

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

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**Background Information**

ALFRED-ALMOND CSD - 020101040000

**Summary and Background Information**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Project Period**

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

**Project Number**

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

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

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

**Submission Deadline**

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

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

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

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**Submission Instructions**

ALFRED-ALMOND CSD - 020101040000

**Directions for Submitting the Application:**

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

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

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

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

*RE: ARP-ESSER Application – State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

**Deadline for Submitting the Application:**

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

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

Assurances - Assurances

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**ARP-ESSER State Reserve: Assurances**

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

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

Assurances - Assurances

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

12. The LEA assures that:

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

YES, the LEA provides the above assurance.

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

Assurances - Assurances

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13. The LEA assures that:
1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
  2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
  3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
  4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- YES, the LEA provides the above assurance.
14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- YES, the LEA provides the above assurance.
15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.
- YES, the LEA provides the above assurance.
16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- YES, the LEA provides the above assurance.

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

ARP-ESSER State Reserves - State Reserves Intent to Apply

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**ARP-ESSER State Reserves: Intent to Apply**

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Angela Rogers	arogers@aacsapps.com	12/17/2021
LEA Board President	Earl Pierce	pierce@alfred.edu	12/17/2021

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

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**ARP-ESSER State Reserve: Consultation**

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

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

In order to address the academic, social, emotional, and mental health needs of all students, particularly those most impacted by the pandemic, the Alfred-Almond Central School District solicited and considered the input of staff, students, families, community members, and other key stakeholders to identify their most pressing needs. Stakeholders were engaged throughout the ARP ESSER State-Level Reserve planning process via:

- Online Survey to Staff (6/23/2021)
- Online Survey to Families and Community Members (6/23/2021)
- Online Survey posted to District Website and Social Media Pages—Facebook and Instagram (6/23/2021)
- Student Government Meetings (May/June 2021)
- Monthly Liaison Meetings with Teacher Unions (June 2021)
- Board of Education Meetings (Spring/Summer 2021)
- Administrative/Outdoor Learning Space Committee Meetings (Spring/Summer 2021)

The District's Administrative Team continued to consult the NYSED and USDE guidance and meet with stakeholders to refine the State-Level Reserve Plan throughout the Fall and Winter months.

The district will continue to engage stakeholders throughout implementation of its ARP ESSER State-Level Reserve plan through its regular Administrative Team meetings, staff and faculty meetings, and parent and family events. Updates to activities and plan implementation will be made at Board of Education meetings, including opportunities for stakeholders to deliver input to the Superintendent and other district Administrators throughout the entire ARP ESSER State-Level Reserve project implementation period.

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

The URL for the website where the district's ARP ESSER plan is publicly posted is <https://www.aacsapps.com/Page/2266>.

The district's ARP-ESSER State-Level Reserve plan will be made available to people who request it through provision of a link to the URL in an email and/or a hard print copy of the plan documents.



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

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

The district's Administrative Team, in collaboration with Building Principals and other school staff, will continue to analyze multiple data points to identify student needs, monitor student progress, and drive continuous improvement as its planned ARP-ESSER State-Level Reserve interventions are implemented. Parents and families will be kept informed of their students' needs, implemented supports, and areas of student gains through use of student attendance data, curriculum-based assessments to track student growth as it relates to subject and grade-level-specific curricular standards, local and State academic assessment scores, and teacher observations and feedback. Marking period grades will be used as snap shots of student performance as it relates to identified curricular standards on curriculum maps. Teachers and staff will communicate regularly and directly with parents and families through Parent Conferences, Open Houses, and communications apps such as Remind and Class Dojo. Building Principals, Teachers, and other school leaders will link parents and families to community resources for further support. The district promotes the accessibility of staff and administration, increasing opportunities for both formal and informal communication through phone, email, and in-person meetings. Regular communication with school staff throughout the project period will keep parents engaged.

**ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Comprehensive Needs Assessment

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**ARP-ESSER State Reserve: Comprehensive Needs Assessment**

- 1. In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

In addition to the surveys undertaken by the district to inform the ARP-ESSER State-Level Reserve plan, the Alfred-Almond Central School District utilized a variety of data sources to determine the social, emotional, mental health, and academic needs of students, particularly those that may have been disproportionately impacted by the COVID-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. School data teams at each building triangulated data from student attendance reports, discipline reports, curriculum-based assessments, local and State assessments, marking period grades, and teacher observations and feedback. In addition, the teams solicited feedback from the CSE/CPSE Chairperson, Special Education and General Education Teachers, the Outdoor Learning Space Committee, and Support Staff to identify students' areas of need. The school data teams will continue to collect and analyze data for the purpose of building student profiles and discerning patterns across classes and grades.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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

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

To determine the evidence-based interventions that would most effectively address identified student needs, the district consulted What WorksClearinghouse as well as the NYSED Micro-Guidance entitled "Addressing the Impact of Lost Instructional Time Using COVID-19 ResponseFunding," the ED COVID-19 Handbook-Volume 2, and other white papers and studies. The Alfred-Almond Central School District has chosen to address the impacts of lost instructional time by using the 5% State-Level Reserve funds to implement the following evidence-based interventions that address students' academic, social, and emotional needs:

1.0 FTE Reading Teacher to provide supplemental reading intervention, accelerate instruction, and support high dosage tutoring for K-6 students (2022-2023 and 2023-2024)

Secondary Instructional Coach to facilitate implementation of the evidence-based Orton-Gillingham structured literacy training for teachers; ongoing support for teachers focused on development and implementation of high dosage tutoring strategies and instructional best practices; personalized learning; and embedded coaching for teachers related to implementation of IXL and Study Island intervention software programs (2022-2023 and 2023-2024)

Teacher Stipends to supplement the evidence-based K-6 summer and afterschool programs for Alfred-Almond students

Bus Drivers to transport Alfred-Almond students to and from the evidence-based summer program and home from the evidence-based afterschool program

Bus Monitors to transport Alfred-Almond students to and from the evidence-based summer program and home from the evidence-based afterschool program

Teacher Aide stipends to supplement the evidence-based summer and afterschool program programs for Alfred-Almond students

Contract with Orton-Gillingham to provide evidence-based structured literacy training focused on development of reading intervention instruction for 13 staff (CSE/CPSE Chairperson, Elementary Instructional Coach, Elementary and Secondary Special Education Teachers, Elementary Reading Teachers, Elementary Teaching Assistants, and Secondary AIS ELA Teacher) in 2022-2023 and 2023-2024

Software licenses (i.e., IXL, Edmentum/Study Island) to support tailored/individualized acceleration and academic intervention in 2022-2023

Due to the rural nature of the district, Alfred-Almond will use ARP-ESSER State-Level Reserve funds to provide transportation and increase students' access to and from the evidence-based summer program and home from the evidence-based afterschool program

ARP-ESSER 1% State-Level Reserve Afterschool and 1% State-Level Reserve Summer funds have been coordinated with the 5% State-Level Reserve funds to further support students' academic, mental health, and social-emotional needs. Funds for Teacher and Teacher Aide stipends, and transportation from the 5% SLR will be used to supplement the afterschool and summer programs in order to provide comprehensive opportunities and expand student access to programming.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	164,677	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing	1.0 FTE Reading Teacher to provide supplemental reading intervention, accelerate instruction, and support high dosage tutoring for K-6 students (2022-2023 and 2023-2024)

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input type="checkbox"/> Middle School <input type="checkbox"/> High School	Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	2022-2023: 1.0 FTE x \$47,380; 2023-2024: 1.0 FTE x \$48,801 \$68,496 Employee Benefits
Tailored/Individualized Acceleration	91,692	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input checked="" type="checkbox"/> None of the Above	0.5 FTE Secondary Instructional Coach to facilitate implementation of the evidence-based Orton-Gillingham structured literacy training for teachers; ongoing support for teachers focused on development and implementation of high dosage tutoring strategies and instructional best practices; personalized learning; and embedded coaching for teachers related to implementation of IXL and Study Island intervention software programs (2022-2023 and 2023-2024) 2022-2023: 0.5 FTE x \$55,000=\$27,500; 2023-2024: 0.5 FTE x \$56,650=\$28,325 \$35,867 Employee Benefits
Tailored/Individualized Acceleration	153,627	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The district will use a portion of its 5% SLR funds to supplement the K-8 afterschool and summer programs with the following interventions in order to provide comprehensive program opportunities for students and expand student access: Teacher Stipends to supplement the evidence-based summer and afterschool enrichment and project-based learning programs for Alfred-Almond students 10 teachers x \$32/hour x 31.25 hours = \$10,000 per year x 3 years; \$5,546 Employee Benefits Bus Drivers to transport Alfred-Almond students to and from the evidence-based summer program and home from the evidence-based afterschool program (\$10,000 per year x 3 years at \$18.78/hour (estimated at 532.48 hours per year)); \$7,466 Employee Benefits Bus Monitors to transport Alfred-Almond students to and from the evidence-based summer program and home from the evidence-based afterschool program (\$5,000 per year x 3 years at \$15.38/hour (estimated at 325.10 hours per year)); \$3,733 Employee Benefits Due to the rural nature of the district, Alfred-Almond will use ARP-ESSER State-Level Reserve funds to provide transportation (mileage) for students to and from the evidence-based summer program and home from the evidence-based afterschool program, which will increase their access to programming

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				(16,964.29 miles x \$0.56/mile = \$9,500 per year x 3 years (at Annual Standard IRS mileage Rate)) Teacher Aide stipends to supplement the evidence-based summer and afterschool program programs for Alfred-Almond students (2021-2022: 10 Teacher Aides x \$16.77/hour x 50 hours=\$8,385; 2022-2023: 10 Teacher Aides x \$17.82/hour x 50 hours=\$8,910; 2023-2024: 10 Teacher Aides x \$18.87/hour x 50 hours=\$9,435); \$6,652 Employee Benefits
Tailored/Individualized Acceleration	60,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Contract with Orton-Gillingham to provide evidence-based structured literacy training focused on development of reading intervention instruction for 13 staff (CSE/CPSE Chairperson, Elementary Instructional Coach, Elementary and Secondary Special Education Teachers, Elementary Reading Teachers, Elementary Teaching Assistants, and Secondary AIS ELA Teacher) in 2022-2023 and 2023-2024 \$2,500 annual subscription per grade level x 12 grade levels
Tailored/Individualized Acceleration	30,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Software licenses (i.e., IXL, Edmentum/Study Island) to support tailored/individualized acceleration and academic intervention in 2022-2023 for students K-12 \$2,500 annual subscription per grade level x 12 grade levels

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

The Alfred-Almond Central School District will monitor the effectiveness of its planned interventions funded by the 5% State-Level Reserve through quarterly review of multiple student data points by school data teams. Student report profiles will be used by data team members to guide the delivery of targeted and individualized instruction that builds on what students already know to increase opportunities for learning. The district's Administrative Team will review the collected data to discern patterns and trends that will inform global adjustments to programming, as needed. Additionally, the Administrative Team will seek input from Teachers, School Counselors, and other school leaders to determine effectiveness of the integration of academic, mental health, and social-emotional learning across the curriculum. The Administrative Team will communicate proposed changes to stakeholders at Board of Education meetings and through publication on the district website.

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

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

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4.

**Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

	Amount
LEA Allocation	499996
Anticipated Number of Students Served	601
Anticipated Number of Schools Served	2

5.

**Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding. The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.**

Alfred-Almond ARP-ESSER 5 Lost Instruction FS-10.pdf

6.

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

Alfred-Almond ARP-ESSER 5 SLR Impact Budget Narrative.pdf

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

ARP-ESSER State Reserves - Comprehensive After School

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

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

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

To determine the evidence-based interventions that would most effectively address identified student needs, the district consulted What Works Clearinghouse as well as the NYSED Micro-Guidance entitled "Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding," the ED COVID-19 Handbook-Volume 2, and other white papers and studies. The Alfred-Almond Central School District has chosen to address the impacts of lost instructional time by using the 1% State-Level Reserve Afterschool funds to implement the following evidence-based interventions in an afterschool program for K-8 students that will address students' academic, social, and emotional needs:

Teacher Stipends to facilitate a comprehensive K-8 afterschool program and provide supplemental enrichment and opportunities for personalized instruction that will accelerate students' learning (2021-2022, 2022-2023, 2023-2024)

Reading Teacher Stipend to provide reading intervention for students in the comprehensive afterschool program for Alfred-Almond students (2021-2022, 2022-2023, 2023-2024)

Bus Drivers to transport Alfred-Almond students home from the afterschool program (2021-2022, 2022-2023, 2023-2024)

Bus Monitors to transport Alfred-Almond students home from the afterschool program (2021-2022, 2022-2023, 2023-2024)

Student transportation home from the comprehensive afterschool program (2021-2022, 2022-2023, 2023-2024)

ARP-ESSER 5% State-Level Reserve and 1% State-Level Reserve Summer funds have been coordinated with the 1% State-Level Reserve Afterschool funds to further support students' academic, mental health, and social-emotional needs. Funds for Teacher and Teacher Aide stipends, and transportation from the 5% SLR will be used to supplement the afterschool program in order to provide comprehensive opportunities and expand student access to programming.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	36,399	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved	Teacher Stipends to facilitate a comprehensive K-8 afterschool program and provide supplemental enrichment and opportunities for personalized instruction that will accelerate students' learning (2021-2022, 2022-2023, 2023-2024) (2 teachers per grade level x 2 grade levels x \$32/hour x 1 hour/day x 4 days per week x 20 weeks = \$10,240) x 3 years \$5,679 Employee Benefits

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			Students <input type="checkbox"/> None of the Above	
Tailored/Individualized Acceleration	9,100	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Reading Teacher Stipend to provide reading intervention for students tailored to students' individual needs in the comprehensive afterschool program for Alfred-Almond students in grades K-8 (2021-2022, 2022-2023, 2023-2024) (1 teacher x \$32/hour x 1 hour per day x 4 days per week x 20 weeks = \$2,560) x 3 years \$1,420 Employee Benefits
Tailored/Individualized Acceleration	54,503	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Bus Drivers to transport Alfred-Almond students home from the afterschool program (2021-2022, 2022-2023, 2023-2024) \$6,000 per year x 3 years at \$18.78/hour (estimated at 319.49 hours per year); \$4,263 Employee Benefits Bus Monitors to transport Alfred-Almond students home from the afterschool program (2021-2022, 2022-2023, 2023-2024) \$3,000 per year x 3 years at \$15.38/hour (estimated at 195.05 hours per year); \$2,240 Employee Benefits Student transportation home from the comprehensive afterschool program (2021-2022, 2022-2023, 2023-2024) 12,500 miles x \$0.56/mile = \$7,000 per year x 3 years (at Annual Standard IRS mileage Rate)=\$21,000

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

The Alfred-Almond Central School District will monitor the effectiveness of its planned interventions funded by the 1% Afterschool State-Level Reserve through quarterly review of multiple student data points by school data teams. Student report profiles will be used by data team members to guide the delivery of targeted and individualized instruction that builds on what students already know to increase opportunities for learning. The district's Administrative Team will review the collected data to discern patterns and trends that will inform global adjustments to programming, as needed. Additionally, the Administrative Team will seek input from Teachers, School Counselors, and other school leaders to determine effectiveness of the integration of academic, mental health, and social-emotional learning across the curriculum. The Administrative Team will communicate proposed changes to stakeholders at Board of Education meetings and through publication on the district website.

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

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



ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4.

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

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	400
Anticipated Number of Schools Served	2

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

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

Alfred-Almond ARP-ESSER 1 Afterschool FS-10.pdf

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

Alfred-Almond ARP ESSER 1 SLR Afterschool Budget Narrative.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

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

To determine the evidence-based interventions that would most effectively address identified student needs, the district consulted What Works Clearinghouse as well as the NYSED Micro-Guidance entitled "Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding," the ED COVID-19 Handbook-Volume 2, and other white papers and studies. The Alfred-Almond Central School District has chosen to address the impacts of lost instructional time by using the 1% State-Level Reserve Summer funds to implement an evidence-based 5-week summer learning and enrichment program for K-8 students that will address students' academic, social, and emotional needs. The district will use the 1% SLR funds to implement evidence-based interventions that will engage students in project-based enrichment activities that are aligned to the school day curriculum, personalize and accelerate student learning, and prevent the summer slide. This includes:

- Reading Teacher Stipend to provide reading intervention for K-6 students in the evidence-based summer learning and enrichment program for Alfred-Almond students (Summer 2022, 2023, and 2024)
- Bus Drivers to transport Alfred-Almond students to and from the evidence-based summer learning and enrichment program (Summer 2022, 2023, and 2024)
- Bus Monitors to transport Alfred-Almond students to and from the evidence-based summer learning and enrichment program (Summer 2022, 2023, and 2024)
- Software licenses (i.e., IXL, Edmentum/Study Island) to support academic intervention to accelerate learning for students in the evidence-based summer learning and enrichment program (Summer 2022 and 2023)
- Student transportation to and from the evidence-based summer learning and enrichment program (Summer 2022, 2023, and 2024)

ARP-ESSER 5% State-Level Reserve and 1% State-Level Reserve Afterschool funds have been coordinated with the 1% State-Level Reserve Summer funds to further support students' academic, mental health, and social-emotional needs. Funds for Teacher and Teacher Aide stipends, and transportation from the 5% SLR will be used to supplement the summer program in order to provide comprehensive opportunities and expand student access to programming.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	42,655	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing	Teacher Stipends to facilitate an evidence-based summer learning and enrichment program for Alfred-Almond students. The district will operate a 5-week summer program that will be leveled, center-based and

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	will engage K-8 students in project-based enrichment activities that are aligned to the school day curriculum and content areas. The program will serve as enrichment and prevention of summer slide (Summer 2022, 2023, and 2024) (3 teachers x \$32/hour x 5 hours/day x 5 days per week x 5 weeks = \$12,000) x 3 years=\$36,000; \$6,655 Employee Benefits
Tailored/Individualized Acceleration	6,131	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Reading Teacher Stipend to provide reading intervention for K-6 students in the evidence-based summer learning and enrichment program for Alfred-Almond students (Summer 2022, 2023, and 2024) (1 teacher x \$32/hour x 2 hours/day x 5 days per week x 5 weeks = \$1,600) x 3 years=\$4,800; \$1,331 Employee Benefits
Tailored/Individualized Acceleration	41,226	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Bus Drivers to transport Alfred-Almond students to and from the evidence-based K-8 summer learning and enrichment program (Summer 2022, 2023, and 2024) \$5,000 per year x 3 years at \$18.78/hour (estimated at 266.24 hours)=\$15,000; \$3,733 Employee Benefits Bus Monitors to transport Alfred-Almond students to and from the evidence-based summer learning and enrichment program (Summer 2022, 2023, and 2024) \$2,000 per year x 3 years at \$15.38/hour (estimated at 130.04 hours)=\$6,000; \$1,493 Employee Benefits Student transportation to and from the evidence-based summer learning and enrichment program (Summer 2022, 2023, and 2024) 8,928.57 miles x \$0.56/mile = \$5,000 per year x 3 years (at the Standard IRS Mileage Rate per year)=\$15,000
Tailored/Individualized Acceleration	9,990	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System	Software licenses (IXL, Edmentum/Study Island) to support academic intervention, differentiate instruction, and accelerate learning for students in the summer learning and enrichment program (Summer 2022 and 2023) \$4,995 per school license per year x 2 years=\$9,990

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	

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

The Alfred-Almond Central School District will monitor the effectiveness of its planned interventions funded by the 1% Summer State-Level Reserve through quarterly review of multiple student data points by school data teams. Student report profiles will be used by data team members to guide the delivery of targeted and individualized instruction that builds on what students already know to increase opportunities for learning. The district’s Administrative Team will review the collected data to discern patterns and trends that will inform global adjustments to programming, as needed. Additionally, the Administrative Team will seek input from Teachers, School Counselors, and other school leaders to determine effectiveness of the integration of academic, mental health, and social-emotional learning across the curriculum. The Administrative Team will communicate proposed changes to stakeholders at Board of Education meetings and through publication on the district website.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

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

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	400
Anticipated Number of Schools Served	2

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

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

Alfred-Almond ARP-ESSER 1 Summer FS-10.pdf

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

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

Alfred-Almond ARP-ESSER 1 SLR Summer Budget Narrative.pdf