

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

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**Background Information**

HOLLAND CSD - 141701040000

**Summary and Background Information**

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

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

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

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

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

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

**RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.**

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

**Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

**Tier 2 - Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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**Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

**Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

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

**Project Period**

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

**Project Number**

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

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

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

**Submission Deadline**

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

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

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

**ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Submission Instructions

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**Submission Instructions**

HOLLAND CSD - 141701040000

**Directions for Submitting the Application:**

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

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

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

*Office of ESSA-Funded Programs - Rm 320 EB*

*RE: ARP-ESSER Application – State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

**Deadline for Submitting the Application:**

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

## ARP-ESSER Application: State Reserves - ARP State Reserves

## Assurances - Assurances

## ARP-ESSER State Reserve: Assurances

1. **The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.**  
 YES, the LEA provides the above assurance.
2. **The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:**
  1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
  2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
  3. LEA uses of funds to sustain and support access to early childhood education programs;
  4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
  5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
  6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
  7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds. YES, the LEA provides the above assurance.
3. **The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).**  
 YES, the LEA provides the above assurance.
4. **The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.**  
 YES, the LEA provides the above assurance.
5. **The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.**  
 YES, the LEA provides the above assurance.
6. **The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).**  
 YES, the LEA provides the above assurance.
7. **The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.**  
 YES, the LEA provides the above assurance.

## ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

YES, the LEA provides the above assurance.

9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.

YES, the LEA provides the above assurance.

10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

YES, the LEA provides the above assurance.

11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

YES, the LEA provides the above assurance.

12. The LEA assures that:

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

YES, the LEA provides the above assurance.

## ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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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 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	Christine Ljungberg	cljungberg@hollandcsd.org	8/5/2021
LEA Board President	Brian Jones	bjones@hollandcsd.org	8/5/2021

**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.**

District administrators and building leaders met five times to discuss the funding ideas to address student learning loss. We also discussed the safe reopening of schools and evidence-based interventions to address our top priority -- providing mental health services and supports to students. The district sent out notifications to all stakeholders through a variety of social media outlets, such as our website, Facebook page, Twitter, and Operoo to attend a Zoom meeting to discuss the ARP Funding allocation and to give the public an opportunity to ask questions and to provide input into the development of plans for use of the funding. No one signed up for the Zoom meeting. We then decided to do a survey to solicit input. The district sent out notifications to all stakeholders through the above-mentioned social media outlets, and also sent a Robocall to all Holland families to participate in our online survey that sought input as to plans for use of ARP funding. We provided some examples of ideas for use of funds, but also sought input for other ideas on how the district should utilize the funding. A total of 218 community members, parents and students responded to the survey, and a total of 104 faculty and staff responded to the survey. We used these survey results to develop our plans. The stakeholder priorities were educational technology for students, summer enrichment programs, and enhancing student support services such as adding mental health counseling or psychological services/counseling. Additional popular ideas that came from stakeholders include transportation for afterschool programming and homework help, maintaining free breakfast and lunch for all students, and adding more mobile internet hotspots.

- 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.**

[hollandcsd.org/Page/5271](http://hollandcsd.org/Page/5271) is the URL where our LEA ARP-ESSER Plan is posted. The FS10s and Budget Narratives can be found at [hollandcsd.org/Page/5272](http://hollandcsd.org/Page/5272)  
If anyone requests our plan, this documents are in a PDF format that we can easily print, mail, email or fax to them.

- 3. In the space provided below, please describe how the LEA will support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.**

The District continues to hold parent-teacher conferences twice per year so that parents and families can engage with their children's teachers to discuss their child's needs, student progress, and assistance available to families. In addition, each building's student support team, which consists of teachers, administrators, counselors, psychologists and social workers, meets monthly to discuss individual student needs and makes recommendations to address any programs or services that will be beneficial to the student. Follow through with those students' families occurs on a case by case basis, depending upon the recommendation. For example if counseling is recommended, the counselor will call the parent to educate and engage them. In addition, student needs and goals are addressed at least annually for all special education students, along with their parents and families. More specifically, department meetings are held monthly (math, science, ELA, social studies, etc.) with teachers to discuss student performance and curriculum alignment in those particular areas. We also have technology tools to directly communicate with parents. (Teams, Operoo, See Saw ...)



**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.**

To determine the social, emotional, mental health, and academic needs of students, particularly those disproportionately impacted by the COVID-19 pandemic, the district will:

- Utilize the Panorama Education survey tool.
- School counselors, social workers, and psychologists will use a variety of mental health assessments and screening tools, such as interviews with students, psychological evaluations, observations, questionnaires and checklists to assess the mental health of our students and identify student needs.
- Progress monitoring through the RtI Plan:
  - 1) iReady reading (K-12) and math (K-8) tests, online national-norm referenced tests that measure student performance in reading and math skills ,
  - 2) DIBELS Next to measure oral reading fluency of students in grades K-4, and
  - 3) District-developed writing assessments (K-12) that are scored using district developed rubrics.

Continual analysis of this data will be used to identify students and monitor progress with planned interventions and supports. Orton-Gillingham is an explicit phonics intervention utilized by the District to a Tier 2 and Tier 3 intervention to assist struggling readers. We will use ARP funding to get more of our special education and AIS teachers trained to implement this intervention with our students.

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

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

**5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Program Design**

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

The district will use the following evidence-based interventions that will address identified student needs. The following evidence-based interventions were selected after administrative team met to identify needs and interventions, some of which were already in place in the district and have been successful. A parent and faculty survey was created to also get input from all constituents. Based on the collected data, the administrative team selected the following evidence-based interventions:

- Summer Enrichment Programs with Robin's Nest and Boys and Girls Club of Holland - five week summer school programs
- Orton-Gillingham Teacher Training. Orton Gillingham is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is focused upon the learning needs of the individual student.
- School Counselors, Speech Language Pathologist, and School Psychologist hires to assess student needs, provide interventions such as counseling and speech therapy, and evaluate student progress
- Social Emotional Learning Curriculum, Software, Professional Development/Consultants
- Mental Health First Aid Training for Staff

The summer academy and enrichment programs provide additional support for students to address academic needs, as well social and study skills to help address the negative impact of lost instructional time. Students are identified by teachers at the end of the school year who would benefit most from the summer learning program. Reading and math blocks are provided daily to help students increase these skills. The program provided instructional periods where core classes were engaged in an interdisciplinary, hands-on model. Social-Emotional learning and personal development activities were also built in on a weekly basis. Students are selected for summer academy based on failing two or more core courses or failing one with a grade lower than 60. If remaining slots are still available, parents can opt-in students who had not failed but for whom additional instructional time would be of benefit. 1:1 devices were provided to students for the summer, making this an attractive and accessible program to our community's families.

Students who are in need of explicit phonics instruction as identified through evaluation and assessment will receive Orton-Gillingham instruction. We will hire an additional school counselor and school psychologist to identify and counsel students with social, emotional, and mental health needs. To address the social emotional and mental health needs of our students, we will implement a social emotional curriculum aligned to the NYSED SEL Benchmarks, coupled with professional development and training to faculty and staff. Additionally, all district employees will be trained in Youth Mental Health First Aid to address the mental health needs of our students. The use of these funds to address lost instructional time coordinates and aligns to the following other initiatives.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III,	53,851	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness	Orton Gillingham training provided by consultant, Laurie Leason, through 2021-24 school years and summer of 2024. Special Education and Literacy Teacher stipends for Orton-Gillingham training through 2021-2024 school

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
or IV)		<input type="checkbox"/> School <input checked="" type="checkbox"/> High School	<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	years.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	342,795	<input checked="" 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	A school counselor (2021-22), a school psychologist (2021-22, 2022-23, and 2023-24) and a speech language pathologist (2023-2024) salaries and benefits. These positions will work to identify, and counsel students with social-emotional needs and mental health issues and identify students in need of speech improvement and provide speech services. Student mental health needs were the #1 top concern of our parents and educators when we sent the ARP survey to our constituents.
Summer Learning and Enrichment Activities	22,275	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Robin's Nest Summer Academy program for Pre-K-1 grade students for the summers of 2022 and 2023. NYS Certified teachers teach in this five-week summer program.
Integrated Social Emotional Learning	5,022	<input checked="" 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 checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Social emotional learning curriculum from CASEL. Social Emotional Learning professional development for staff provided by Molly Kennedy on Superintendent Conference Day in 2021.
Integrated Social Emotional Learning	7,305	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care	Mental Health/First Aid curriculum and training for 305 registrants @ \$23.95 each during the 2021-22, 2022-23 and 2023-24 school years provided by the National Council of Mental Health.

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

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input checked="" type="checkbox"/> High School	<input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	
Summer Learning and Enrichment Activities	68,748	<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	Holland Boys and Girls Club Summer Academy for elementary and middle school students (gr 2-8) for the summer of 2022 and 2023. The Boys and Girls Club hires Holland CSD teachers to teach in this five-week summer program.

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.

The district will monitor and evaluate the effectiveness of the selected strategies to ensure that the interventions are responding to the needs of our students. We will utilize the counselors and school psychologist to continue to monitor and evaluate students and provide interventions as determined by those assessments to students in need. We will update our plan as necessary every six months based on input from our pupil personnel staff; survey data from staff, students and parents; data from our social emotional learning curriculum and mental health/first aid assessments. Any updates to the plan will be posted to our website as well as presented at public board of education meetings.

To gauge the effectiveness of the summer academies, the building principals will compare students' core class grades at marking period 1 the following year to their core class grades before the summer program. For the 2021 summer, on average 46% of students who participated in the program are passing all core courses at marking period 1, and 88% of these students have improved or maintained the number of core classes they are passing. We will continue to monitor the progress of our students in this way for the following summers.

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

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

*Office of ESSA-Funded Programs – Rm 320 EB*

*RE: ARP-ESSER Application - State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

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

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

4.

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

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

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**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	773
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.**

FS10- ARP-ESSER 5884-21-0815 Addressing the Impact of Lost Instructional Time.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.**

ARP-ESSER 5884-21-0815 Lost Instructional Time Budget\_Narrative.pdf

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

ARP-ESSER State Reserves - Comprehensive After School

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

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

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

The following evidence-based interventions were selected after administrative team met to identify needs and interventions, some of which were already in place in the district and have been successful. A parent and faculty survey was created to also get input from all constituents. Based on the collected data, the administrative team selected the following evidence-based interventions to address student needs:

- Project Learn afterschool program for middle school students at the Holland Boys and Girls Club
- Project Learn afterschool program for elementary school students at the Holland Boys and Girls Club
- Middle School Afterschool Homework Help program with middle school teachers at Holland Middle School
- Elementary School Afterschool Homework Help program with elementary school teachers at Harold O. Brumsted Elementary School.

The Project Learn Afterschool Programs will address student needs by reinforcing academic enrichment and student engagement of young people during the time they spend at the Holland Boys and Girls Club. Through Project Learn, Club staff (Holland CSD certified teachers) use all the areas and programs in the Club to create opportunities for high-yield learning activities, including leisure reading, writing activities, discussions with knowledgeable adults, helping others, homework help, tutoring, and games that develop young people's cognitive skills. Project Learn also emphasizes parent involvement as well as collaboration between Club and school professionals.

The Afterschool Homework Help programs at the middle and elementary schools will address student needs by providing personalized 1:1 tutoring and homework assistance. Teachers in all academic areas will help their students get into good homework habits by practicing and reviewing what they are learning. Homework help is an active process that well-trained staff assist students in developing organizational, time-management, and study skills that help students complete their homework and encourage their overall academic success.

- 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
High Dosage Tutoring Programs	84,502	<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	Project Learn for Middle School students and Project Learn for Elementary School students at the Holland Boys and Girls Club is an afterschool tutoring program, taught by Holland CSD certified teachers, that reinforces academic enrichment and student engagement. Project Learn also emphasizes parental involvement as well as collaboration between the Club and school professionals.

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

ARP-ESSER State Reserves - Comprehensive After School

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> None of the Above	
Tailored/Individualized Acceleration	8,500	<input type="checkbox"/> Primary <input 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	Middle School Teacher provide middle school students with an Afterschool Homework Help program aimed at helping students develop organizational, time-management, and study skills that help them complete their homework and encourage their success in school.
Tailored/Individualized Acceleration	7,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Elementary School Teachers provide elementary school students with an Afterschool Homework Help program aimed at helping students develop organizational, time-management, and study skills that help them complete their homework and encourage their success in school.

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

Both Project Learn and the Afterschool tutoring programs have Holland CSD certified teachers running these programs. Our teachers know their students' needs best, and this model allows for more targeted support and accountability. We will track student progress in these programs through student academic data and survey and assessment tools that assess students social, emotional and mental health. Any changes to the program plan will come from the results of the academic data, surveys, and assessment tools. The plan will be updated every six months, as necessary, and posted on our district website as well as presented at a public board of education meeting.

**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.

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

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

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***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	100,002
Anticipated Number of Students Served	50
Anticipated Number of Schools Served	2

- 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- ARP-ESSER 5883-21-0815 Comprehensive After School.pdf  
 FS10- ARP-ESSER 5883-21-0815 Comprehensive After School.pdf

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

ARP-ESSER 5883-21-0815 After School and Extended Learning Narrative.pdf



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

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

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

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

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

The district will provide the following evidence-based interventions to address student needs. The following evidence-based interventions were selected after administrative team met to identify needs and interventions, some of which were already in place in the district and have been successful. A parent and faculty survey was created to also get input from all constituents. Based on the collected data, the administrative team selected the following evidence-based interventions:

- Holland Boys and Girls Club Summer Academy
- OCM BOCES STEM Adirondack Field Studies Program

The Summer Academy will address student needs by offering a voluntary, high-quality, five-week summer school program at the Holland Boys and Girls Club taught by Holland CSD's NYS certified teachers. At the end of the academic school year, teachers will recommend students for the Summer Academy program based on student's low math and/or reading skills. The schedule includes daily reading and math blocks. Teachers and administrators will engage with parents to encourage their child's participation. If additional slots are available, the program will then be opened up to all students on a first-come, first-serve basis for summer enrichment opportunities and to prevent summer learning loss for the students who are succeeding in school.

The OCM BOCES STEM Adirondack Field Studies Program will offer a summer enrichment opportunity for high school students. This unique 5-6 day environmental education program is designed for students in grades 10-11. Students will conduct individual and group research projects to study a variety of habitats including the bog, lake, pond, woods, stream, meadow and mountain. The uniqueness of this program lies in the partnership between practicing researchers in aquatic and terrestrial ecology and secondary educators in the field of science. Students will be guided by a team of instructors from SUNY College of Environmental Science and Forestry and local high school teachers with a strong interest in ecology. Through daily field excursions and group projects, students will develop an understanding of the ecology of the Adirondack Mountain region and an appreciation for the beauty and complexity of living systems. Investigations in the field and in the lab involve the student in all aspects of the scientific method, from hypothesis formation to data interpretation. The program ends with a symposium in which students present the results of their research projects. The setting for the program is the Cranberry Lake Biological Station, owned by SUNY College of Environmental Science and Forestry and located on Cranberry Lake in the northwestern Adirondacks.

- 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
Tailored/Indivi	3,750	<input type="checkbox"/> Primar	<input checked="" type="checkbox"/> All Students	OCM BOCES STEM Adirondack field studies

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
dualized Acceleration		<input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" 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	program is an extensive and unique week-long environmental education program whereby students in grades 10-11 conduct individual and group research projects and explore the ecology of the Adirondack Mountains. Three HSC students participated this summer. The students gain hands-on experience un use of the scientific method through both a structured program and independent research. Students are guided by a team of instructors from the SUNY ESF and local high school teachers with a strong interest in ecology. The program ends with a symposium in which students present the results of their research project. Students are housed at the Biological Station in comfortable, rustic cabins for the week.
Tailored/Individualized Acceleration	96,252	<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	Boys and Girls Club Summer Academy program provides a five-week, high-quality summer school program taught by Holland CSD's certified teachers.

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.

To gauge the effectiveness of the summer academies, the building principals will compare students' core class grades at marking period 1 the following year to their core class grades before the summer program. For the 2021 summer, on average 46% of students who participated in the program are passing all core courses at marking period 1, and 88% of these students have improved or maintained the number of core classes they are passing. We will continue to monitor the progress of our students in this way for the following summers.

To gauge the effectiveness of the OCM BOCES Adirondack Field Studies Program, student participants will present the results of their research project, highlighting the investigative and laboratory skills they've acquired through participation in this program.

**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*

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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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	100,002
Anticipated Number of Students Served	86
Anticipated Number of Schools Served	3

- 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- ARP-ESSER 5882-21-0815 Summer Learning and Enrichment.pdf  
 FS10- ARP-ESSER 5882-21-0815 Summer Learning and Enrichment.pdf

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

ARP-ESSER Summer Learning and Enrichment Narrative.docx  
 ARP-ESSER 5882-21-0815 Summer Learning and Enrichment Narrative.pdf