

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

UNION SPRINGS CSD - 051901040000

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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

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standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

- **Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies that 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 the 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 to the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

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

Project Number

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

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

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

Submission Deadline

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

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by

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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

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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 – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

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

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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.

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

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12. The LEA assures that:

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

 YES, the LEA provides the above assurance.**13. The LEA assures that:**

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

 YES, the LEA provides the above assurance.**14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.** YES, the LEA provides the above assurance.

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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.

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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	Michael Wurster	mwurster@unionspringscsd.org	11/8/2021
LEA Board President	Ann Marie Daum	amdaum@unionspringscsd.org	11/8/2021

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ARP-ESSER State Reserve: Consultation

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

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

The District held multiple school board meetings, presentations to community members, and posted the plan to the website for public review and comment. The school board meetings held on the evenings of ARP ESSER presentations were some of the district's most well attended meetings of the year. Further, the District collaborated with the teacher's union to identify positions directly related to student learning supports to compensate for learning loss and social emotional health. District administration met with representatives from the community and instructional staff at all levels to identify needs. The school principals called every family who had children that learned remotely during the 2020-2021 school year and surveyed their needs to assess a successful return to in person instruction and additional learning supports that might need to be implemented for them to be successful. The District collaborated with all collective bargaining units to gather input as well.

We will continue to provide regular updates to the school board regarding planning and how the funds will be used to close gaps based on identified needs due to the COVID-19 pandemic. Further, we will provide regular updates to PTOs, Site Based Teams, and other parental/community groups within the district over the course of the school year.

The District received verbal feedback from various constituency groups listed above. As well as survey feedback in the form google forms surveys related to the after school, summer learning, and programmatic needs of the students and their families. This information was reviewed by the district administrative team and the school board in the formulation of this plan.

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

<http://www.unionspringscsd.org/tfiles/folder651/ESSER%20II%20%2D%20GEER%20II%20%26%20ARPA%20Plan%20%2D%20USCSD%2Epdf>

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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 will hold parent teacher conference days in November of each year. Parents will review, with teachers, the first marking period data, state assessment data, formative assessment data from the first quarter, along with other standardized assessments. Principals will work directly with teachers and families to support students who are struggling. The District will provide extra help opportunities and promote student academic eligibility for participation in extracurricular and co-curricular activities. Further, the District has setup a social emotional google classroom for students and families to communicate their concerns regarding learning outcomes and to help manage the stress in our student population as students return to five day per week instruction.

Regarding summer enrichment opportunities, students participate in district based summer school and learning academies, working on essential skills and understandings to both pre-teach course work for the upcoming school year and refine comprehension of previously covered course topics. The District focused its efforts at the elementary level on literacy and math skill development and utilized project based enrichment activities in order to engage students in their own learning. At the secondary level, students are provided with supports to improve their mastery of foundational concepts needed for success in the upcoming school year. Additionally, small class sizes provide for individualized attention to be given to students in an effort to not only build trusting relationships, but leverage individual interactions to facilitate student engagement in course material.

After school programming is designed to support students in doing their best work in core academic areas, as well as providing enrichment opportunities via clubs and other activities that facilitate the development of the whole child and promote engagement in the overall school experience.

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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.**

The District called every child in the district and engaged with our parents directly to assess student learning needs to facilitate their re-entry to school. Anecdotal data suggested that school avoidance, fear of the unknown, technology considerations, and overall social anxiety related to the pandemic weighed heavily on the minds of our students. The District will use the collected data and correlate across subgroups including students from low income families, English learners, children with disabilities and children in foster care. Once the data was correlated across subgroups, district and building leadership was able to intentionally develop programming addressing the needs of each subgroup. Programming was developed that addresses the needs of all students and additionally focuses on the needs of these subgroups who are especially impacted by the COVID-19 Pandemic. Many of our students demonstrated a need for summer programming that focused both on pre-teaching materials for the upcoming year as well as re-teaching materials from the prior year. Students who missed a significant amount of time needed additional summer learning opportunities that minimized learning loss stemming from the pandemic. After school opportunities to focus on learning loss, but also to provide our students with social and emotional programming were identified as a need. Throughout the implementation of this programming staff will be collecting data, with a focus on these subgroups, to ensure that growth is occurring and the needs of these students are being met through available programming.

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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.**

High Dosage Tutoring: The District has determined through data collection, that many students, especially those existing in identified subgroups, require more individualized intervention in order to decrease the impact of the COVID-19 Pandemic. Subsequently, students will be working with content area teachers both during the school day and after school. For this particular intervention, teachers will work with students during the school day, using data collected before the onset of the school year and during the year. Students will have scheduled time with their intervention teachers to focus on individualized skills and areas of deficit. Teachers will work with a building principal who focuses on secondary student achievement and addressing the impact of the COVID-19 pandemic. The principal will work with teachers to focus and lead instruction, using data from student assessments, attendance, homework completion, and benchmark data sets.

Curriculum Aligned Enrichment: Teachers and building leadership will review current data, including information gathered from a district wide curriculum audit, and determine areas within our curriculum that can be addressed. Specifically, the district will implement student intervention labs that allow teachers to work with students both in person and remotely on activities aimed at closing the learning gaps attributed to the COVID-19 Pandemic.

Restorative Practices: Students at the Middle School have spent all of the COVID-19 Pandemic in some form of remote learning, thus attributing to a lack of educational skills. Students must be provided interventions that not only address primary academic skills, but also the secondary behavioral skills that are required to be successful for in person learning. The building leader brought on board specifically to address gaps associated with the COVID-19 Pandemic will work with school counseling staff to build practices that focus on teaching students how to become successful students in the face of having been remote at least a portion of their week for the better part of the last two years. These interventions will include curricular work that incorporates data pulled from prior year and summer enrichment programming, current assessment data, student discipline data, and attendance data. All of this will provide a picture of the whole child which will be used by teachers, building principals, and school counselors to address the restorative needs of students on an individualized basis.

The District has ongoing effort in the following domains: PBIS, Math Curriculum Audit, Equity and Inclusion, as well as Technology Access. These funds will help support students in the following ways: reducing disciplinary referrals, creating more supportive and inclusive classroom environments, bolstering curricular supports around Math skill gaps and ensuring that students have access to meaningful instruction, leveraging the power of the district provided learning devices. These initiatives align to existing district work through after school and summer enrichment programming. Additionally, teaching positions created through other District grants allow for increased attention to identified learning gaps and objectives.

- 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**

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intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	238,270	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Students will meet with teachers during an intervention period. All students who have been identified as needing to participate in this tutoring program will be provided with intervention periods. This tutoring intervention period will occur with that child's content area teacher. The teacher will incorporate data taken from the child's previous school year and participation in the summer enrichment program. Each session will have specific goals and the program will be specific outcomes. The Teacher will work with the family, school counselor and building principal to monitor the impact of the tutoring intervention sessions.
Curriculum-Aligned Enrichment Activities	216,955	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Teachers will work with building leadership, assigned to addressing the impact of the COVID-19 pandemic, to compare current data with District curriculum. The team will then use this data to address both individual and whole group deficits by embedding curriculum aligned enrichment activities in all classes. For example, where literacy and math curriculum deficits exist, those grade level non core courses will work with the team to implement literacy and math enrichment within their coursework. This will occur throughout the school day with teams reviewing student response and growth.
Restorative Practices	104,310	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care	Students have spent the better part of two years in a non-traditional classroom setting. As they transition back into 5 day/week in person learning, the educational and behavioral skills attributable to student success must be re-taught. This is especially true for our children in foster care, low income

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School	<input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	families, ELL students, and students with disabilities. The building principal, teachers, and school counselor assigned specifically to combat learning loss in our student population will work on developing the skills necessary for our students to be successful, as we apply other content specific interventions.

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 principal and teachers who have been hired and assigned to combat the impact of the COVID-19 Pandemic will meet as a group and with all stakeholders (other staff, district leadership, families) to review student data and make informed decisions regarding current interventions and the need to make adjustment to those interventions throughout the school year. This core group will work with the ELL teachers, special education staff, and district leadership team. Data conversations will be ongoing and include the review of assessments, anecdotal data, homework completion and benchmark assessment data.

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

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

Office of ESSA-Funded Programs – Rm 320 EB
 RE: ARP-ESSER Application - State Reserves
 New York State Education Department
 89 Washington Avenue
 Albany, NY 12234

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

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

4. **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.**

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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	Amount
LEA Allocation	559535
Anticipated Number of Students Served	775
Anticipated Number of Schools Served	3

5. **Please upload a completed copy of the *FS-10* budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

ARP ESSER 5 State Level Reserve FS10 - Signed.pdf

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

ARP ESSER 5 State Level Reserve - Budget Narrative.pdf

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

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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.**

Teachers assigned to the after school program will be working with the building and district level teams to review data from the summer enrichment program and regular school day programming. Students will be able to stay after school for a period of not less than 2 hours, Monday-Friday. During this time, teachers will have students that are assigned to the extended program and sign up. Teachers and other members of the building team will determine which students should participate based on academic needs, social/emotional needs, resources at home, attendance, and evidence of school connectivity. The After School Enrichment program will not only focus on academic work, but also on skills for academic success. This will occur through the offering of co-curricular activities that provide students with the ability to establish stronger social connections, access their teachers and counselors outside of the school day, and explore interests, ultimately leading to stronger connections to their peers and school community. The teachers in the after school enrichment program will continuously monitor data and make adjustments to the interventions based on student growth towards established goals and desired outcomes.

The District has ongoing efforts in the following domains: PBIS, Math Curriculum Audit, Equity and Inclusion, as well as Technology Access. These funds will help support students in the following ways: reducing disciplinary referrals, creating more supportive and inclusive classroom environments, bolstering curricular supports around Math skill gaps and ensuring that students have access to meaningful instruction, leveraging the power of the district provided learning devices. These initiatives align to existing district work through after school and summer enrichment programming. Additionally, teaching positions created through other District grants allow for increased attention to identified learning gaps and objectives.

- 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.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	56,969	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Teachers will be available Monday-Friday (when school is in session) to work with secondary students on academic content and academic related skills. Students will be assigned by their teachers or families and can also sign themselves up for additional help. This program will offer students specific academic intervention work based on individual need.
Tailored/Individualized Acceleration	54,941	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	This program will be designed to focus on providing students with additional skills that may not specifically be based on classroom performance, but focus on the secondary skills that attribute to student success. Specifically, this program will be built based on identified needs using data from student and family data. After School Enrichment programming in this section will provide students with opportunities to explore interests, build interpersonal connections and establish themselves as a successful individual in addition to classroom success. This program will incorporate student interest data collected during previous years and the summer enrichment program to tailor the programming to student and family requests.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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- 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.

Staff involved and assigned to the After School Enrichment program will work with stakeholders to review goals and outcomes and compare to data collected throughout period of time students are actively involved. Assessment data, benchmark data, attendance and student discipline data will be reviewed at regularly scheduled meetings to determine student participation and growth in metrics around student connections, academic growth, and measures of secondary academic skills.

The District will provide updates to the building principals who will share the plan with their staff members. The District leadership will update the plan on the website and provide updates at public session board meetings in order to ensure that current information is available at all times for all stakeholders.

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

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

Office of ESSA-Funded Programs – Rm 320 EB
 RE: ARP-ESSER Application - State Reserves
 New York State Education Department
 89 Washington Avenue
 Albany, NY 12234

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

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- 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	111910
Anticipated Number of Students Served	416
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.

ARP ESSER 1 After School Enrichment FS10 - Signed.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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

ARP ESSER 1 After School Enrichment - Budget Narrative.pdf

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

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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.

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

Union Springs Central School District developed a summer enrichment program that is designed to meet the needs of all students and specific subgroups. The COVID-19 pandemic has taken a toll on our students academic, social, and emotional well being. During the summer months, students who rely on resources provided by the school are often not available. To combat this exacerbated issue, Union Springs developed a summer enrichment program for students in both elementary and secondary programs. This programming provides pre-teaching and re-teaching of academic material, works with students on hands on learning opportunities, and provides social/emotional support. In order to provide a program that more specifically meets the needs of District students, Union Springs offered the program, through working with Cayuga-Onondaga BOCES, in district at our elementary and secondary campuses. This allowed for Union Springs staff to work with Union Springs students and families. Programming included Math and ELA materials, literacy work, and non specific academic instruction aimed at providing life skills to students. Data collected from this program is used in conjunction with the comprehensive after school program and school year intervention programs to ensure that our students get off to a good start. Additionally, interventions that were are successful during the summer enrichment program can be continued during the school year, thus eliminating the time typically needed to identify these interventions at the start of the regular school year.

The District has ongoing efforts in the following domains: PBIS, Math Curriculum Audit, Equity and Inclusion, as well as Technology Access. These funds will help support students in the following ways: reducing disciplinary referrals, creating more supportive and inclusive classroom environments, bolstering curricular supports around Math skill gaps and ensuring that students have access to meaningful instruction, leveraging the power of the district provided learning devices. These initiatives align to existing district work through after school and summer enrichment programming. Additionally, teaching positions created through other District grants allow for increased attention to identified learning gaps and objectives.

- 2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served,**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	51,871	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Students will be provided academic enrichment programming that re-teaches materials individuals and grade level groups have demonstrated as gaps due to the COVID-19 Pandemic. Additionally, instruction will take place that pre-teaches materials in order to aid students in preparing for the upcoming school year. This instruction will occur 4 days/week durign the summer enrichment program and create data sets to be used during the regular school year and comprehensive after school program.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	34,103	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Programming that incorporates academic work with social/emotional learning will be provided to students in order to develop the secondary academic skills attributable to student success in school. This instruction will be provided for approximately 2 hours per day, 4 days/week during the summer enrichment program.
Tailored/Individualized Acceleration	25,936	<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 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	Based on data collected throughout the summer enrichment program and during the previous school year, Union Springs has developed specific instructional goals and outcomes and will tailor that instruction the needs of individual students and subgroups represented at the summer enrichment program. ELL teachers, school counselors, and special education teachers will participate in the program to ensure that subgropus who are impacted more intensely by the COVID-19 Pandemic are able

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> None of the Above	to access individualized services.

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 District will collect data from state and local assessments, student surveys, student participation in co-curricular and extra-curricular activities, homework completion, student attendance, student discipline and district measurement tools that assess student well-being. This data will be reviewed by the building leadership teams, teachers, school counselors, families, and district leadership. The District Leadership team will communicate with building level and department leadership when changes occur. Building and department leaders will in turn communicate these updates to their staff members. District leadership will also communicate changes at public session board meetings as well as post updates to the website, ensuring that all stakeholders are provided with current information regarding all changes made to the plan.

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	111910
Anticipated Number of Students Served	775
Anticipated Number of Schools Served	3

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

FS10 1 Summer Enrichment.pdf

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

ARP ESSER 1 Summer enrichment- Budget Narrative.pdf