

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

Page Last Modified: 11/01/2021

Summary & Background

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

Page Last Modified: 11/01/2021

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: 11/01/2021

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: 11/01/2021

Submission Instructions

BRIDGE PREPARATORY CS

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – 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: 11/01/2021

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

BRIDGE PREPARATORY CS

353100861144

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	Josh Moreau	josh@weboosted.com	10/26/2021
LEA Board President	Rose Kerr	rkerr@bridgeprepcharter.org	10/28/2021

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: 01/21/2022

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

BRIDGE PREPARATORY CS

353100861144

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.

Bridge Preparatory Charter School (BPCS) engaged stakeholders by posting the APR-ESSER Funding Plan to the school's website for comment and feedback. The school took feedback on the APR-ESSER Funding Plan from stakeholders during the review process, discussed the feedback, comments and recommended additions/changes.

The Executive Director engaged members of the school's leadership team, including the Academic Director (Director of Teaching and Learning), Special Education Director, Director of Operations, and Director of Community Development, as well as other staff members, in various discussions related to the allocation of funding allowable as indicated in the guidance documents. The Executive Director also engaged the school's Board of Trustees at meetings (Academic Committee, Finance Committee and Full BOT) and open to the public, related to the need to address academic loss resulting from the Covid-19 pandemic and items included in the plan. Moreover, end of year and beginning of year student assessment data, as well as feedback obtained by teachers and families related to student social emotional needs, were used to determine the items included in the plan.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

Page Last Modified: 01/21/2022

The information was shared with parents via a dedicated page posted on the school's website, and oral comments gleaned from parents related to the items on the agenda discussed in public Board meetings, parent representative on the Board of Trustees, and to Family Association Executive Board members.

In order to keep stakeholders engaged, the school will focus on scheduled meetings to discuss progress as follows:

- Faculty conferences
- Board of Trustees Meeting reports
- Families via reports at Family Association meetings.
- Meetings with various community organizations related to After-School and Summer programming.

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.**

The ARP-ESSER Plan will be available to all staff, parents, students, community members, and other stakeholders via the school website at: <https://bridgeprepcharter.org/bridge-prep-arp-esser-plan/>. Individuals may request a copy of the plan via email.

After our ARP-ESSER Application receives programmatic approval from the SED, we will upload the approved application and budget forms to this URL.

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.**

BPCS will provide all school staff with training in the implementation of layered prevention strategies to reduce the risk of COVID-19 transmission at our school. BPCS will hire additional school staff and continue to employ existing school staff to maintain the safe operation and continuity of educational services for students in grades 1-4. The school has adjusted, and will continue to adjust, physical layouts in its buildings, including classrooms and common spaces (to maximize physical space), and has plans for the continued use of outdoor spaces for instruction, lunch and recess, in order to limit the spread of COVID-19. All staff and students have received training and support in proper use of wearing a mask, handwashing, and respiratory etiquette and other prevention strategies to reduce transmission of COVID-19 and the school will continue to provide additional resources and training as applicable in partnership with the local health department and community partners.

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.**

BPCS will utilize a balanced system of formative, diagnostic and summative assessments that include qualitative and quantitative data. The following research-based programs will be utilized to monitor student progress and provide data for academic intervention and support: NWEA MAP assessments for Reading and Math, Fountas and Pinnell, and specific content exams. Data gathered from these assessments will be utilized to monitor individual student progress, identify students in need, inform instruction, and provide academic intervention services. Additionally, data gathered from the steps mentioned above will be used to evaluate the quality and effectiveness

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

Page Last Modified: 01/21/2022

of the academic program and to make changes, as deemed necessary based on student needs.

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.**

BPCS will implement both an After-School Academic Enrichment Program and a Summer Learning & Enrichment Program to meet the unique needs of our student population. Information and data gathered from assessments will be utilized to identify students in need and at high risk, as well as various progress reporting metrics in individual classrooms based on formative assessment data. These programs are meant to support and address the needs of our diverse student community of low-income students, students with disabilities and English learners, as well as any students experiencing homelessness, and children in foster care.

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.**

BPCS plans to spend remaining APR-ESSER funds to support the following:

- Provide and Implement additional Social Emotional Supports to at risk students with the hiring of a social worker as a response to the COVID-19 pandemic and return to in-person instruction.
- Provide new educational technology in classrooms by purchasing seven Smart Boards to support the in-person instructional experience and continue to offer live teaching that mirrors the in-person instructional experience for students who are forced to quarantine as a result of COVID-19 exposure.
- Indirect costs that are necessary to maintain the operation of and continuity of services in our LEA and to help us defray the costs of proper and efficient performance in the administering of our ARP-ESSER funded program.

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.**

BPCS will work collaboratively with members of our community (staff, parents, Board of Trustees, and community partners) to provide academic, social, emotional and mental health support to all students. The school will: provide weekly professional development opportunities for ongoing faculty planning and training to discuss student assessment results, student needs, review of data and curriculum planning; engage local organizations to provide additional resources in social, emotional, and mental health support for students and families; Identify various assessments (academic and SEL) to ensure interventions implemented are addressing students needs; communicate with and engage families to identify specific additional supports or resources are needed to best support their students at home, via the use of surveys, our Family Association, and parent workshops virtually or on campus.

- The funds are also being used to provide a robust and comprehensive after school and summer school academic programming for the students. As previously stated, our after school and summer school programming is provided to students most in need of additional academic intervention, which will include Students with Disabilities, Economically Disadvantaged Students, ELLs and students of color. The funding will allow for these programs to provide targeted instruction directly related to these students needs and will rely on review of student data and progress monitoring, which is done in collaboration with our Grade Team Leaders and

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

Page Last Modified: 01/21/2022

Student Support Team. As many of our students enter our school below grade level, this programming is meant to help “bridge the gap” for students and prepare them as they move forward (this is especially true for summer school programming, as students prepare to enter the next grade)

- The funding will support the provision of additional Social Emotional Supports, which will be provided directly to Students with Disabilities, Economically Disadvantaged Students, ELLs and students of color via: A dedicated Social Emotional Learning Period, which we provide to students 1x per week for 45 minutes. Individual Crisis Counseling and Peer Groups, which are provided to students who have been identified by their teachers or families in need of social emotional support. External programming/partnerships with local community organizations to provide students with designed, structured social interactions which is critical for these subgroups of students who were most impacted by the COVID-19 pandemic as a result of the limitations placed on social interactions.
- The funding allows for the purchasing of new educational technology in classrooms for Students with Disabilities, Economically Disadvantaged Students, ELLs and students of color which will support their in-person instructional experience and as well as allow for the provision of “live teaching” streamed into the classroom should they need to be at home as a result of having COVID 19. This will allow all students in impacted classes equitable access to instruction.
- Continuity and structure are critical for the success of all of our students. The funding will help the school to retain staff and keep two head teachers in every classroom, thereby dramatically lowering the student to teacher ratio in every classroom which is proven to improve outcomes for all students.
- The advantage of having two teachers in every classroom is strengthened by the constant work to reflect and refine the instruction taking place. The consistent meeting schedule to review student data and adjust curriculum and student groups accordingly ensures that
- When identifying professional learning opportunities for staff, we look for vendors who will provide programming that will directly impact the students in our building, a majority of which are students of color, students with disabilities and students who are considered economically disadvantaged. Specifically: Professional learning for staff related to the aggregation and application of academic data (through NWEA MAP PD) is critical to student success and aligns with the work that our Data and Assessment Coordinator and Student Support Team are working on related to meeting specific student needs. Professional Learning in new programming related to the Science of Reading and Multisensory Math which will enable our teachers and academic leaders to provide specially designed, research based targeted instruction for our specific student population.
- Migratory students and students experiencing homelessness have not been mentioned because they have not been present in our student population.

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

Page Last Modified: 11/01/2021

ARP-ESSER Return to In-Person Instruction

BRIDGE PREPARATORY CS

353100861144

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.**

The Reopening Plan is available to all staff, parents, students, community members, and other stakeholders via the school website at <https://bridgeprepcharter.org/wp-content/uploads/2021/10/Welcome-Back.pdf>

All families and students have also been provided a hard copy of this plan and families may request a copy of the plan via email.

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

Page Last Modified: 11/01/2021

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.

BPCS will hold ongoing meetings with school stakeholders to identify any plan revisions. BPCS will post the draft of any revised document to the school website for public comment in order to collect feedback from stakeholders (parents, students, staff, and community partners). Following any public comment period, BPCS will hold a meeting to discuss any changes or new recommendations. Once all comments/recommendations are evaluated, the plan will be updated as needed and will be posted to the school website.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

Page Last Modified: 01/24/2022

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

BRIDGE PREPARATORY CS

353100861144

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 (\$)	254,396
Total Number of K-12 Resident Students Enrolled (#)	194
Total Number of Students from Low-Income Families (#)	119

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: 01/24/2022

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

BRIDGE PREPARATORY CS

353100861144

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.	0
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.	0
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.	19,100
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	85,760
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	143,320

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 01/24/2022

	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.	0
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.	6,216
Totals:	254,396

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 01/24/2022

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.

Bridge Prep - signed ARP-ESSER Budget - Oct. 2021.pdf
 Bridge Prep - revised ARP-ESSER Budget - Jan 2022.xlsm

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

Bridge Prep - ARP-ESSER Budget Narrative - Oct. 2021.docx
 Bridge Prep - revised ARP-ESSER Budget Narrative - Jan 2022.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	185,320
16 - Support Staff Salaries	0
40 - Purchased Services	0
45 - Supplies and Materials	36,100
46 - Travel Expenses	0
80 - Employee Benefits	26,760
90 - Indirect Cost	6,216
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	254,396