, students of color, English learners, students with disabilities, homeless, children in foster care, and migratory students are advancing with the intended interventions. Building teams are being trained in reviewing relevant data, and local teams will be reviewing data quarterly to ensure the interventions are effectively meeting student needs. Interventions will be evaluated based on how students respond, both qualitatively and quantitatively. The use of these state reserve funds will allow the district to expand its current Response to Intervention (RTI) plan, and allow for a broader student group to have access to quality interventions. Our RTI plan is inclusive of all student groups, including students with disabilities, and the ARP interventions align and/or expand activities under CARES, CRRSA, Title 1 Part A and IDEA.

- 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 |
|--|-----------------|--|--|--|
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 1,176,558 | <input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input 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 | <i>The District will be hiring (5 Full FTE) core subject teachers to support those students who are facing learning loss. This will give students the ability to take accelerated credit recovery core classes quarterly in order to help students meet their graduation requirements.</i> |
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 323,105 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School | <input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved | <i>(One full FTE) We have high number of entering and emerging ENL students. These teachers will provide the support needed to meet their required units of study. Teachers will provide language acquisition and content area support on the Elementary</i> |

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| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|--|-----------------|---|--|--|
| | | | <input type="checkbox"/> Students <input type="checkbox"/> None of the Above | |
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 323,105 | <input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School | <input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | <i>(One Full FTE) We have high number of entering and emerging ENL students. These teachers will provide the support needed to meet their required units of study. Teachers will provide language acquisition and content area support on the Secondary level</i> |
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 1,296,123 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School | <input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | Bilingual Teachers (4 Full FTE Elementary): We have high number of entering and emerging ENL students who are on the same grade level and speak Spanish. As a result, we are required by Part 154 regulations to have a bilingual program with an appropriately certified teacher |
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 1,944,185 | <input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School | <input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | Bilingual Teachers (6 full FTE Secondary): We have high number of entering and emerging ENL students who are on the same grade level and speak Spanish. As a result, we are required by Part 154 regulations to have a bilingual program with an appropriately certified teacher |
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 648,062 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School | <input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System | Bilingual Speech Teachers (2 full FTE Elementary): We have high number of entering and emerging ENL students who are not native English speakers. For compliance with Part 200 regulations and child-find requirements, these students require bilingual speech/language evaluations and therapy/services when they are considered for having educational disabilities (2021-2024). |

ARP-ESSER Application: State Reserves - ARP State Reserves

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| 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 | |
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 324,031 | <input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School | <input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | Bilingual Speech Teachers (1 full FTE Secondary): We have high number of entering and emerging ENL students who are not native English speakers. For compliance with Part 200 regulations and child-find requirements, these students require bilingual speech/language evaluations and therapy/services when they are considered for having educational disabilities (2021-2024). |
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 364,151 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School | <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" 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 | Special Education Teacher (1 Full FTE): This teacher will provide assistance with those Special Education students who have suffered from learning loss. The students in our specialized program (WFLC) have missed in-person learning due to school closures, and had less access to supports during the school year due to social distancing. This specialized position will work exclusively on English Language Arts with intensive individualized support. |
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 130,483 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School | <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" 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 | Teaching Assistants (1 Full FTE) – Additional teaching assistants have been added to our K/1 self-contained classes at the William Floyd Learning Center. This is a specialized school for students with moderate to severe social-emotional and behavioral needs that interfere with the learning process. Based on school closures, and the disproportionate impact of homelessness, mental health concerns and poverty, these students needs a smaller student to adult ration in order to feel safe, have needs met prior to frustration, and to track behavioral data |
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 16,582 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the | My View- a SAVVAS literacy program to address learning. Components include direct instruction, intervention, guided reading. Vetted as a new program with culturally responsive materials to meet the needs of all students. |

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 03/04/2022

| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|---|-----------------|--|---|--|
| | | | Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | |
| Summer Learning and Enrichment Activities | 500,000 | <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 | Transportation Summer School (Elementary & Secondary) - In order to address academic learning loss, the William Floyd School District is providing general education students in elementary and secondary schools with summer school. Transportation will be provided for all students who attend summer school in order to create better attendance participation for these programs. Given the fact that our student population is over 60% poverty, providing transportation will help us address the needs of our low-income, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care who may not have otherwise been able to attend (Large Buses - 30 buses/ 24 Days/ \$469.41 per day AND Small Vans 14 buses/ 24 Days/ \$482.21 per day) |
| Summer Learning and Enrichment Activities | 7,000 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School | <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" 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 | Elite Gaming Live's mission is to turn students' love of gaming into a meaningful, competitive, and enriching experience. Elite Gaming Live hosts competitions that are designed for student gamers, builds social-emotional learning through competition, and introduces them to STEM learning, through the EGL Academy. While participating in the EGL Academy, students will earn while they learn. Students will earn a higher "Live Score" and move up the leaderboard of the live competition as they complete their learning modules. These learning modules focus on careers in gaming, programming and engineering and incorporate into STEM education. (\$7,000 quote estimate) |
| Summer Learning and Enrichment Activities | 7,000 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School | <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | Project MOVE is so much more than dance — it's a three-prong, arts-in-education program that combines dance, costume design and theater arts. It is designed to nurture the "leaders of tomorrow" through a variety of programs, including hip-hop dance, theater arts, yoga, and costume design programs. Each class teaches a dance combination, builds students' confidence through scene work, and then each student designs his or her own costume based on whatever theme is created with the teachers. The goal is to have the students perform their work with the costumes they designed in front of their peers and family members. (\$7,000 quote |

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 03/04/2022

| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|---|-----------------|---|--|--|
| | | | | <i>estimate)</i> |
| Curriculum-Aligned Enrichment Activities | 62,415 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | Savvas Curriculum (summer) – Math and ELA Curriculum designed specifically for Elementary summer school to help students with learning loss. It targets priority standards to assist students in closing the gap and preparing for their next grade level. (quote - \$62,415) |
| Summer Learning and Enrichment Activities | 10,000 | <input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students <input 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 | <i>Supplies will also be provided to staff and students for summer secondary schooling. (\$10,000 / 500 - approx. # of students)</i> |
| Summer Learning and Enrichment Activities | 10,000 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | <i>Supplies will also be provided to staff and students for summer elementary schooling. (\$10,000 / 500 - approx. # of students)</i> |

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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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.**

Academics : Comparing the NWEA ELA/Math assessments from Spring, Fall and Winter Administrations
 Report Cards
 Instructional Support Team Meetings
 Mental Health: Students classified as Emotionally Disturbed
 Nature of Behavioral Referrals
 Number of Suspensions
 Response to Intervention Team Meetings
 Social-Emotional: Student attendance
 Participation in extra-curricular

As we develop our protocols and measure the effects of **all** of the interventions, we will adjust the intervention and/or its frequency/intensity. For student specific changes, the building administration, professional teams and individual parents will meet to discuss any student specific changes. For program specific material changes, stakeholders will be included in the discussion and invited to provide feedback. These meetings have been scheduled and include the stakeholder groups identified on page 5 of Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time, in the section Engaging the Learning Community.

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal Information

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

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

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

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

4. **Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

| | Amount |
|---------------------------------------|-----------|
| LEA Allocation | 7,142,800 |
| Anticipated Number of Students Served | 4,243 |
| Anticipated Number of Schools Served | 9 |

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.**

FS-10 ARP State - Learning Loss-REVISED 3.4.22.pdf
 FS-10 ARP State - Learning Loss.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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- 6. Please upload a completed copy of the Budget Narrative for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

ARP State Reserve -Learning Loss - Budget_Narrative.docx

ARP State Reserve -Learning Loss - Budget_Narrative-REVISED 3.2.22.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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

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

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

The district acknowledges that all students benefit from enrichment activities, and all should have access to after school clubs. The district will use its District Comprehensive Improvement Plan as a roadmap in looking at how all students, including the economically disadvantaged, students of color, English learners, students with disabilities, homeless, children in foster care, and migratory students are meeting standards, and identify areas in their current curriculum that are limited to enrichment opportunities. For example, the district has determined that there are very few STEM and coding opportunities within our current elementary program. Broadening our after school clubs, instituting Robotics, and supporting students in using coding (Scratch/Scratch Junior) will assist in meeting the Computer Science Standards, and build dynamic opportunities previously available. These after school clubs provide a robust extension to the current curriculum designed to meet regular NYS standards. ELA and Math support will be built in to each club so that all students, included those inordinately impacted by COVID, can excel but academically, as well as socially. The use of these ARP funds will allow the district to expand its current after school clubs what are funded through general budget and Title, allowing for a broader student group to have access to enriching experiences. Our after school activities are inclusive of all student groups, including students with disabilities, and supplement activities under CARES, CRRSA, Title I Part A and IDEA.

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

| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|--|-----------------|--|--|--|
| Curriculum-Aligned Enrichment Activities | 1,303,317 | <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>After school/before school club investment, proportionately distributed between all buildings/grade levels. The number of meeting times ranges based on club purpose and intended age/grade of club.</p> <p>According to Harvard Graduate School of Education, youth who participate in afterschool programs can reap a host of positive benefits in a number of interrelated outcome areas — academic, social-emotional, prevention, and health and wellness. Young people experience greater gains if they participate in afterschool programs with</p> |

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|-------------------------|-----------------|---------------------|----------------|--|
| | | | | <p>greater frequency and in a more sustained manner. They also benefit from programs tailored to their interests, needs, and schedules, as well as from those providing exposure to new ideas, challenges, and people. (Secrets of Successful Afterschool Programs Harvard Graduate School of Education.) As a result, the district has committed to grow the options for after school/before school club opportunities, and allow students choices to meet their specific interests.</p> <p>Though varied in titles, proposed clubs are designed to support some, or all of the following pillars:</p> <ol style="list-style-type: none"> 1. Academic performance 2. Social-emotional development 3. Health and wellness <p><u>Approximate # of Clubs per School (stipends & hourly rates)</u></p> <p>2021/22 High School – 27 Clubs – stipend estimate \$3,500/club 2021/22 Wm Paca Middle School – 12 Clubs – stipend estimate \$3,500/club 2021/22 Wm Floyd Middle School – 12 Clubs – stipend estimate \$3,500/club 2021/22 Wm Floyd Elementary School – 35 Clubs – Hourly Rate - \$63.72 2021/22 Woodhull Elementary School – 35 Clubs – Hourly Rate - \$63.72 2021/22 Moriches Elementary School – 35 Clubs – Hourly Rate - \$63.72 2021/22 Hobart Elementary School – 35 Clubs – Hourly Rate - \$63.72 2021/22 Tangier Elementary School – 35 Clubs – Hourly Rate - \$63.72 2021/22 Wm Floyd Learning Center – 20 Clubs – Hourly Rate - \$63.72</p> <p>2022/23 High School – 27 Clubs – stipend estimate \$3,535/club 2022/23 Wm Paca Middle School – 12 Clubs – stipend estimate \$3,535/club 2022/23 Wm Floyd Middle School – 12 Clubs – stipend estimate \$3,535/club 2022/23 Wm Floyd Elementary School – 35 Clubs</p> |

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|--|-----------------|--|--|--|
| | | | | <p>– Hourly Rate - \$65 2022/23 Woodhull Elementary School – 35 Clubs – Hourly Rate - \$65 2022/23 Moriches Elementary School – 35 Clubs – Hourly Rate - \$65 2022/23 Hobart Elementary School – 35 Clubs – Hourly Rate - \$65 2022/23 Tangier Elementary School – 35 Clubs – Hourly Rate - \$65 2022/23 Wm Floyd Learning Center – 20 Clubs – Hourly Rate - \$65</p> <p>2023/24 High School – 27 Clubs – stipend estimate \$3,570/club 2023/24 Wm Paca Middle School – 12 Clubs – stipend estimate \$3,570/club 2023/24 Wm Floyd Middle School – 12 Clubs – stipend estimate \$3,570/club 2023/24 Wm Floyd Elementary School – 35 Clubs – Hourly Rate - \$65.75 2023/24 Woodhull Elementary School – 35 Clubs – Hourly Rate - \$65.75 2023/24 Moriches Elementary School – 35 Clubs – Hourly Rate - \$65.75 2023/24 Hobart Elementary School – 35 Clubs – Hourly Rate - \$65.75 2023/24 Tangier Elementary School – 35 Clubs – Hourly Rate - \$65.75 2023/24 Wm Floyd Learning Center – 20 Clubs – Hourly Rate - \$65.75</p> |
| Curriculum-Aligned Enrichment Activities | 125,283 | <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>Depending upon the club, supplies may be necessary; therefore, an allotment will be given to each school for clubs that are part of the ARP grant.</p> <p>2021/22 High School – 27 Clubs – \$416.67 per club - \$11,250 for 2021/22 Wm Paca Middle School – 12 Clubs – \$416.67 per club - \$5,000 2021/22 Wm Floyd Middle School – 12 Clubs – \$416.67 per club - \$5,000 2021/22 WF Elementary School – 35 Clubs – \$133.71 per club - \$4,680 2021/22 Woodhull Elementary – 35 Clubs – \$133.71 per club - \$4,680 2021/22 Moriches Elementary – 35 Clubs – \$133.71 per club - \$4,680 2021/22 Hobart Elementary School – 35 Clubs –</p> |

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|-------------------------|-----------------|---------------------|----------------|--|
| | | | | <p>\$133.71 per club - \$4,680 2021/22 Tangier Elementary School – 35 Clubs – \$133.71 per club - \$4,680 2021/22 Wm Floyd Learning Center – 20 Clubs – \$150 per club - \$4,680</p> <p>2022/23 High School – 27 Clubs – \$370.37 per club - \$10,000 2022/23 Wm Paca Middle School – 12 Clubs – \$370.33 per club - \$4,444 2022/23 Wm Floyd Middle School – 12 Clubs – \$370.33 per club - \$4,444 2022/23 WF Elementary School – 35 Clubs – \$112.94 per club - \$3,953 2022/23 Woodhull Elementary – 35 Clubs – \$112.94 per club - \$3,953 2022/23 Moriches Elementary – 35 Clubs – \$112.94 per club - \$3,953 2022/23 Hobart Elementary School – 35 Clubs – \$112.94 per club - \$3,953 2022/23 Tangier Elementary School - 35 Clubs – \$112.94 per club - \$3,953 2022/23 Wm Floyd Learning Center – 20 Clubs – \$125 per club - \$2,500</p> <p>2023/24 High School – 27 Clubs – \$333.33 per club - \$9,000 2023/24 Wm Paca Middle School – 12 Clubs – \$333.33 per club - \$4,000 2023/24 Wm Floyd Middle School – 12 Clubs – \$333.33 per club - \$4,000 2023/24 WF Elementary School – 35 Clubs – \$99.89 per club - \$3,496 2023/24 Woodhull Elementary – 35 Clubs – \$99.89 per club - \$3,496 2023/24 Moriches Elementary – 35 Clubs – \$99.89 per club - \$3,496 2023/24 Hobart Elementary School – 35 Clubs – \$99.89 per club - \$3,496 2023/24 Tangier Elementary School - 35 Clubs – \$99.89 per club - \$3,496 2023/24 Wm Floyd Learning Center – 20 Clubs – \$100 per club - \$2,000</p> |

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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- 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.**

Academics : Comparing the NWEA ELA/Math assessments from Spring, Fall and Winter Administrations
 Report Cards
 Instructional Support Team Meetings
 Social-Emotional: Student attendance
 Participation in extra-curricular

As we develop our protocols and measure the effects of **all** of the interventions, we will adjust the intervention and/or its frequency/intensity. For student specific changes, the building administration, professional teams and individual parents will meet to discuss any student specific changes. For program specific material changes, stakeholders will be included in the discussion and invited to provide feedback. These meetings have been scheduled and include the stakeholder groups identified on page 5 of *Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time*, in the section *Engaging the Learning Community*.

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.

- 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 | 8971 |
| Anticipated Number of Schools Served | 9 |

- 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 - State Reserve-After School-Supplies.pdf
 FS-10 ARP State - After School.pdf
 FS-10 ARP State-After School-REVISED 3.4.22.pdf
 FS-10 ARP State - After School-REVISED 3.10.22.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/23/2022

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

ARP State Reserve -After School- Budget_Narrative.docx
ARP State Reserve -After School- Budget_Narrative-REVISED 3.2.22.docx
ARP State Reserve -After School- Budget_Narrative-REVISED 3.10.22.docx
ARP State Reserve -After School- Budget_Narrative-REVISED 3.22.22.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 03/15/2022

1% State-Level Reserve - Summer Learning and Enrichment: Program Design

Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Schools and districts should design programs that work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. These characteristics include: programs are voluntary, full-day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

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

The district acknowledges that all students benefit from enrichment activities, and all should have access to after school clubs, and summer programming. The district will use its District Comprehensive Improvement Plan as a roadmap in looking at how all students, including the economically disadvantaged, students of color, English learners, students with disabilities, homeless, children in foster care, and migratory students are meeting standards, and identify areas in their current curriculum that are limited to enrichment opportunities. For example, the district has determined that there are very few STEM and coding opportunities within our current elementary program. Broadening our after school clubs, instituting Robotics, and supporting students in using coding (Scratch/Scratch Junior) will assist in meeting the Computer Science Standards, and build dynamic opportunities previously available. These after school clubs provide a robust extension to the current curriculum designed to meet regular NYS standards. ELA and Math support will be built in to each club so that all students, included those inordinately impacted by COVID, can excel but academically, as well as socially. Summer programming is a combined program to support the academic skills, but through non-traditional enrichment activities, including dance and gaming. It is essential for students to be engaged throughout their learning, and providing an enriching summer experience helps students to be motivated, retain and generalize skills. Students will be provided the state required learning standards during their day, and be provided to remediate and expand on those standards through enrichment for coordinated efforts. The district's previous summer program for non-disabled students was 1-5 and 9-12, funded through the general budget and only provided for remediation. With the state reserve funds, the district has expanded the existing program to be inclusive of pre-k through 12th grade students, and offer remediation, as well as enrichment opportunities. For students with disabilities, the district may now extend beyond mandated summer services for students who exhibit substantial regression, and now provide equitable services to the disabled who would not be eligible under IDEA.

- 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 Enrichment Activities | 580,262 | <input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle 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 | Middle School Summer Enrichment Program – <i>The Middle School Summer Enrichment program will provide students with engaging, hands-on opportunities to support middle school curriculum in the areas of STEM (science, technology, engineering and mathematics), art, music, ELA,</i> |

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ARP-ESSER State Reserves - Summer Learning and Enrichment

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| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|--|-----------------|--|--|--|
| | | <input type="checkbox"/> High School | <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><i>writing, civic & community responsibility and social/emotional learning. It will run for 5 weeks in the summer.</i></p> <p><i>The following positions will be part of the Middle School Summer Enrichment Program:</i> Teachers –approximately 20 teachers summer teaching positions (3 hours/day x \$70/hour x 28 days)</p> |
| Curriculum-Aligned Enrichment Activities | 43,838 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | <p>Buncee - technology application for student use. Buncee is a multimedia presentation tool designed for students. To extend their classroom learning, students can create multimedia presentation boards that are easy to share using a simple QR code or URL, allowing for both in-classroom use and remote learning. Buncee has an extensive library of media and allows students to easily pull in images, music, videos, drawings, animations, emojis, stickers, etc., so they can extend their content learning in a creative and 21st century manner. This tool is accessible to all 4000 elementary students.</p> |
| Curriculum-Aligned Enrichment Activities | 804,500 | <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>SCOPE (Elementary and Secondary) – The District will be offering Saturday (and possibly school breaks) leaning loss and enrichment programs. For 8 Saturdays, students will be invited to participate in a three-hour enrichment/learning loss program. Students will be able to choose workshops that enrich their learning experience and carryover into classroom academics.</p> <p>Elementary offerings include: K-1 Primary STEAM K-1 Primary Arts and Crafts K-1 Primary Coding and Technology Grades 2-3 Coding and Technology 2-3 Lego Engineering 2-3 Sculpting and Clay Creations 2-3 Team Sports Club 4-5 Coding and Technology 4-5 Sensational Spring Arts and Crafts 4-5 Rocketry and Retro Science</p> <p>4-5 Extreme Sports Grades 2-3 and 4-5 Bound for Broadway ELA Support for Grades K-1, 2-3, and 4-5 Math Support for Grades K-1, 2-3, and 4-5</p> <p>Secondary offerings include:</p> |

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| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|-------------------------|-----------------|---------------------|----------------|--|
| | | | | <p>Grades 6-8 World-Wide-Cooking 6-8 Coding & Technology 6-8 Extreme Sports 6-8 Paint Nite in the morning 6-8 Bound for Broadway 9-12 SAT PREP Verbal 9-12 College Essay Writing 9-12 College Application Process (Cost: Approximately \$50/student per session. District looking to run 8 Saturday sessions and possibly increase over the next 2 years to include 15 days within School breaks/vacations)</p> |

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected summer learning and enrichment strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

The district will monitor the effectiveness of selected summer learning and enrichment strategies as follows:

Academics : Comparing the NWEA ELA/Math assessments from Spring, Fall administrations for summer program, and from spring to spring administrations for clubs
 Report Cards
 Instructional Support Team Meetings

Social-Emotional: Student attendance
 Participation in extra-curricular

As we develop our protocols and measure the effects of **all** of the interventions, we will adjust the intervention and/or its frequency/intensity. For student specific changes, the building administration, professional teams and individual parents will meet to discuss any student specific changes. For program specific material changes, stakeholders will be included in the discussion and invited to provide feedback. These meetings have been scheduled and include the stakeholder groups identified on page 5 of *Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time*, in the section *Engaging the Learning Community*.

1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information

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

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

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX.

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

4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

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| | Amount |
|---------------------------------------|-----------|
| LEA Allocation | 1,428,600 |
| Anticipated Number of Students Served | 8971 |
| Anticipated Number of Schools Served | 9 |

- 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.

FS-10 ARP State-Enrichment-REVISED 3.4.22.pdf

FS-10 ARP State - Summer Learning.Enrichment.pdf

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

ARP State Reserve -Enrichment - Budget_Narrative.docx