

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

MIDDLETOWN CITY SD - 441000010000

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Summary and Background Information

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund.

The federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

- Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the **ARP ESSER Allocations Chart** (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved **ARP ESSER State Plan**, NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

- **Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.
- **Tier 2 - Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence

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

- **Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies that can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet the sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.
- **Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align to the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

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

Project Number

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

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

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

Submission Deadline

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

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by

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emailing CARESAct@nysed.gov prior to **November 5, 2021**.

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

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Submission Instructions

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Directions for Submitting the Application:

- The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.
- LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.
- LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

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

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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.

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5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- YES, the LEA provides the above assurance.
7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- YES, the LEA provides the above assurance.

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12. The LEA assures that:

- 1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;**
- 2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;**
- 3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;**
- 4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and**
- 5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.**

 YES, the LEA provides the above assurance.**13. The LEA assures that:**

- 1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;**
- 2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;**
- 3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and**
- 4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.**

 YES, the LEA provides the above assurance.**14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.** YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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ARP-ESSER State Reserves: Intent to Apply

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Michael Tuttle	michaael.tuttle@ecsdm.org	12/16/2021
LEA Board President	John Williams	john.williams@ecsdm.org	12/16/2021

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ARP-ESSER State Reserve: Consultation

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

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

The District plan addresses the collective needs of the Middletown City School District community with our continued commitment to making decisions based on our scholars' needs. At the core, our plan utilizes the main components of our Return to Learn plan to guide the decisions we are making. Our return to learn plan is rooted in the belief our system has been shuttered by the COVID-19 pandemic and resulting school closures. We believe the best place for our scholars is in our school. With each shift we spend time listening to our families, our scholars, educators, staff, and our community supports. Recommendations and feedback have been received from parents/guardians, scholars, teachers, administrators and staff through numerous in-person meetings, virtual sessions, feedback surveys, and Board of Education meetings. Our priorities continue to be the health, safety and wellbeing of everyone, rigorous, culturally responsive teaching and learning, and practices rooted in equity for all scholars. Middletown's Return to Learn plan which includes a full return to in-person learning will provide continuity of education and support services that will align directly with the guidance from the New York State Education Department, the New York State Department of Health and the Orange County Department of Health. The plan will to some extent and will be shifted as needs change and resources develop. Further, at critical points we will pause, reflect, seek additional feedback, and refine based on this cyclical process. Throughout the development of our plan public comment was solicited from scholars, parents/guardians, administrators, educators and support staff.

Board of Education Meetings June 17, 2021, July 8, 2021, July 22, 2021, August 12, 2021

Board of Education workshop - August 19, 2021

Middletown PTA meetings May 10, 2021 and November 8, 2021

Community Power Hour Survey and Session - October 28, 2021

Culture and Climate Feedback Survey - online throughout December 2021

Community Meetings: September 14, 2021, October 12, 2021, November 9, 2021

City Common Council Meeting - December 7, 2021

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

<https://www.middletowncityschools.org/Page/1407>

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.**

Our entire school community openly engaged in communication about recovery from the COVID-19 pandemic. We had goals to be responsive to the challenges scholars and families are facing and reached out to support one another as we navigated a path forward. There were countless displays of interdependence exhibited during the period planning for our recovery from the COVID-19 pandemic. We deeply appreciate the collaborative efforts of our Board of Education and the countless hours of planning our teams have put into this process in order to prepare different scenarios for re-entry. The health and safety of our valued scholars, educators, staff, and the surrounding community remain at the forefront of all of our planning considerations. Middletown's plan to reopen our school campuses for in-person instruction is grounded in the best available scientific and medical information and will adhere to guidance and constraints provided by federal (including Center for Disease Control), state (New York State Education Department (NYSED) and Department of Health (NYSDOH) and local government officials (Orange County Department of Health). Our plan is based on current knowledge, assumptions about what is possible, and actions we may need to take as a result of changing conditions. We recognize the plan is fluid and as the environment changes we may need to make quick pivots, possibly overnight, to meet changes in order to keep continuity of learning as well as the health and safety of our entire community intact. Our commitment to collaboration will inform every stage of our continued planning process. We engaged with the school community through participation in virtual forums, frequent communication, and solicitation of feedback as varying components of our plan are put into action. We continue to seek feedback from families through our surveys, Talk About it Tuesday series with the Superintendent, Community Power Hours, and Open Office Hours with the Superintendent.

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

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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.

All scholars are assigned classes through our Student Management system, Infinite Campus. Educators can view their course rosters in Infinite Campus and will take attendance accordingly. This will allow the District to keep all attendance state reportable and meet any mandates. Attendance policies and procedures will be communicated with families and scholars prior to the start of the school year or if the instructional model changes during the year. Communication will take the form of building level parent/guardian/caregiver letters/newsletter, robocalls and email. Further we use social media platforms to provide forward facing communication to our families. While there is no one-size-fits all approach to addressing chronic absenteeism, our District is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We believe every scholar is an at-promise scholar and it is our intention to create the perfect environment where resources, supports, and scholar needs are triangulated to ensure maximum impact.

Scholar support needs identification - Support of English language learners (ELLs) will be comprehensive and high-quality. We will complete the ELL identification process within 30 school days of the start of the school year. The district also has access to the OUBOCES Professional Learning Catalog to support teachers to assure ENL and world language instruction is personalized and research-based. Regular communication with the parents/Guardians of ELL children will be maintained. The District utilizes multiple services in-house and contracted out to translate communication into different languages by an official translator. For family conferences, the District also utilizes in-person or virtual translation services so families can communicate with educators and support services in their preferred language.

Our District plans to continue to address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs. We will provide continued professional development opportunities for faculty and staff on how to talk with and support scholars during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff. We are doing this through working partnerships with agencies like the Orange County Department of Mental Health and NY Project HOPE. Our district has worked to develop a unique partnership with the Orange County Department of Mental Health. Through this partnership we provide access to clinical counseling services within the four walls of our school. Typically, in communities such as Middletown, barriers can prevent our scholars and families from accessing needed support services, like mental health counseling. As such, having the clinical mental-health resources available to families in a setting where families are comfortable and familiar makes the bridge between these needed services seamless.

The District will prioritize in-person instruction for the 2021-2022 school year. Our prioritization of in-person learning allows us to reinstate its full schedule of course offerings. We will rely on scholar instructional data from our educator created quarterlies (administered in all 4 core areas) to drive instructional shifts needed throughout the school year. Further, we will utilize scholar instructional data to drive the experiences and engagements both social-emotion and academic we offer during our Success Academy (after school) and Winter School for credit support. We will utilize scholar engagement data to support the development of additional programming to provide a connection with the school.

In November 2021, scholars in grades 5 -12 took the Tripod Partners survey. This survey will assess the following areas: belonging, culture/climate, satisfaction, equity and engagement. The data from this survey will be analyzed and action steps (to include how progress will be monitored) will be identified. In May 2022 scholars will take the survey again and comparisons to the November 2021 data will be used to measure progress.

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In accordance with the Commissioner's Regulations section 100.2(ee), scholars who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science will continue to be entitled to receive AIS.

To assist in identifying students in need of AIS, the District will consider students' scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures: Fountas and Pinnell reading assessments (running records) and optional assessments NWEA testing a Unit and lesson assessments past New York State Assessment scores.

Our District has prioritized social and emotional learning throughout the pandemic. We continue to do so by engaging scholars in a social emotional learning lesson each day in grades K-8 and weekly in grades 9-12.

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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 is planning on using ARP funding for a number of interventions to address the academic impact of lost instructional time. Several initiatives include funding additional personnel to address the needs of low-income scholars, scholars with disabilities and English as a New Language Learners. Additionally, The funded interventions are categorized as addressing the academic impact of lost instructional time among an LEA's scholars (including low income students, students with disabilities. English learners, racial and ethnic minorities, scholars experiencing homelessness, and children and youth in foster care) by: a) administering and using high-quality assessments designed in concert with our educators. Further the use of tools like the NorthWest Evaluation Association's (NWEA) assessment, iREADY, and the Fountas and Pinnell Benchmark will support our progress monitoring of programs. These tools are valid and reliable and provide us with the resources to make decisions based on data and best pedagogical practices.

The district wide programs we offer to our scholars under this program include:

- Virtual tutoring classroom for those tutors placed on Covid19 quarantine.
- Expand to 12 Social Worker support services and counseling K-12
- Social emotional and Well-Being supports K -12
- Learning devices for 1:1 K-12

In addition expanding our instructional support to our educators by creating one instructional leaders for Humanities and one for Stem at middle school and high school. Two instructional leaders to support the districtwide needs of our ENL students along with a districtwide instructional leader. Additionally, one instructional leader for students with disabilities to help manage CSE.

- 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
Integrated Social Emotional Learning	274,651	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners	District administrators consulted guidance from USED, NYSED, and the What Works Clearinghouse on a variety of evidence-based strategies for

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<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	addressing lost instructional time. The district has contracted with iTutor, for a virtual quarantine classroom for students mandated to Covid 19 quarantine to support student growth and prevent student disengagement. The District is using funds to implement integrated social-emotional learning at all grade levels. We will approach intervention and fully flesh out our MTSS intervention tiers with differentiated, personalized supports to enable them to achieve academic success. Our programs build a foundation for a positive, inclusive culture through developing social-emotional competencies, which include perspective-taking, empathy, processing emotions, understanding and resolving conflicts, and building positive relationships. The School Social Workers, Psychologists, and Counselors researched SEL curricula and instructional media for use in all three schools and selected the evidence-based Second Step curriculum for use in the Elementary and Middle Schools. Studies have associated this curriculum with significant reductions in problem behaviors and emotional distress. The Second Step program reflects up-to-date research and content and will be used systemically in K-8 so we build a strong foundation for competencies beginning in the earliest years through grades 8 - all with the same language and skillsets so the fidelity of implementation is in place. The use of this program provides our leadership teams with visibility on lesson progress, offering the potential for increased effectiveness. Further, this program supports our Spanish language learner scholars and families.
Curriculum-Aligned Enrichment Activities	5,868,149	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing	Our district will further expand our instructional support to educators by creating Instructional Leaders for Humanities, and STEM at each of our middle schools (4) along with Instructional Leaders

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/07/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School <input checked="" type="checkbox"/> High School	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>to support the needs of our ENL students (2) and a district wide instructional leader (1). These critical educator supports will work with our educators to create prescriptive approaches to instruction so we can accelerate scholars out of the pandemic learning loss that they have experienced, in addition to providing strategies to be responsive in a culturally relevant way to intervention and academic support. Students will be supported with expanded access to school social workers. Expanded coverage with one new social worker at each elementary school along with two new middle school social workers at each school and five new social workers at each high school guidance house. This staff will provide our scholars with the social, emotional, and mental health support, services, and resources so desperately needed as a result of the shuttering of in-person academic programs. These school social workers will integrate social-emotional and character-building lessons and support throughout our middle school programs for educators and scholars. In addition, they will focus to address the impact of lost instructional time and support throughout the pandemic. These services will be critical to the recovery efforts over the next three years.</p> <p>The district has contracted through the Wayne-Finger Lake BOCES the services of Education Elements to help school leaders re-design the health of our systems, learn from our colleagues, and capitalize on the talents of entire school community to recover the shuttering of our academic system and develop our Return to Learn plan. Besides the administrative coaching, the agency developed a new survey from the stakeholders above and issued a Tripod Educations Partner Survey which was</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				completed by all scholars in grades 5-12 in November. A follow-up survey will be issued in May along with twice annual surveys for the following three years.
Tailored/Individualized Acceleration	1,000,000	<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	Purchase of HP Chromebooks for all grade levels. Pre-pandemic, the district used the devices in elementary classrooms K-6 for prescriptive learning lessons. Secondary students had district device to meet the educational needs of their studies. Due to the pandemic, the device is used full time by all students. This has created an incremental need for more devices due the expanded use couple with the need for replacement units for damages incurred outside of the care package and loss of units not returned by students who have moved.

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

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.

Various teams were assembled to solicit educator, community, and family priorities. We held virtual town hall meetings with families and identified focus groups for breakout sessions. During these sessions we listened to our school community and used the feedback they provided to develop our Return to Learn plan. Further, it is through reflection on this plan and those sessions we planned for the use of these funds. Our goal was to view every scholar as an at-promise scholar, aware of the significant challenges they have all faced as a result of the COVID-19 pandemic. We are planning to engage in design thinking processes to re-design the health of our systems, learn from our colleagues, and capitalize on the talents of our entire school community to recover from the shuttering of our academic system. Throughout our return to learn planning we worked tableside with our partners in Central Office, Finance, Curriculum and Instruction, Accountability, Special Services, Technology and Personnel, Equity and Access. A community survey was launched in English and Spanish and the findings were presented to the BOE in May 2021. A new survey, Tripod Education Partners, was launched in Winter 2021 and will be administered twice annually from now through the following three academic years.

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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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	7,312
Anticipated Number of Schools Served	6

5.

Please upload a completed copy of the *FS-10* budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

ARP 5 SLR- Learning Loss.pdf

6.

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

Learning Loss Narrative.pdf

ARP 5 SLR - Learning Loss - Narrative.pdf

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.**

Our District is using funds to implement tailored/Individualized acceleration with integrated social-emotional learning. We are planning for high-quality afterschool programs to improve scholars' academic outcomes, attendance, and social-emotional well-being. Our afterschool programs will work to close the achievement gap by providing scholars with more time for deeper learning and the extra help they need to recover from learning loss due to disrupted schedules. We have strategically developed a plan to address student mental health by connecting young people with programming to build social-emotional skills needed to develop healthy relationships and heal from trauma. Our after-school programs ensure our scholars have a safe place to learn both during and beyond the school day and get needed nutrition by providing them access to meal service. Programs/interventions include:

- Extended day programming at all grade levels to reinforce and further develop skills taught in the classroom and provide needed on-ramps for scholars in terms of academic bridges. Programming includes a comprehensive SEL component.
- Credit Recovery for high school scholars to earn credits on classes where they were unable to see success for the first time due to an interrupted education or school closure.
- Enrichment after-school programs- all grade levels to provide challenges, accelerate scholar growth and make strong connections to the school community in non-academic ways to improve attendance and academic outcomes.
- Student Support Counselors will support all after-school programming providing significant support to overall student well-being.
- College and Career Center- Expand hours so the center is accessible after school to parents and scholars - planning for success in school and beyond.
- iTutor virtual tutoring - intensive prescriptive virtual small group sessions done with NYS educator.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	1,428,600	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Our District is using funds to implement tailored/Individualized acceleration with integrated social-emotional learning. Interventions include: <ul style="list-style-type: none"> • Extended day programming all grade levels to reinforce and further develop skills taught in the classroom. Programming includes SEI component. • Credit Recovery for high school students to earn credits on classes they didn't pass the first time around. • Enrichment after school programs- all grade levels to provide challenges and engage students in learning. Program includes SEL Component. • Student Support Counselors will support all after school programming. • College and Career Center- Expand hours so the center is accessible after school to parents and students. • iTutor virtual tutoring - intensive prescriptive virtual small group sessions done with NYS educator.

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

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

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. Various teams were assembled to solicit educator, community, and family priorities. We held virtual town hall meetings with families and identified focus groups for breakout sessions. During these sessions we listened to our school community and used the feedback they provided to develop our Return to Learn plan. Further, it is through reflection on this plan and those sessions we planned for the use of these funds. Our goal was to view every scholar as an at-promise scholar, aware of the significant challenges they have all faced as a result of the COVID-19 pandemic. We are planning to engage in design thinking processes to re-design the health of our systems, learn from our colleagues, and capitalize on the talents of our entire school community to recover from the shuttering of our academic system. Throughout our return to learn planning we worked tableside with our partners in Central Office, Finance, Curriculum and Instruction, Accountability, Special Services, Technology and Personnel, Equity and Access. A community survey was launched in English and Spanish and the findings were presented to the BOE in May 2021. A new survey, Tripod Education Partners, was launched in Winter 2021 and will be administered twice annually from now through the following three academic years.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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	Amount
LEA Allocation	1,428,600
Anticipated Number of Students Served	2500
Anticipated Number of Schools Served	6

- 5. **Please upload a completed and signed copy of the *FS-10 Budget* for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.

FS10_COMPREHENSIVE EDI final.pdf
 FS10_COMPREHENSIVE EDI.pdf
 ARP SLR 1- FS10 COMP EDI.pdf

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

Comprehensive After School Narrative final.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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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.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

Middletown is utilizing the ARP funding to enhance and grow our summer school and summer enrichment programs. We plan to accelerate students' learning and growth by offering a variety of programs for our scholars. For at least the next three years, we will offer all scholars the opportunity to participate in summer enrichment programs. These programs will aim to serve and support scholars' academic, social emotional, and mental health growth and needs. To ensure equal access for all students, we will provide transportation for summer learning and enrichment programs. Middletown will use funds to offer evidence-based summer and enrichment programs. Additional learning opportunities for academics and enrichment programs, including clubs, sports, and fine arts will be supported through the use of ARP funding.

Summer enrichment programs may include, but will not be limited to:

K-8 Summer Academy - a summer enrichment program for students K-8 to provide academic intervention, especially in ela and math, while also integrating health, wellness, physical activity, the arts, and social emotional wellness. The summer academy will be planned and led by certified professional instructional staff.

Summer STEM Camps - We will offer one to two two different, week-long STEM camps to serve scholars who are interested in experiences in science, technology, engineering, mathematics and the arts. These camps will be planned and led by certified professional instructional staff.

Art Camp - a summer camp available for all scholars to express themselves with art, learn about different types of art, and explore their creativity.

Kindergarten JumpStart - a two-week-long summer program to work with the incoming kindergarten scholars. This academic program is planned and led by professional instructional staff.

Middle School JumpStart - a two-week-long summer program to work with the incoming kindergarten scholars. This academic program is planned and led by professional instructional staff.

High School JumpStart - a two-week-long summer program to work with the incoming ninth grade scholars. This academic program is planned and led by professional instructional staff.

Summer Music Camp - a two-week long program for scholars to gain basic knowledge of music, explore different musical interests and gain critical musical foundations. Scholars will play, sing, learn, and improve as musicians.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

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
Tailored/Individualized Acceleration	1,428,600	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input 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>Teacher stipends for summer learning and enrichment programming.</p> <p>Enrichment Camps: The grant will fund the expansion of summer enrichment program offerings to engage K-12 scholars in activities that interest them.</p> <p>Offerings include the arts, stem and sports. As a high needs district, most of our scholars do not have the opportunity to participate in enrichment programming.</p> <p>Through this programming, scholars will have the opportunity to enroll in an offering that interest them. They will be able to experiment and be challenged, taking risks without implication as they are neither graded nor compared to their peers. They will build skills outside of the classroom and emotionally gain confidence, motivation to learn new things and gain self-discipline and awareness.</p> <p>Jump Start: The district will also offer three jumpstart programs for scholars who are at risk. In particular scholars who have behavioral or social and emotional needs.</p> <p>These transitional programs are aimed at making the first days of school less stressful for both the scholar and family. The program will give scholars a preview of a typical school day and scholar expectations. The program will give them the confidence, connections and knowledge with future staff and peers.</p> <p>Our incoming Kindergarten scholars will be coming to our classrooms with a wider learning gap than ever before. Middletown is proposing a summer immersion program where incoming grade K scholars are introduced to schooling in a creative and personalized manner. We are creating a program to address the academic and non-academic</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/07/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>needs of our youngest scholars. The shuttering of schools due to the COVID pandemic is creating an intersection of larger grade k enrollment and scholars who are entering with more limited socialization skill ranges. These scholars, many of whom have had barriers from the pandemic have limited exposure to early learning and/or socialization.</p> <p>We are prepared to respond to the post-pandemic k classrooms, which will undoubtedly have scholars with wider age bands, because low-income and black and brown communities are more likely to have delayed their young person's entry into kindergarten during the pandemic.</p> <p>Our K Jumpstart program aims to help young scholars:</p> <ul style="list-style-type: none"> -Build enthusiasm and excitement around going to school -Show steady growth in fundamental academic skills -Engage families to be active participants in their scholar's education—at home, in school, and in the community -Create classroom environments promoting positive feelings for both teachers and their peers -Celebrate the cultural diversity existing in our community -Experience joyful learning to learn school readiness behaviors

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/07/2022

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.

Attendance, formal data (i.e. NWEA MAPs, final exams, graduation rate), and staff and scholars survey data on engagements, culture, and climate (Tripod Education Partners survey) will be used to monitor and evaluate the effectiveness of the summer programs. Further, culture and climate survey data from the start of each academic year will support program shifts as needed.

The district will evaluate the impact of its ARP investments throughout the three-year period that the federal funding is available. Decisions on which programs the district will sustain in the 2024-25 school year and beyond will be made in alignment with the district's needs and priorities at that time, and again in partnership with our community.

Any changes required to the programs will be communicated via the district website, automatic messenger systems, and the district Facebook page.

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

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

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

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

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

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

	Amount
LEA Allocation	1,428,600
Anticipated Number of Students Served	4000
Anticipated Number of Schools Served	6

5. **Please upload a completed and signed copy of the *FS-10 Budget* the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.

FS10_SUMMER LEARNING-ENRICHMENT Final.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/07/2022

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

Summer Learning and Enrichment Narrative.docx