

Summary & Submission Instructions

Page Last Modified: 05/18/2021

Summary & Submission Instructions

AMBER CHARTER SCHOOL KINGSBRIDGE

321000861074

ARP-ESSER Application: Part 1 - Assurances**Summary & Submission Instructions**

Page Last Modified: 05/18/2021

SUMMARY

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

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

- ARP-ESSER Application – Part 1: The first step is for each LEA to submit signed assurances to NYSED by no later than **May 24, 2021**. Upon receipt of signed LEA assurances, NYSED will provide an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs may begin obligating their allocation of 90% base ARP-ESSER funds.
- ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

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

SUBMISSION INSTRUCTIONS

The ARP-ESSER Application: Part 1 is due by **May 24, 2021**.

OBLIGATION OF FUNDS:

Upon receipt of the assurances detailed in ARP-ESSER Application: Part 1, NYSED will generate a determination of a substantially approvable application status consistent with 34 CFR §76.708 of Uniform Grants Guidance (UGG) which provides specific regulations regarding when subgrantees may begin to obligate funds (UGG states that subgrantees may not obligate funds until the date that the applicant submits its application to the State in substantially approvable form for formulaic grants). Those LEAs that do submit signed assurances to NYSED by May 24, 2021 will be able to start obligating ARP-ESSER funds upon receipt of the notice from NYSED of substantial application approval.

ALLOWABLE USES OF ARP-ESSER FUNDS

ARP-ESSER Application: Part 1 - AssurancesSummary & Submission Instructions

Page Last Modified: 05/18/2021

USDE has published a fact sheet comparing the ESSER 1 fund under the CARES Act, the ESSER 2 fund under the CRRSA Act, and the ARP-ESSER fund, which is available at: https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf.

On April 21, 2021, USDE issued Interim Final Requirements (IFR) that include examples of ways in which an LEA may use its ARP-ESSER funds for a wide variety of activities related to educating students during the COVID-19 pandemic and addressing the impacts of the COVID-19 pandemic on students and educators. USDE's IFR also references the ARP statutory requirement that an LEA receiving ARP ESSER funds must reserve at least 20 percent of the funds to measure and address the academic impact of lost instructional time on all students through the implementation of evidence-based interventions, including but not limited to interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Moreover, USDE's IFR states that the LEA must also ensure that such interventions respond to students' academic, social, emotional, and mental health needs and address the impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic.

USDE has indicated that additional guidance on allowable uses of ARP-ESSER funds will be forthcoming. NYSED will ensure all LEAs are provided such guidance upon receipt.

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

The federal ARP statute requires SEAs to reserve:

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

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System.

Assurances

Page Last Modified: 05/18/2021

American Rescue Plan (ARP) Act - 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.

Assurances

Page Last Modified: 05/18/2021

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

Assurances

Page Last Modified: 05/18/2021

12. The LEA assures that:

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

☒ YES, the LEA provides the above assurance.

13. The LEA assures that:

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

☒ YES, the LEA provides the above assurance.

14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

☒ YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 1 - AssurancesAssurances

Page Last Modified: 05/18/2021

15. The LEA assures the LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
- ☒ YES, the LEA provides the above assurance.
16. The LEA assures that the LEA will develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. As part of this process, consistent with Section 2001(i)(2) of the ARP Act, the LEA seek public comment on the plan and take those comments into account in the development of the plan. Per section 2001(i)(3) of the ARP Act, an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).
- ☒ YES, the LEA provides the above assurance.
17. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.
- ☒ YES, the LEA provides the above assurance.
18. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.
- ☒ YES, the LEA provides the above assurance.
19. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.
- ☒ YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 1 - Assurances

Assurances

Page Last Modified: 05/18/2021

20. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.
- ☒ YES, the LEA provides the above assurance.
21. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of the plan referenced above in Assurances #17-20. 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, children who are incarcerated, and other underserved students.
- ☒ YES, the LEA provides the above assurance.
22. The LEA assures that its LEA ARP ESSER plan 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: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

Page Last Modified: 09/30/2021

Summary & Background

AMBER CHARTER SCHOOL KINGSBRIDGE

321000861074

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

Page Last Modified: 09/30/2021

SUMMARY & BACKGROUND

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

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

- ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.
- ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

Page Last Modified: 09/30/2021

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 allocation returned to the United States Department of Education.

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

The federal ARP statute requires SEAs to reserve:

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

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Submission Instructions

Page Last Modified: 09/30/2021

Submission Instructions

AMBER CHARTER SCHOOL KINGSBRIDGE

321000861074

Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

Page Last Modified: 09/30/2021

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

AMBER CHARTER SCHOOL KINGSBRIDGE

321000861074

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Kirsys Gomez	kgomez@ambercharter.org	9/30/2021
LEA Board President	Soledad Hiciano	SHiciano@acdpc.org	9/30/2021

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

Page Last Modified: 02/23/2022

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

AMBER CHARTER SCHOOL KINGSBRIDGE

321000861074

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

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

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

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

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

During the school year, we engaged our school leadership team, instructional staff and families in surveys and town halls surrounding the ever changing needs of our children. We took their feedback and shared a plan on how we would like to allocate resources and asked for additional commentary. Due to COVID-19, forums were not held in-person. We hosted over 50 town halls for families in two languages engaging them in topics such as :

During and after each session, we hold a live Q&A to give families the opportunity to ask questions in private to hosts and public for all families to see. In addition, follow-up surveys are sent and we respond to all questions via an FAQ.

We take the feedback used by families to inform the program.

Amber will continue outreach to all families as we adapt to the changing times via Family Town Halls. We intend to share new programs with families, staff and prospective families to engage them but more importantly, gauge feedback to adjust our offerings.

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

Page Last Modified: 02/23/2022

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

Once the application is approved, Amber will post a copy of the ARP-ESSER Application Plan on our school website under Public Notices. If requested we will mail a copy of the plan, all requests can be made via phone at 646-802-1140.

<https://www.ambercharter.org/Page/324>

ARP-ESSER LEA Base 90% Allocation - Program Information

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

We will be conducting a weekly COVID screening of 25% of our student population and unvaccinated staff. Our students will have desk shields, nightly disinfecting of classrooms, and PPE items. Our desk shields and nightly disinfecting services are being funded by our ESSER II funding.

The following strategies will allow for the continuous and safe operation of Amber schools for in-person learning:

COVID weekly screening of 25% of the staff and student body. This will help us detect any positive cases and take the necessary steps to protect the school community. Without detection the virus can spread unmitigated throughout the school community and cause the school to close. With the weekly screening Amber staff can quickly detect any possible case, separate any close contacts, and stop the spread of the virus within the community. This screening also provides both families and staff a sense of safety and assurance of protection against possible contamination.

·Staff Vaccination Mandate: The replacement of any staff member that does not comply with the vaccine mandate will be an additional cost to the organization. Yet, the safety and health of our students and staff require that a vaccine mandate create a hedge of protection around our young students until they can have vaccine protection.

·Desk shields provide parents with a sense of safety and protection for their children during the time when children are unmasked and eating their meal (breakfast & lunch).

·PPE items: Masks, gloves, face shields, gowns, etc. These items are necessary to respond to moments when protection is required.

For example, if a student gets sick, the staff member will need to have additional protection to be near the student and attend to the student's needs, especially if the student must be unmasked because of the circumstances.

Disinfecting classrooms: this is an additional precaution that allows parents to feel confident in continuing to send their children to school for in-person instruction and helps mitigate the risk of contagion.

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

Page Last Modified: 02/23/2022

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

Amber will administer the i-Ready assessments as a benchmark three times a year to measure grade-level performance and growth. It has been our practice to analyze our data as a whole and by subgroup.

In addition, Amber has administered an SEL survey to all elementary students for the past 4 years. This survey measures students' emotional and mental health as well as engagement three times a year. For our middle school students, we will administer the Panorama three times a year.

Upon analyzing the data, we will look for trends, patterns and identify how we shift our academic and SEL programming.

Assessment

Students are assessed through these tools:

- Baseline Assessment in Science.
- I-ready Assessments in ELA and Math
- Developmental Reading Assessment for Kindergarten – 3rd grade
- BRIGANCE Assessment upon request
- Teacher observation
- In class formative assessments
- Classroom assessments

Through these assessments teachers and instructional leadership identify students who require intervention.

Tier One: In classroom

1. At-Risk Students Plan differentiated lessonsPlan differentiated homeworkPlan activities for ability grouped Station Learning StationsUse data to assign students to Station Learning activities/assignments
2. Accelerated Students Plan differentiated lessonsPlan differentiated homeworkArrange for student to attend Math or ELA lessons in higher gradeCreate independent project-based study workStation Learning enriched activities/assignmentsDifferentiated I-ready lesson

Tier Two: Small group or individual instruction (outside of the general education classroom)

1. At-Risk Students Grades K- 4: Specialists, and SETSS Teacher (a member of Child Study Team) Students receive targeted instruction in necessary skillsStudents identified by Low i-Ready reading scoresLow i-Ready math scoresLow i-Ready growth scoresLow-in house assessment scoresTeacher recommendationLow DRA assessmentLow DRA growthLow performance on the Brigance Assessment
2. After School Tutoring Students at-risk and in the bottom 20th percentile.Specific skills to be addressed identified from Assessment data analysisStudents assigned to teacher for small group instruction
3. Title I Reading Intervention Students at-risk in literacy and in the bottom 20th percentile in the Diagnostic Reading Assessment. Students assigned to Title I teacher for small group instruction

Tier Three: Special Services

1. Child Study Team Committee meets to review students recommended for evaluation and special services and determine a goal for the referred student. The teacher presents the student (s) and receives guidance from committee members.Committee offers teacher strategies to use in the classroom and the teacher follows the process below:
2. After six to eight weeks of service, the teacher evaluates the overall effectiveness of the interventions used and determines next steps.
3. Effectiveness of intervention may be determined by the administration of a test, (e.g., DRA, chapter tests, teacher-made tests,

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

Page Last Modified: 02/23/2022

iReady) or a review of classwork/journals/ etc.

4. Services may be discontinued if the student has met stated targeted needs and is achieving satisfactorily.

5. Services may be continued for another 6-8 week cycle, where students continue to require support and are approved by the committee chair.

6. If interventions do not garner student growth, the committee refers students for Special Education process and creation of an Individualized Education Plan (IEP)

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

We will be supporting families with the cost of after-school programs and partnering with SpringBoard to provide our students with a 10-week phonics program.

Our After School Program will be consist of:

SEL learning: During the day, our students start with an SEL check-in from their teachers. The ASP will do the same so that we are aware of how our children are feeling and can intervene.

Homework Help: Children are still becoming familiar with the of homework and all of the responsibilities that come with it. The ASP is providing scaffolded support.

High-dose tutoring: After re-assessing all student needs from our baseline i-Ready assessments, Amber will be using Standards Plus as intervention and acceleration of academic work. Their research can be [found here](#).

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

The impact of the pandemic is ever-changing. However, we anticipate needing:

- Additional intervention staff as our data shows the majority of children are at least 1 grade level behind in ELA and Math
- Professional development around SEL and trauma-informed teaching for instructors
- Additional intervention curriculum including but not limited to [Springboard Collaborative](#), MeshEd
- Additional technology equipment such as iPads, Projectors, Document Cameras & Chromebook Chargers

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

Page Last Modified: 02/23/2022

7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We ensured the school has a full-time Special Population Manager to support the emotional & mental health as we return back to our schools and intend to hire other support staff.

Each school administers benchmark assessments through iReady and SEL surveys three times a year to monitor gaps and track growth for all students. Our Special Population Managers at each school site monitor and track the progress of our subgroups including students struggling academically, socially, and emotionally. Also students from low-income families, students of color, English Language Learners, children with disabilities, and students with housing insecurity.

Our Special Populations Manager will collaborate with their school-based teams including Staff Developers Instructional coaches) and Data and Assessment managers to create action plans alongside teachers to meet the needs of children. On the network level, we ensure best practices are shared throughout all schools in order to replicate success and mitigate poor results. Our Special Population Manager works closely with the operations teams to ensure that we are aware of all demographics in our schools, including but not limited to low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. We will use internal Google sheets to track sessions as well as New York City's Special Education Student Information System (SESIS) to track data. Intervention staff meets monthly with teachers to review data and student individual progress. Plans are revamped to meet children's needs and once again evaluated.

We have provided to our low-income students Chromebook chargers in order to have access to a Chromebook at home. As well as iPads for our children with disabilities in order to enhance their learning experience.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction**

Page Last Modified: 02/09/2022

ARP-ESSER Return to In-Person Instruction

AMBER CHARTER SCHOOL KINGSBRIDGE

321000861074

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

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

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

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

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

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

Our most current re-opening/return to in-person learning plan is posted on our website and available for public review. The plan will be available to be mailed if requested. <https://www.ambercharter.org/Page/320>

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

Page Last Modified: 02/09/2022

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

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

The school reopening plan will be reviewed every six months, if not more often considering that the landscape of this pandemic is ever-changing, and we need to respond accordingly. The revision of the plan will seek to include input from staff, families, the board, and the public. The review will seek to respond to each of the aspects of safety currently recommended by the CDC or if the CDC has updated its safety recommendations, each of the updated safety recommendations. Amber will seek public comment by tapping our families and external partners through our communication systems and consider their comments in any revision conducted.

The leadership of the school will be reviewing our plan regularly to ensure they are aligned with our in-person instruction and our expenses having semi-annual meetings with the finance team. If an amendment has to be submitted the plan will be posted and communicated to our families and staff for comment.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

Page Last Modified: 09/30/2021

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

AMBER CHARTER SCHOOL KINGSBRIDGE

321000861074

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,506,590
Total Number of K-12 Resident Students Enrolled (#)	574
Total Number of Students from Low-Income Families (#)	459

ARP-ESSER Schools Served

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 09/30/2021

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

AMBER CHARTER SCHOOL KINGSBRIDGE

321000861074

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

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.

PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	181,265
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	16,000
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	21,400
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant	515,500

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 09/30/2021

	FUNDING Amounts (\$)
students, students experiencing homelessness, and children and youth in foster care.	
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	772,425
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
Totals:	1,506,590

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 02/04/2022

ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

ACS KB_ARP ESSER 3.13.20 - 9.30.24-UPDATED.pdf

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

ACS KB_ARP ESSER Budget Narrative.docx

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

	Total Funds (\$)
15 - Professional Salaries	772,425
16 - Support Staff Salaries	0
40 - Purchased Services	531,490
45 - Supplies and Materials	202,675
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,506,590

BUDGET NARRATIVE

LEA: Amber Charter School Kingsbridge	FOR TITLE: ARP ESSER
BEDSCODE: 321000861074	

**** 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>STEM Teacher – Teaching science & technology to our middle school students</i> \$95,798 1 FTE / 3 Years = \$287,394 <i>SETSS Teacher – will work with students on push in and as need, pull out basis to provide support to students who have an identified disability and provide supplementary instruction. 1 FTE (\$71,677) / 3 Years = \$215,425</i> <i>Special Population Manager – will work with leadership to provide our students with the intervention and special needs programs.</i> \$90,000 1 FTE / 3 Years = \$270,000 <i>Total= \$772,425</i>
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	<i>Manhattan College to provide after schools to 140 students in grades K-6. \$100 monthly fee for 10 months (3 Years) = \$420,000</i> <i>Springboard to provided two 10 week tutoring sessions for students in grades K-6 to support with Phonics Curriculum = \$78,000</i> <i>MeshED to provided 12 session of project based learning to our students in grades 5 & 6 & Professional development to faculty = \$33,480</i> <i>Total = \$531,490</i>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 45 <i>Supplies and Materials</i>	<i>Technology – (6) Projectors for Classrooms at \$100 each = \$600, (20) Document cameras for Classrooms at \$80 each = \$1,600 , (640) Chromebook Chargers for Students to travel with equipment = \$19,200</i> <i>PPE Supplies to prevent the spread of COVID 19 – COVID Screening Saliva PCR Testing weekly of 25% of student population = \$172,800, PPE Supplies – Hand Sanitizers Refills, Masks and Clorox Wipes at \$56.50 = \$8,475</i> <i>Total = \$202,675</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>Code 30</i> <i>Minor Remodeling</i>	
<i>Code 20</i> <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	
Report Prepared By:	Kirsys A Gomez	
Agency Name:	Amber Charter School Kingsbridge	
Mailing Address:	3120 Corlear Avenue	
	Street	
	Bronx	NY 10463
	City	State Zip Code
Telephone # of Report Preparer:	646-694-2452	County: New York
E-mail Address:		
Project Funding Dates:	3/13/2020 Start	9/30/2024 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			\$772,425
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
STEM Teacher - 3 Years	1.00	\$95,798	\$287,394
SETSS Middle School Teacher - 3 Years	1.00	\$71,677	\$215,031
Special Population Manager - 3 Years	1.00	\$90,000	\$270,000

PURCHASED SERVICES			
Subtotal - Code 40			~~\$531,500~~ 531,490
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
After School Program - Tutoring/Homework Support	Manhattan College	\$100 monthly / 140 students / 3 years 10 month program/yr	\$420,000
Two - 10 week sessions tutoring program cycle - phonics curriculum	Springboard	\$5,000 school fee / \$100 per student fee / 340 students	\$78,000
12 session of 60 min project based learning action labs for grades 5 & 6	MeshEd	\$25 fee per student (2 labs) 175 students / 2 years	\$17,500
professional development of faculty for project based learning	MeshEd	\$533/hour for team of 3 (10 - 90 min sessions) 2 years	~~\$16,000~~ 15,990

SUPPLIES AND MATERIALS			
Subtotal - Code 45			~~\$202,665~~ 202,675
Description of Item	Quantity	Unit Cost	Proposed Expenditure
COVID Screening - Saliva PCR Testing Materials & Screening service	20 pools/wk x 24 wks. ~~250 pool tests /~~ ~~\$3,500 weekly fee~~	~~\$7,100.00~~ 360.00	~~\$177,500~~ 172,800
Chromebook Chargers - Students traveling with Chromebook home	640.00	\$30.00	\$19,200
PPE Supplies - Hand Santizers Refills Masks, Clorox Wipes	100.00 150	~~\$37.65~~ 56.50	~~\$3,765~~ 8,475
Document Cameras for Classrooms	20.00	\$80.00	\$1,600
Projectors for Classrooms	6.00	\$100.00	\$600

CF121
 ENTRY DATE 03/11/22
 PROJECT 5880215235
 SED CODE 321000861074
 NYC DOC #

GRANTS FINANCE
 PROJECT STATUS REPORT
 ARP ESSER 3
 AMBER CHARTER SCHOOL KINGSBRIDGE

RUN DATE 03/11/22

BUDGET DETAIL INFORMATION			
PROF SALARY	15	772,425.00	BEGIN DATE 03/13/20
NON PROF SALARY	16	0.00	END DATE 09/30/24
PURCH SERVICES	40	531,490.00	AMENDMENT #
SUPP & MATERIAL	45	202,675.00	CONTRACT #
TRAVEL EXPENSE	46	0.00	STOP DATE
EMP BENEFITS	80	0.00	REFUND CHECK #
INDIRECT COST	90	0.00	IND COST RATE 10.0
BOCES SERVICES	49	0.00	INT ELIG Y
REMODELING	30	0.00	
EQUIPMENT	20	0.00	

BUDGET SUMMARY INFORMATION			
FUNDYEAR	BUDGET SPLITS	PAID TO DATE	OUTSTANDING ENC
588021	1,506,590.00	150,659.00	1,355,931.00
588020	0.00	0.00	0.00
588019	0.00	0.00	0.00
	0.00	0.00	0.00
	0.00	0.00	0.00
TOTAL	1,506,590.00	150,659.00	1,355,931.00

LOG AND CONTRACT DATES			
BUDGET	RECEIVED	ENTERED	APPROVED
INTERIM	03/03/22	03/08/22	CONTRACT
FINAL			

CASH DETAIL										
ENTRY	DOC #	TRANS	ENC	RPT	LINE	AMOUNT	FUNDYR	MIR	PD DT	STAT
031122	565794F	INIT	000	03/22	01	150,659.00	588021	030322		ENT

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