

ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Background Information**

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Background Information

SAUQUOIT VALLEY CSD - 411603040000

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 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 supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that address the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

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Submission Instructions

SAUQUOIT VALLEY CSD - 411603040000

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.

ARP-ESSER Application: State Reserves - ARP State Reserves**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	Charles Cowen	ccowen@svcsd.org	12/15/2021
LEA Board President	Dawn Miller	dmiller@svcsd.org	12/15/2021

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

The school district's building principals and the Director of Pupil Services, who also serves as the CSE Chairperson for the school district, engaged students, faculty, and community members to generate proposed uses for the funds available through the ARP-ESSER State Reserve allocations. The proposals generated were then presented to the Superintendent and the Business Administrator for approval. Those items that have been approved were presented to the Board of Education and open for public input and comment. The approved items were also reviewed with union leadership by the Business Administrator. Our building principals and Director of Pupil Services are best informed to understand the needs of our student population and advocate for these groups. All funds budgeted from the State Reserve allocations are being used for direct student programming and the programs identified best meet the needs of all students of the Sauquoit Valley School District.

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.

Once the plan is approved it will be made available at our website at <https://www.svcsd.org/domain/158>

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.

- Ongoing engagement with parents and families will take place through Parent Square (this is our district's main method of communication w/ parents to discuss student needs/student gains/community and District events/pertinent District information).
- The Cleartrack Portal has been initiated for the first marking period which is a web based resource for special education parents to access all documentation for their students regarding student needs, progress, etc.
- Data Review meetings take place multiple times during the year with K-4 grade levels to review student academic progress between staff members.
- Teachers, principals and administrators participate in weekly Student Support Meetings within each building to review student progress with parents for students that are not reaching benchmarks academically or those that are struggling with social/emotional or behavioral issues. School interventions and strategies, as well as outside resources to support students and parents, are provided at these meetings.
- Frequent review of progress occurs for SWD students through Annual Review meetings.
- ELL student information is shared with principals at assessment time and as needed throughout the year.
- Social/emotional needs are assessed through pre/post student, teacher, parent surveys at the beginning/end of the school year which is coordinated by the guidance department.

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

- Social/Emotional/Mental health needs are being assessed through a pre/post student/teacher/parent survey that takes place at the beginning and end of the school year. Students of all demographics are captured in this survey that is coordinated by the guidance department (including low income, students of color, ELL, SWD, homeless, foster care, migratory students).
- At the elementary and middle school levels, social workers are alerted to student concerns through staff or parent referral.
- At the high school level, our counselors periodically distribute a virtual social/emotional self-assessment to students that has revealed individual student social/emotional needs that have been provided for.
- Students experiencing social/emotional issues are brought to Student Review Teams in each building and are reviewed with pre-determined support teams on a weekly/bi-weekly basis. These concerns are brought up for review by parents and school staff.
- Academic needs are assessed in Grades K-6 through DIBELS (universal screener of literacy skills) and /DRA's (individual reading assessments).
- Elementary academic skills are also assessed with individual progress monitoring of Tier I targeted interventions specific to individual students/standards and target goals.
- Consistent review of students failing courses in MS/HS with applied Tier I/II/III interventions are reviewed on a bi-weekly basis.
- Weekly/Bi-weekly Student Review Team meetings for students not meeting benchmarks or not making progress with Tier I/Tier II Title I intervention service takes place.
- Review of state testing data is also assessed at grade levels in conjunction with review of grade level standards.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

1. The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.

- Students in grades K-6 are presenting with math delays as evidenced by NYS Math Assessment data, grade level math module data.
- The hiring of a full time Math teachers is required to support students in grades K-6. The full time Math teachers will support math instruction in the elementary and middle school classrooms, as well as coordinate the services of a math teaching assistant in order to address student loss of learning.
- This initiative compliments the intervention system that is currently in place for reading support in grades K-6. (Previous funding source)
- Interventions will be provided through the use of evidence-based strategies used in conjunction with existing grade level math curriculum in order to build students' conceptual understanding of mathematics and to develop fluency in mathematical problem solving and computation.
- A universal screener will be administered to students in grade K-6 to assess math skills
- Parents/teachers/principals (stakeholders) will be notified if a student requires additional support services in math (AIS Math letter).
- Tier I, II and III levels of support will be provided with increasing levels of intensity based on student need and progress.
- ELL students are identified through the process of filling out a Home Language Questionnaire upon enrollment in the district, participating in the NYSITELL assessment, and qualifying for a specific level of services based on that assessment.
- Interventions are provided in either a pull-out or integrated manner based on level of support required (English based)
- A range of instructional strategies and interventions are put into place in the classroom setting based on individual student need.
- Curriculum and testing modifications are also provided based on individual student need.
- Parents/teachers/principals (stakeholders) will be notified if a student requires ELL services(ELL letter).

In response to the question from 1/26/22 "Please indicate what the other funding source was that these interventions are aligned with (CARES, Title I, ARP ESSER Base grant, etc.)." The following is submitted:

- Title I and the ESSER Base grant are used to fund Reading teachers in our elementary and middle school buildings. The 5% State Level Reserve funds will be used to hire Remedial Math teachers and also to contract with the local BOCES to provide ELL services. These services along with the Reading programs funded with Title I and the ESSER base grant will directly address the learning gaps of our student populations affected by the lost learning time created as a result of the pandemic.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	235,996	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High	<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	The district will contract with Oneida-Herkimer-Madison BOCES to provide ELL services to those students with identified needs.

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School	<input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	
Restorative Practices	264,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" 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	The district will hire two (2) math teachers to provide intervention services to identified elementary and middle school students.

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.

- Individual assessments (CBM's, teacher created assessments) will be conducted every few weeks to monitor growth on individual student target goals.
- Students that attain mastery of target goals (predetermined levels at cut points for skills/grade level expectations) will either remain in their current group, move to a more intensive group, or be discharged from the service.
- Data will be captured and reviewed quarterly with grade level teachers/principals.
- Parents/teachers/principals (stakeholders) will be notified if students needs change with regard to the level of math support needed (AIS Math letter).
- The effectiveness of ELL services is assessed through additional NYSITELL assessments that either indicate continuation of services, adjustment of the amount of required time with ELL supports, or discontinuation of ELL services.
- Parents/teachers/principals (stakeholders) will be notified if students needs change with regard to the level of ELL support needed (ELL letter).

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

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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	499996
Anticipated Number of Students Served	200
Anticipated Number of Schools Served	3

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 FS-10 Addressing Impact of Lost Instr.pdf

6.

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

Budget_Narrative Addressing Impact of Lost Instruction.docx

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

Page Last Modified: 02/01/2022

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.**

- Students in grades 5-12 will receive after school tutoring for 1-2 hours daily.
- Students will work on class assignments and receive instruction in strategies to be more successful in specific course content (assignment assistance tutoring/instructional tutoring)
- Small group tutoring will be provided with instances of 1:1 tutoring available.
- Tutoring will be provided by content area specialists in some cases.
- STEM (STEAM) after school club will be provided to student in grades K-4 and is designed to increase female participation in the STEAM fields, create an engaging and creative learning environment and to develop and foster employable skills and to make career connections for all participants.
- Students will participate in one or more "pods" of interest throughout the year including RUBE Goldberg, LEGO Robotics, Drones/Coding, Model Rockets, Boat Challenge

In response to the reviewer's question on 1/26/2022: "Please include a description of how the LEA selected evidence based interventions to address identified student needs." The following is submitted:

- The district conducted a literature review of scholarly publications in the field of education and chose methods to improve student learning through tutoring (assignment assistance tutoring/instructional tutoring) and STEM activities. We chose tutoring because we wanted our students to engage in individual and small group instruction, specifically for students that would not have these supports available to them at home. STEM activities are widely known to improve student achievement and to support building 21st century critical thinking and problem solving skills. The district seeks to increase female involvement in such activities

In response to the reviewer's question on 1/26/2022: "Please include details of how the State Reserve funds 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 initiative, including those supported by CARES, CRRSA, Title I Part A, IDEA, or other fund sources." The following is submitted:

- The afterschool tutoring services provided with these grant funds will further assist students that have demonstrated gaps in their learning as a result of the pandemic. These services will supplement Reading and Math remediation services provided to our middle school students funded with Title I, ARP Base Grant and the 5% State Reserve grant from ARP. In addition to the availability to middle school students, these services are also being provided to HS students.

- 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-	22,500	<input type="checkbox"/> Primar	<input checked="" type="checkbox"/> All Students	Afterschool STEM programs will be designed to

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/01/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Aligned Enrichment Activities		<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<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	engage students in academic modules to strengthen their understanding of the curriculum. These programs will complement summer STEM programs and will target students identified as struggling with math and science courses and curriculum.
High Dosage Tutoring Programs	70,500	<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	Tutoring services will be provided after school hours to students that demonstrate a need for additional academic interventions.

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

- Students participating in tutoring program will be identified through a selection process (building level review team) based on individual student need.
- Review of student's overall attendance (first factor) and passing course grades (1,2,3 failing courses) will be reviewed.
- Attendance issues will be addressed through a different support system in conjunction with tutoring (Safe Schools).
- Pre/Post review of passing grades will be assessed, as well as percentage of assignment completion.
- Information will be shared with students/parents/principals upon onset of the tutoring program and at intervals throughout the session.
- Students will be discharged from tutoring when service is no longer required but can re-enter if identified again at a later date.
- During STEM (STEAM) Data will be collected to understand the level of interest in students; particularly focused on the female gender
- At the beginning of each pod a pre-assessment will be given to check their level of understanding on specific topics. At the conclusion of each pod a post-assessment will be given and reviewed.

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

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

Page Last Modified: 02/01/2022

Albany, NY 12234

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

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

4.

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

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	300
Anticipated Number of Schools Served	3

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

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

ARP FS-10 Comprehensive Afterschool.pdf

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

Budget_Narrative Comprehensive AfterSchool.docx

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

Page Last Modified: 02/01/2022

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.

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

Page Last Modified: 02/01/2022

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.

- **STEM (STEAM) after school club** In addition to the after school STEM club the district will also provide summer STEM enrichment programs to students in grades K-4 and are designed to increase female participation in the STEAM fields, create an engaging and creative learning environment and to develop and foster employable skills and to make career connections for all participants. Students will participate in one or more "pods" of interest throughout the year including RUBE Goldberg, LEGO Robotics, Drones/Coding, Model Rockets, Boat Challenge
- **Remedial Summer Reading** will be provided to students in grades K-4 for 1 hour daily for a period of 4-6 weeks. Students will be provided with 30 minutes of intensive phonics instruction paired with 30 minutes of reading application at their instructional level. Students will be identified for this program by Title I, Classroom teacher referrals and will be students that are currently receiving Intensive reading services during the school year.
- **High School Literacy Club** Students in Grades 9-12 will have the opportunity to select free choice independent reading materials. Students are targeted that don't have the resources to purchase these reading materials on their own and those that don't have access to materials in or near their homes. Students are identified through teacher referrals.
- **Ethical Video Creation Camp** Students in Grades 9-12 will participate in a summer Ethical Video Creation program that involves visual literacy, as well as media/digital literacy. This program also supports media literacy/digital production courses that are offered in the high school. This program is designed to assist students that demonstrate difficulties with traditional forms of literacy with the ability to provide alternate forms of understanding. Students are identified by classroom teacher referrals (students demonstrating lower ELA/ELA Regents scores) and student self-referrals.
- **Music Camp/Lessons** Students in Grades 6-12 will participate in summer music lessons with music teachers 1x weekly. This program is designed for students that do not have access to instruments over the summer. Students are identified that demonstrate an aptitude and willingness to further their musical knowledge by teacher referrals.
- **Summer Recreation Camp** Students in Grades 4-8 can participate in a summer camps program that runs from 9AM-2PM daily for 6 weeks. Students can participate in a variety of activities including swim, arts and crafts, volleyball, tennis, basketball, soccer and softball, as well as utilize the park facilities. Students are identified that demonstrate a need for increased social/emotional supports and those that require positive mentorship from highschool and college counselors. Referrals will be made from staff/principals/school counselors.

In response to the reviewer's question from 1/26/22; "Please include details of how the State Reserve funds 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 initiative, including those supported by CARES, CRRSA, Title I Part A, IDEA, or other fund sources." The following is submitted:

- A primary goal for the summer programs will be to keep students engaged in learning and to continue to interact with other students as well as teachers. Students with academic needs, particularly in the area of Reading that receive services funded with Title I and ARP Base grant funds will be provided the opportunity to receive services in the summer as well. In addition, many of the programs are designed to engage students in learning activities with their classmates throughout the summer and provide continuing opportunities for peer-to-peer interaction to nurture the social-emotional needs of the students impacted by the pandemic. These programs further promote wellness that is also addressed in the ARP base grant with a social worker as well as through the CRRSA grant used to fund the services of a school psychologist.

In response to the reviewer's question from 1/26/22; "Please include a description of how the LEA selected evidence based interventions to address identified student needs." The following is submitted:

- The district conducted a literature review of scholarly publications in the field of education and reviewed methods to improve student learning and aligned summer activities with these methods. Activities were chosen that were shown to improve student achievement and outcomes through academic, or social/emotional, behavioral, and/or student mindset pathways.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/01/2022

impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	57,957	<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	Summer camps for STEM, Reading, Music, Video Production, and Recreation will be funded. These programs will provide continued enrichment to students throughout the summer and will also contribute to the Social Emotional Learning/Development of the students.
Restorative Practices	27,045	<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	The district will contract with OHM BOCES to provide credit recovery services to the high school and middle school students that require this intervention to remain at grade level and be on track to graduate with their cohort.
Curriculum-Aligned Enrichment Activities	15,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" 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	Remedial academic services and related services will be provided over the summer to those students that are identified by our Pupil Services Team but who do not qualify for Extended School Year services per an IEP.

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

Page Last Modified: 02/01/2022

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.

- **STEM (STEAM) after school club** During STEM (STEAM) Data will be collected to understand the level of interest in students; particularly focused on the female gender

At the beginning of each STEM pod a pre-assessment will be given to check their level of understanding on specific topics.. At the conclusion of each pod a post-assessment will be given and reviewed. Information will be shared with parents.

- **Remedial Summer Reading** Student target goals will be established based on exiting levels during the school year. Students will be assessed using DRA levels and phonemic awareness screeners as pre/post assessments. Levels will be assessed upon entering/completion of the summer remedial reading program. Parents will be provided with information regarding student levels/progress during the program and exiting levels. This information will also be shared with teaching staff when the student returns to school the following school year.
- **High School Literacy Club** The ultimate goal of the program is to foster a love of reading among students. Pre/post surveys will be administered to students to assess levels of reading engagement/enjoyment as well as comprehension of material. Also assessed will be library circulation pre/post at the end of the school year and then again at the end of the following school year to assess if including the summer literacy club increased overall reading engagement. Information will be shared with parents/principals/board members.
- **Ethical Video Creation Camp** At the beginning of the camp, a pre-assessment will be given to check student level of understanding related to the development of ethical digital video production and again at the end of the camp..Information will be shared with parents/principals.
- **Music Camp/Lessons** Pre/post levels will be assessed for students to determine if there was growth and progress in music lessons over the course of the summer session. Information will be shared with parents/principals.
- **Summer Recreation Camp** Pre/post assessment of social/emotional self-assessments will be administered to students/parents of students attending the camp. Information will be shared with parents/counselors/principals.

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	100002
Anticipated Number of Students Served	200
Anticipated Number of Schools Served	3

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/01/2022

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

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

ARP-ESSER-Summer Enrichment 2-1-22.pdf

ARP FS-10 Summer 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.**

Budget_Narrative Summer Enrichment.docx

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)

☐ = Required Field

Local Agency Information

Funding Source:	ARP-Addressing Impact of Lost Instruction		
Report Prepared By:	Charles Cowen		
Agency Name:	Sauquoit Valley Central School District		
Mailing Address:	2601 Oneida Street		
	Street		
	Sauquoit	NY	13456-3225
	City	State	Zip Code
Telephone # of Report Preparer:	315-839-6313	County:	Oneida
E-mail Address:	ccowen@svcsd.org		
Project Funding Dates:	3/13/2020	9/30/2024	
	Start	End	

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$212,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
AIS Math Position 2021-22	0.50	\$38,000	\$19,000
AIS Math Position 2021-22	0.50	\$38,000	\$19,000
AIS Math Position 2022-23	1.00	\$42,000	\$42,000
AIS Math Position 2022-23	1.00	\$42,000	\$42,000
AIS Math Position 2023-24	1.00	\$45,000	\$45,000
AIS Math Position 2023-24	1.00	\$45,000	\$45,000

Employee Benefits		
Subtotal - Code 80		\$52,000
Benefit		Proposed Expenditure
Social Security		\$16,218
Retirement	New York State Teachers	\$21,200
	New York State Employees	
	Other - Pension	
Health Insurance		\$14,582
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		

PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$235,996
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
ELL Services 2021-22	OHM BOCES	per FTE	\$75,996
ELL Services 2022-23	OHM BOCES	per FTE	\$80,000
ELL Services 2023-24	OHM BOCES	per FTE	\$80,000

CF121
ENTRY DATE 03/07/22
PROJECT 5884212025
SED CODE 411603040000
NYC DOC #

GRANTS FINANCE
PROJECT STATUS REPORT
ARP SLR LEARNING LOSS
SAUQUOIT VALLEY CSD

RUN DATE 03/07/22

BUDGET DETAIL INFORMATION

PROF SALARY	15	212,000.00	BEGIN DATE	03/13/20
NON PROF SALARY	16	0.00	END DATE	09/30/24
PURCH SERVICES	40	0.00	AMENDMENT #	
SUPP & MATERIAL	45	0.00	CONTRACT #	
TRAVEL EXPENSE	46	0.00	STOP DATE	
EMP BENEFITS	80	52,000.00	REFUND CHECK #	
INDIRECT COST	90	0.00	IND COST RATE	13.0
BOCES SERVICES	49	235,996.00	INT ELIG	N
REMODELING	30	0.00		
EQUIPMENT	20	0.00		

BUDGET SUMMARY INFORMATION

FUNDYEAR	BUDGET SPLITS	PAID TO DATE	OUTSTANDING ENC
588421	499,996.00	99,999.00	399,997.00
588420	0.00	0.00	0.00
588419	0.00	0.00	0.00
	0.00	0.00	0.00
	0.00	0.00	0.00
TOTAL	499,996.00	99,999.00	399,997.00

LOG AND CONTRACT DATES

	RECEIVED	ENTERED	APPROVED
BUDGET	02/24/22	03/03/22	
INTERIM			
FINAL			

CASH DETAIL

ENTRY	DOC #	TRANS	ENC	RPT	LINE	AMOUNT	FUNDYR	MIR	PD	DT	STAT
030722	565061F	INIT	000	03/22	01	99,999.00	588421	022422			ENT

THIS BUDGET HAS BEEN PROCESSED BY THE NEW YORK STATE
EDUCATION DEPARTMENT. THIS SUMMARY REPLACES THE SIGNED COPY.

BUDGET NARRATIVE

LEA: Sauquoit Valley Central School District	ARP – Addressing Impact of Lost Instruction
BEDSCODE: 411603040000	

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

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

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 <i>Professional Salaries</i>	<i>This grant will fund 2 new instructional positions to deliver remedial math services to students in grades K-6 through the 2023-24 school year. These services will complement the Reading positions that were able to be hired with the ARP – ESSER-3 funds. . Total \$212,000</i>
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	
Code 45 <i>Supplies and Materials</i>	
Code 46 <i>Travel Expenses</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 80 <i>Employee Benefits</i>	<i>Employee benefits for the Math positions included in this grant will also be covered with grant funds. Total \$52,000.</i>
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	<i>Certified ELL instructional staff will be contracted for through the local BOCES (OHM BOCES) through the 2023-24 school year to provide needed services to the ELL population of students in the district. Total \$235,996</i>
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)

☐ = Required Field

Local Agency Information

Funding Source:	ARP-ESSER-Comprehensive After School		
Report Prepared By:	Charles Cowen		
Agency Name:	Sauquoit Valley Central School District		
Mailing Address:	2601 Oneida Street		
	Street		
	Sauquoit	NY	13456-3225
	City	State	Zip Code
Telephone # of Report Preparer:	315-839-6313	County:	Oneida
E-mail Address:	ccowen@svcsd.org		
Project Funding Dates:	3/13/2020	9/30/2024	
	Start	End	

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$93,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
After School Homework Club Stipend 21-22	0.60	\$37,500	\$22,500
After School Homework Club Stipend 22-23	0.60	\$40,000	\$24,000
After School Homework Club Stipend 23-24	0.60	\$40,000	\$24,000
STEM Program Instructors 21-22	3.00	\$2,500	\$7,500
STEM Program Instructors 22-23	3.00	\$2,500	\$7,500
STEM Program Instructors 23-24	3.00	\$2,500	\$7,500

Employee Benefits		
Subtotal - Code 80		\$7,002
Benefit		Proposed Expenditure
Social Security		\$7,002
Retirement	New York State Teachers	
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		

CF121
ENTRY DATE 03/07/22
PROJECT 5883212025
SED CODE 411603040000
NYC DOC #

GRANTS FINANCE
PROJECT STATUS REPORT
ARP SLR COMPREHENSIVE AFTER SCHOOL
SAUQUOIT VALLEY CSD
RUN DATE 03/07/22

BUDGET DETAIL INFORMATION

PROF SALARY	15	93,000.00	BEGIN DATE	03/13/20
NON PROF SALARY	16	0.00	END DATE	09/30/24
PURCH SERVICES	40	0.00	AMENDMENT #	
SUPP & MATERIAL	45	0.00	CONTRACT #	
TRAVEL EXPENSE	46	0.00	STOP DATE	
EMP BENEFITS	80	7,002.00	REFUND CHECK #	
INDIRECT COST	90	0.00	IND COST RATE	13.0
BOCES SERVICES	49	0.00	INT ELIG	N
REMODELING	30	0.00		
EQUIPMENT	20	0.00		

BUDGET SUMMARY INFORMATION

FUNDYEAR	BUDGET SPLITS	PAID TO DATE	OUTSTANDING ENC
588321	100,002.00	20,000.00	80,002.00
588320	0.00	0.00	0.00
588319	0.00	0.00	0.00
	0.00	0.00	0.00
	0.00	0.00	0.00
TOTAL	100,002.00	20,000.00	80,002.00

LOG AND CONTRACT DATES

	RECEIVED	ENTERED	APPROVED
BUDGET	02/24/22	03/03/22	CONTRACT
INTERIM			
FINAL			

CASH DETAIL

ENTRY	DOC #	TRANS	ENC	RPT	LINE	AMOUNT	FUNDYR	MIR	PD	DT	STAT
030722	565039F	INIT	000	03/22	01	20,000.00	588321	022422			ENT

THIS BUDGET HAS BEEN PROCESSED BY THE NEW YORK STATE
EDUCATION DEPARTMENT. THIS SUMMARY REPLACES THE SIGNED COPY.

BUDGET NARRATIVE

LEA: Sauquoit Valley Central School District	ARP – Comprehensive Afterschool Programs
BEDSCODE: 411603040000	

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

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

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 <i>Professional Salaries</i>	<i>This grant will fund instructional staff who will provide tutoring services to students after school and will also provide for instructional staff to deliver STEM services (pods) during the school year after the school day to complement the STEM programs that are being proposed as part of the Summer Enrichment Grant. - Total \$93,000</i>
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	
Code 45 <i>Supplies and Materials</i>	
Code 46 <i>Travel Expenses</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 80 <i>Employee Benefits</i>	<i>A portion of employee benefits for the positions included in this grant will also be covered with grant funds. Total \$7,002.</i>
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)

☐ = Required Field

Local Agency Information

Funding Source:	ARP-ESSER-Summer Enrichment Grant		
Report Prepared By:	Charles Cowen		
Agency Name:	Sauquoit Valley Central School District		
Mailing Address:	2601 Oneida Street		
	Street		
	Sauquoit	NY	13456-3225
	City	State	Zip Code
Telephone # of Report Preparer:	315-839-6313	County:	Oneida
E-mail Address:	ccowen@svcsd.org		
Project Funding Dates:	3/13/2020	9/30/2024	
	Start	End	

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF

Subtotal - Code 15			\$47,700
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Stipends for Summer STEM Programs 2021	3.00	\$400	\$1,200
Stipends for Summer STEM Programs 2022	5.00	\$500	\$2,500
Stipends for Summer STEM Programs 2023	5.00	\$500	\$2,500
Stipends for Summer STEM Programs 2024	5.00	\$500	\$2,500
Stipends for Summer Reading Programs 2022	5.00	\$500	\$2,500
Stipends for Summer Reading Programs 2023	5.00	\$500	\$2,500
Stipends for Summer Reading Programs 2024	5.00	\$500	\$2,500
Stipends for Summer Remedial Activities 2022	5.00	\$500	\$2,500
Stipends for Summer Remedial Activities 2023	5.00	\$500	\$2,500
Stipends for Summer Remedial Activities 2024	5.00	\$500	\$2,500
Stipends for Summer Music Programs 2022	2.00	\$2,500	\$5,000
Stipends for Summer Music Programs 2023	2.00	\$2,500	\$5,000
Stipends for Summer Music Programs 2024	2.00	\$2,500	\$5,000
Stipends for Summer Rec Programs 2022	2.00	\$1,000	\$2,000
Stipends for Summer Rec Programs 2023	2.00	\$1,000	\$2,000
Stipends for Summer Rec Programs 2024	2.00	\$1,000	\$2,000
Stipend for Summer Video Production Camp 2022	1.00	\$1,000	\$1,000
Stipend for Summer Video Production Camp 2023	1.00	\$1,000	\$1,000
Stipend for Summer Video Production Camp 2024	1.00	\$1,000	\$1,000

PURCHASED SERVICES			
Subtotal - Code 40			\$7,500
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Related Services for students with Special Needs over the summer 2022	Developmental Therapy Associates	50 hrs @ \$50 per hour	\$2,500
Related Services for students with Special Needs over the summer 2023	Developmental Therapy Associates	50 hrs @ \$50 per hour	\$2,500
Related Services for students with Special Needs over the summer 2024	Developmental Therapy Associates	50 hrs @ \$50 per hour	\$2,500

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$17,757
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Books for summer reading camps	200.00	\$25.00	\$5,000
TBL-10 Stereo Microscopes for STEM Cams	12.00	\$200.00	\$2,400
Robot Sewable Circuit	160.00	\$10.00	\$1,600
Materials for STEM program experiments (Hannaford's Market)	100.00	\$10.00	\$1,000
Materials for STEM program experiments (Amazon)	300.00	\$15.00	\$4,500
Supplies for Summer Rec Programs (Scholastic Sports)	100.00	\$29.99	\$2,999
Supplies for Summer Rec Programs (Hannaford's Market)	43.00	\$6.00	\$258

PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$27,045
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Credit Recovery Summer 2021	OHM BOCES	61 courses @ \$345 per Course	\$21,045
Credit Recovery Summer 2022	OHM BOCES	8 courses @ \$375 per Course	\$3,000
Credit Recovery Summer 2023	OHM BOCES	8 courses @ \$375 per Course	\$3,000

CF121
ENTRY DATE 03/10/22
PROJECT 5882212025
SED CODE 411603040000
NYC DOC #

GRANTS FINANCE
PROJECT STATUS REPORT
ARP SLR SUMMER ENRICHMENT
SAUQUOIT VALLEY CSD

RUN DATE 03/10/22

BUDGET DETAIL INFORMATION

PROF SALARY	15	47,700.00	BEGIN DATE	03/13/20
NON PROF SALARY	16	0.00	END DATE	09/30/24
PURCH SERVICES	40	7,500.00	AMENDMENT #	
SUPP & MATERIAL	45	17,757.00	CONTRACT #	
TRAVEL EXPENSE	46	0.00	STOP DATE	
EMP BENEFITS	80	0.00	REFUND CHECK #	
INDIRECT COST	90	0.00	IND COST RATE	13.0
BOCES SERVICES	49	27,045.00	INT ELIG	N
REMODELING	30	0.00		
EQUIPMENT	20	0.00		

BUDGET SUMMARY INFORMATION

FUNDYEAR	BUDGET SPLITS	PAID TO DATE	OUTSTANDING ENC
588221	100,002.00	20,000.00	80,002.00
588220	0.00	0.00	0.00
588219	0.00	0.00	0.00
	0.00	0.00	0.00
	0.00	0.00	0.00
TOTAL	100,002.00	20,000.00	80,002.00

LOG AND CONTRACT DATES

	RECEIVED	ENTERED	APPROVED
BUDGET	02/24/22	03/03/22	
INTERIM			
FINAL			

CASH DETAIL

ENTRY	DOC #	TRANS	ENC	RPT	LINE	AMOUNT	FUNDYR	MIR	PD	DT	STAT
031022	565602F	INIT	000	03/22	01	20,000.00	588221	022422			ENT

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BUDGET NARRATIVE

LEA: Sauquoit Valley Central School District	ARP – Summer Enrichment
BEDSCODE: 411603040000	

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CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 <i>Professional Salaries</i>	<i>This grant will pay stipends to instructional staff who will provide programming in a variety of areas including STEM, Reading, Remedial Activities, Music, Recreation and Video Production with the goal of engaging students in activities over the summer to enhance/maintain academic and social/emotional well-being. Total Cost - \$47,700</i>
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	<i>Related services for students that will received remedial services over the summer will be delivered by the district's provider, Developmental Therapy Associates. Total Cost - \$7,500</i>
Code 45 <i>Supplies and Materials</i>	<i>Supplies for the various summer programs as outlined on the FS-10 will be purchased. Total Cost -\$17,757</i>
Code 46 <i>Travel Expenses</i>	

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	<i>Credit recovery services will be provided by the local BOCES (OHM BOCES) to students that require the services to stay at grade level. Total Cost - \$27,045</i>
<i>Code 30</i> <i>Minor Remodeling</i>	
<i>Code 20</i> <i>Equipment</i>	