

## ARP-ESSER Application: Part 2 - ARP Act

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### Introduction/Instructions - Summary & Background

#### Summary & Background

Entity Name: Challenge Preparatory Charter School  
Institution BEDS Code: 342700860990

#### SUMMARY & BACKGROUND

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

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

**ARP-ESSER Application – Part 1:** The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

**ARP-ESSER Application – Part 2:** The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

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

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

**Project Number:** The project number stem for the program is: *ESSER: 5880 - 21 - XXXX* This number should be used on the appropriate FS-10 budget form.

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

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

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### Introduction/Instructions - Summary & Background

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

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The federal ARP statute requires SEAs to reserve:

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

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

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ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

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### Introduction/Instructions - Submission Instructions

#### Submission Instructions --

Entity Name: Challenge Preparatory Charter

School

Institution BEDS Code: 342700860990

#### Directions for Submitting the Application:

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

*RE: ARP-ESSER Application – Part 2*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234.*

#### Deadline for Submitting the Applications:

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

### LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

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

Entity Name: Challenge Preparatory Charter School

Institution BEDS Code:

342700860990

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

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

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

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|                       | Name               | Email Address                          | Date of Final Review/ Approval |
|-----------------------|--------------------|--|--------------------------------|
| LEA Business Official | Eunice Armstrong   | earmstrong@challengecharterschools.org | 8/26/21                        |
| LEA Board President   | Frederica Jeffries | boardchair@challengecharterschools.org | 8/26/21                        |

### ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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

Entity Name: Challenge Preparatory Charter School

Institution BEDS Code:

342700860990

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

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

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

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

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

Stakeholder involvement has been central to the development of Challenge Prep Charter School's reopening process and planning for its use of Federal funding for Elementary and Secondary School Emergency Relief (ESSER). Expansive stakeholder input has been gathered and considered with respect to identifying and ranking Challenge Prep Charter School's spending priorities.

Collection of school-community input commenced with our having hosted two "open" Town Halls regarding School Funding and Reopening Plans via Zoom on June 1 and June 3. These events were well attended by family members, 80 parents on 6/1 and 66 parents on 6/3, who provided important baseline perspectives and inquiries that would inform our reopening plans and ESSER expenditures.

Following the Town Hall sessions, two separate surveys were sent out:

- An ESSER Family Survey #1 for parents/guardians of Challenge Prep Charter School. This survey was open and available via Google Forms from June 4-20. ESSER/ARP information is regularly posted on our website's Family Resources page (see link immediately below), and regular Social Media posts promoted the survey and our request for input throughout June.  
<https://challengecharterschools.org/family-resources>
- An ESSER Staff Survey for all staff of Challenge Prep Charter School.

Both surveys included various health and safety questions, as well as how to address learning recovery for our scholars as the school plans for a safe Reopening in the 2021-22 school year. Access a summary review of these survey data using the following link: <https://drive.google.com/file/d/1YwMP06i0cVyH5FKTo0n4cDdzoWPralcj/view>

Several respondent data points are illuminating:

- Both parents/guardians (62%) and staff (83%) supported additional student tutoring after school or on weekends
- Both groups supported more instructional time in reading (66%) and math (58%)
- Support for a prospective 2022 Summer School Program was uneven among parents/guardians (58% positive) and staff (68% negative or not applicable).
- Parents/Guardians (92%) expressed probable or potential interest in Parent Academy participation
- Parents/Guardians affirmed academic improvement strategies were needed:
  - Helping your child enjoy reading (70%) and improve math resilience (60%)
  - Effectively engaging with your child's teachers (56%)
  - Effective ways to validate your child's feelings (61%)
- Parent Learning Preferences and Calls for Student Supports:
  - 60.2% supported a return to in-person learning
  - 31.1% would support hybrid learning
  - 34% called for additional counseling support for social-emotional learning
  - 45% called for additional mental health and well-being assessments
  - > 70% called for more socialization and after-school activities

Based on our Leadership Team's analysis, these survey responses have directly affected the spending plans our school has submitted in July within the ESSER II program, and additionally has informed this ESSER/ARP Application. Examples include:

- Intensive Reading and Math tutoring in after school programs
- Curriculum revision aligned with NextGen Standards for literacy
- Professional development promoting embedded assessment and close reading
- A Parent Academy with programming to build capacity among parents as partners who enable and extend student learning and social-emotional well-being

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

The Challenge Prep ARP-ESSER Plan will be publicly posted and can be accessed by using the following URL: <https://challengecharterschools.org/family-resources>

Challenge Prep Charter School is located within and serves the diverse community of Far Rockaway, New York. Our school has created a repository webpage for families and our public regarding all our school reopening protocols and plans, including Covid safety measures, vaccinations and testing, health information in 35 languages, and other family resources. This webpage is updated regularly as our plans and other relevant family support systems evolve or are adjusted to current conditions.

Please see: <https://challengecharterschools.org/family-resources>

In addition to our website, we maintain an ongoing listserv of parents and community members/partners and will distribute the ARP-ESSER Plan in print form using this listserv. Regular social media posts supplement information dissemination and referral to our website information and publication of opportunities to provide input and feedback to our reopening process.

Finally, the ARP-ESSER Plan will be provided in English and Spanish.

### ARP-ESSER LEA Base 90% Allocation - Program Information

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

Other Federal ESSER allocation programs have been invested previously for these prevention and mitigation purposes.

1. ESSER I/Cares Act - The Coronavirus Aid, Relief, and Economic Security Act, 2020 (CARES Act)
2. ESSER II/CRRSA Act - The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act)

Thus \$0 are explicitly identified in this ESSER III/ARP spending plan for operational or facility related prevention and mitigation strategies. However, as noted elsewhere in these responses, our commitment to dynamic refreshing of our Family Resources webpage and social media posts, along with the use of future Town Halls, and ongoing parent/guardian interactions within our Parent Academy will enable Challenge Prep Charter School to reflect and communicate the most recent CDC guidance and protocol adjustments as needed for continuous and safe operation of its schools for in-person learning.

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

Challenge Prep Charter School will use data derived from ongoing sets of internally administered assessments. Ongoing assessments will be completed both digitally and within classroom instructional units of instruction. Ongoing internal assessments will include:

- I-Ready Diagnostic Assessments
- Fountas and Pinnell Running Records (K-5)
- Reading Inventory (6-10)
- Teacher-create Unit Summative Assessments
- Curriculum based informal assessments embedded within daily instruction

Challenge Prep has procured Performance Matters (PM), a digital tool that will allow teachers to administer and score assessments digitally. The early warning system of PM will also be explored to enhance the work of our Child Study Teams (CSTs). Members of the CST collaborate with families to monitor the effectiveness of interventions.

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

Challenge Prep Charter School will partner with Practice Makes Perfect (PMP) service providers to offer high dosage\* afterschool and weekend small group tutoring in math and reading to all eligible\*\* scholars. PMP has a proven track record of offering impactful services based on individual lesson designs initiated with clear learning goals and associated clear outcomes per session.

For program services overview, see also: <https://practicemakesperfect.org/>

For impact and effectiveness, see also: <https://practicemakesperfect.org/case-studies>

\* Annual High Dosage Tutoring Plan = \$195,563

|             | Daily Tutoring Hours                  | # of Tutors | Sessions per Week | Total Sessions Estimate | School Year Estimate |
|-------------|---------------------------------------|-------------|-------------------|-------------------------|----------------------|
| GRADES K-5  | 2.5 hours<br>(30 min sessions)        | 5           | 3                 | 84                      | \$73,500             |
| GRADES 6-10 | 3 hours, 45 mins<br>(45 min sessions) | 5           | 3                 | 93                      | \$122,063            |

\*\*Student Eligibility: EOY 2020-21 i-Ready assessment data will provide information regarding scholars who are below grade level in reading and math. Small groups will target scholars who are farthest behind in order to provide strategic intervention and support growth.

Of the list of twenty allowable activity expenses, the proposed Practice Makes Perfect high dosage tutoring program conforms with and is assigned within category 15 (Planning and Implementing afterschool and weekend instructional programs).

### ESSER/ARP III Projected Expenditures:

2021-22: \$195,563

2022-23: \$195,563

\$391,126

### PLEASE NOTE:

- Challenge Prep Charter School's ARP-ESSER LEA Base 90% Allocation = \$1,402,075.  
Of this, the minimum 20% of funds required for reserve = \$280,415
- At \$391,126, the proposed expenditure in this application subsection Question #5 represents 27.9% of ARP-ESSER LEA Base 90% Allocation.
- See also additional proposed expenditures that will be calculated as part of Challenge Prep Charter School's overall 20% minimum reserve as described in this application's subsection Question #7.

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

Increasing the professional capacities of supervisory, instructional, and pupil personnel services personnel will be essential to renewing in-person student learning, assessing individual needs, redesigning curricula, and moving from learning recovery to accelerated learning. Systematic coaching and researched based training will be keys to effective capacity building. The set of proposed professional development partners and activities are described in detail below. In each instance, the activities described are associated with their respective categories of allowable uses of funds of the ARP Act.

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| Question 6  | Proposed Expenditures                                      | Subtotal Amount  |
|---|--|------------------|
| A. JPS Solutions, LLC   | • Purchased Services (40)                                  | \$30,000         |
| B. Learner Centered Initiatives                                       | • Purchased Services (40)<br>• Supplies and Materials (45) | \$51,200         |
| C. Lavinia Group  | • Purchased Services (40)                                  | \$235,500        |
| D. The Eisenberg Leadership Academy (TELA)                            | • Purchased Services (40)                                  | \$95,000         |
| E. Educators for Success  | • Purchased Services (40)                                  | \$212,500        |
| F. The New Teachers Project (TNTP)                                    | • Purchased Services (40)                                  | \$122,064        |
| G. School Leader and Team Development Professional Learning Materials | • Supplies and Materials (45)                              | \$9,000          |
| <b>Q#6 - SUBTOTAL OF PROPOSED ESSER/ARP III EXPENDITURES</b>          |  | <b>\$775,264</b> |

**A. JPS Solutions – Develop Professional Capacities**

This experienced Charter School consultant team will provide expert advisory and development services to: (1) Plan and transition effectively between remote and in-person learning, (2) Facilitate the process for Challenge to review and revise its current Reopening Plan, and (3) Develop this required plan for Challenge to invest American Rescue Plan Funds.

Of the list of twenty allowable activity expenses, JPS fees and its advisory and development services conform with and are evenly distributed among categories 7 (Leadership Development), 9 (Implementation systems and improved readiness), 15 (Planning and Implementing supplemental instructional programs), and 16 (Addressing the impact of lost instructional time).

For a JPS Solutions services overview, see: <https://jpsolutions.com>

Projected ESSER/ARP III Expenditures:

- 2021-22: \$ 30,000 – Consultant Fees (Code 40)

**B. LCI (Learner Centered Initiatives, Ltd.) –**

**Develop Professional Capacities in K-5 ELA Curriculum Re-Design**

Consultants will provide teachers with professional development on how to develop English Language Arts units that are aligned with the Next Generation Learning Standards. (24 sessions in total.) Units will also feature culturally relevant texts and provide scholars with opportunities to practice lifelong reading skills. The curriculum redesign process will bring clarity to determining what will scholars know, what will scholars be able to do, how will we know if scholars have learned or are able to do, and what will be our response if scholars do not learn. This process will also result in a comprehensive review of scholar texts and materials (with a lens of cultural responsiveness). Program evaluation will include review of student work, student achievement data, pre/post teacher surveys.

Of the list of twenty allowable activity expenses, LCI fees and professional development services conform with and are distributed proportionately among categories 8 (Addressing Unique Needs of Children), 16a & 16b (Assessing Student Progress), and 16b (Addressing the impact of lost instructional time with high quality assessment of student progress and meeting the comprehensive needs of students).

For an LCI services overview, see: <https://lclitd.org/about-us>

Projected ESSER/ARP III Expenditures:

- 2021-22: \$49,800 – Consultant Fees (Code 40)
- 2021-22: \$1,400 – Curriculum Design and Workshop Materials (Code 45)

**C. Lavinia Group – Develop Professional Capacities for Close Reading Instruction**

The Lavinia Group will train Grades 6-10 teachers and instructional leaders in their Close Reading model. 25 consultant days will be scheduled annually for both the 2021-22 and 2022-23 school years. Training will involve on-site coaching, real-time feedback, and deliberate practice. Curriculum resources will also be provided. The



close reading strategy offers a framework to ensure scholars can engage with complex texts in all disciplines at school (and in their lives). I-Ready assessment data and curriculum-based assessments will monitor evolving impact on student comprehension.

Of the list of twenty allowable activity expenses, Lavinia Group fees and professional development services conform with and are distributed proportionately among categories 8 (Addressing Unique Needs of Children), 16a & 16b (Assessing Student Progress), and 16b (Addressing the impact of lost instructional time with high quality assessment of student progress and meeting the comprehensive needs of students).

For a Lavinia Group overview, see: <https://laviniagroup.org/>

Projected ESSER/ARP III Expenditures:

- 2021-22: \$117,750 – Consultant Fees (Code 40)
- 2022-23: \$117,750 – Consultant Fees (Code 40)

**D. The Eisenberg Leadership Academy (TELA) – Developing Professional Capacities for College & Career Course Development**

Two TELA curriculum developers will collaborate with Challenge's Social Emotional Learning SEL team to develop a Life, College, and Career course for all grade levels. The course will incorporate developing and updating each student's: individual learning/achievement plan, career portfolio, and total talent portfolio. It will incorporate student advisory modules and address strands within the Challenge Prep Charter School SEL curriculum. This school-wide course will embed these components within a whole-child approach to teaching and learning that all scholars will be required to take every year. This will provide consistent articulation of SEL, career and college readiness programming, enable ongoing progress monitoring among scholars and cohorts of scholars, and provide data with which to identify the need for appropriate interventions and supports as needed. A core outcome for this initiative are annual grade level programs within which individual learning plans are developed and through which scholars will be involved in establishing and monitoring personalized learning goals. This initiative will be evaluated using student course passing data, scholar SEL surveys, and teacher/staff program assessment surveys.

Of the list of twenty allowable activity expenses, TELA fees and curriculum development services conform with and are distributed proportionately among categories 8 (Addressing Unique Needs of Children) and 16b (Addressing the impact of lost instructional time with activities that meet the comprehensive needs of students).

For a TELA overview, see: <https://eisenbergacademy.org/>

Projected ESSER/ARP III Expenditures:

- 2021-22: \$47,500 – Consultant Fees (Code 40)
- 2022-23: \$47,500 – Consultant Fees (Code 40)

**E. Educators for Success – Developing Professional Capacities of Leaders**

One executive coach will provide coaching and mentoring to the K-5 principal and three K-5 instructional leaders. Two executive coaches will provide members of the grades 6-10 Teacher Leadership Team coaching, mentoring and team-based professional development. 100 consultant days are projected for year one and 70 consultant days are projected for year two. The Educators for Success will partner with consultants from The New Teacher Project (TNTP – see G. below) to offer teacher coaching and development using authentic feedback, promote and transfer skills, and promote collective efficacy.

Of the list of twenty allowable activity expenses, Educators for Success fees and professional development services conform with and are distributed within category 7 (Providing principals and school leaders with resources to address the needs of their individual schools).

Projected ESSER/ARP III Expenditures:

- 2021-22: \$125,000 – Consultant Fees (Code 40)
- 2022-23: \$87,500 – Consultant Fees (Code 40)

**F. TNTP (The New Teacher Project) – Developing Professional Capacities of Leaders**

TNTP's leadership development services are grounded in an externally validated Pathways to Leadership in Urban Schools (PLUS) program, which trains building leaders in cities around the country through professional

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development and leadership coaching. Challenge Prep Charter School will partner with TNTP to provide training for school and district level leaders that promotes teacher effectiveness in developing and sustaining rigorous and engaging classrooms. School and district level leaders will coach and mentor teachers and staff to ensure Challenge's educational program meets the needs of all learners with processes that accelerate student learning. Staff evaluations will be used to assess the overall effectiveness of leader's coaching and mentoring impact on teachers and staff performance.

Of the list of twenty allowable activity expenses, TNTP fees and professional development services conform with and are distributed within category 7 (Providing principals and school leaders with resources to address the needs of their individual schools).

For a TNTP program and services overview, see: <https://tntp.org/>  
Projected ESSER/ARP III Expenditures:

- 2021-22: \$122,064 – Consultant Fees (Code 40)

### G. School Leader and Team Development Professional Learning Materials

It may be reasonably anticipated that there will be a need to prepare additional training or workshop documents, provide additional training supplies, and to acquire additional professional development books/resources associated with the consultant sponsored activities described above as being integral to Challenge developing its teachers, staff, leaders, and school-based teams. To that end, the following additions are proposed to the budget and conform with allowable expense category 7 (Providing principals and school leaders with resources to address the needs of their individual schools).

Projected ESSER/ARP III Expenditures:

- 2021-22: \$4,500 – Supplies and Materials (Code 45)
- 2022-23: \$4,500 – Supplies and Materials (Code 45)

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

7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID19 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.**

### **Background**

Challenge Prep Charter School provides inclusive and responsive programs that serve a widely diverse community with substantial proportions of low-income families, students of color, English Language Learners, and children with disabilities. Throughout and in response to the coronavirus pandemic, Challenge Prep Charter School successfully ensured continuity of learning for all its scholars by quickly pivoting to remote learning. The unique needs of scholars, teachers and staff were unprecedented and so were our program adjustments. Our remote learning program featured:

- A 1:1 student-to-device program
- Clear and high expectations for student attendance and participation
- Innovative scheduling to support small group instruction and professional learning
- School culture building activities
- Family outreach (for both student and tech support)
- Aggressive progress monitoring

These adaptive approaches and solutions notwithstanding, being outside of the traditional "brick-and-mortar" school setting has undoubtedly had some impact on sustaining our principled commitment to individualizing student learning and building comprehensive family support systems. On the other hand, and while we acknowledge that remote learning may not have been ideal for all scholars, we did note tangible evidence that scholars learned and demonstrated *new* skills in the remote learning environment. Our scholars have become more technology savvy and have learned a variety of ways to demonstrate their learning (by utilizing tech tools such as FlipGrid, Padlet, Google breakout rooms, etc.). Thus, we

recognize that the pandemic period was a disruption but also engendered new student skill sets worthy of engaging in our return to in-person learning.

### **2021-22 Plans and Moving Beyond “Learning Loss”**

Challenge Prep Charter School will return to full-time in-person learning for all students in 2021-22. However, rather than embracing a deficit-aligned narrative of learning loss, our planning will be informed by strategies and interventions that focus upon learning recovery and accelerated learning. Our essential professional question will be: ***What does each scholar need to accelerate his/her learning?*** In committing to this focus, we are inspired by authors Almarode, Hattie, Fisher, and Fry in *Reinvesting and Rebounding Where the Evidence Points for Accelerating Learning*.

“Accelerating student growth and achievement within the context of post-COVID teaching and learning demands that we leverage our expertise as educators to make decisions each day about what content, ideas, and skills we want our students to know, understand, and be able to do. We make decisions about how much time to spend on specific topics and how frequently to engage learners in that topic .... We must design and implement learning experiences that increase the rate of learning. The starting point for this increase cannot be based upon some arbitrary point that is the same for every student in the grade level or class. Instead, this increase must start from where students are in their learning journey and where they are ready to go next.” (Corwin/Sage Publications, 2021, p.3)

Going forward, we believe improving and accelerating student learning will involve systematically engaging parents and our community as partners who share in students’ academic, social, and emotional well-being. Four foundational approaches will contribute to our success and guide our priorities for additional expenditures under this subsection:

1. Engage Parents as Learning Partners: Our student’s learning does not begin and end at the school door. Enabling parents to support and extend each student’s learning within the home environment is key to our reinforcing and accelerating their learning over time. Thus, parents’ access to high quality adult learning opportunities and supports are important as well, including specific provisions for workshops, speakers, information, and resources. Student’s social-emotional learning and supports begin within the home. Commencing an ongoing Parent Academy program is a key strategy to initiate and accomplish these outcomes.
2. Involve the Community: Attracting community organizations and leveraging both their human and other in-kind resources will enhance both parent and student learning initiatives. The Greater Far Rockaway community is already joining Challenge Prep Charter School in building capacity among its students and families. For example, the Police Benevolent Association has donated individual student backpacks filled with individual supplies as our students return to school for the 2021-22 school year. As noted above, it is our further intention to incorporate ongoing family development programs featuring community resource experts and health professionals as speakers who enable parents to build capacities that support and extend each student’s learning within the home.
3. Develop Professional Capacities: Increasing the professional capacities of supervisory, instructional, and pupil personnel services personnel will be essential to renewing in-person student learning, assessing individual needs, redesigning curricula, and moving from learning recovery to accelerated learning. Systematic coaching and researched based training will be keys to effective capacity building. The set of proposed professional development partners and activities were described in detail in question 6 above.
4. Individualize Students’ Learning: Every student is an individual learner and as such each student will be best served by having an individualized achievement plan. Systematic acquisition and implementation of technology-based solutions will enable their creation and ongoing adaption of these plans to be responsive to evolving student needs. High dosage tutoring as explained in question 5 above is but one component of individualizing learning and an element with his/her achievement plan as needed.

Projected Additional 20% Reserve ESSER/ARP III Expenditures:

PLEASE NOTE:

The Challenge Prep Charter School ARP-ESSER LEA Base 90% Allocation = \$1,402,075

Of this, the minimum 20% of funds required for reserve = \$280,415

**ARP-ESSER Application: Part 2 - ARP Act**

In addition to the reserve expenditures outlined in application subsection Question #5 above (with a Subtotal of \$391,126) this application subsection proposes additional expenditures for reserve calculation and are described in detail below. Each description conforms to one or more of the 20 allowable activity expenses defined in this application, and each description identifies the relevant allowable expense area. As such, they are summarized here as allowable expenses that when calculated far exceed the minimum required 20% reserve of \$280,415.

| Question 7  | Proposed Expenditures   | Subtotal Amount  |
|---|---|------------------|
| H. Parent Academy   | <ul style="list-style-type: none"> <li>• Professional Salaries</li> <li>• Employee Benefits</li> <li>• Supplies and Materials</li> <li>• Equipment</li> <li>• Purchased Services</li> </ul> | \$255,685        |
| <b>Q#7 - TOTAL OF PROPOSED ESSER/ARP III EXPENDITURES</b> |   | <b>\$255,685</b> |

**H. Parent Academy – Parents as Learning Partners**

Housed in the Challenge Prep Charter High School, Parent Academy will provide adult education for parents, grandparents, and other caregivers with understandings, engagement strategies, and interpersonal communication skills to help their children thrive in the classroom. Monthly sessions will be facilitated by community-based educators, healthcare providers, business professionals, and civic leaders. Parents will learn from other parents as well as maintain the family-school partnership with available Academy laptops and with access to their own students' 1:1 device.

A new full-time Parent Advisory Coordinator is proposed for 2021-22 and 2022-23. Under his/her facilitation, all Challenge families will be invited and scheduled for participation within Academy programs; speakers and presenters will be identified and scheduled for workshop sessions, and a Parent Academy Advisory Committee will be established to set measurable goals for increased family engagement in the following areas:

- Volunteering at school
- Helping children with their homework
- Attending school functions
- Visiting the child's classroom
- Sharing expertise or experience with the class through guest speaking and
- Taking on school leadership roles and/or participating in the decision-making process

Of the list of twenty allowable activity expenses, the Parent Advisory Coordinator, its community development, programs and resources conform with and are distributed proportionately among categories 14 (Full-service Community Schools) and 9 (Implementation systems and improved readiness), 15 (Planning and Implementing supplemental instructional programs), and 16c (Addressing the impact of lost instructional time by providing information to parents and families on how they can effectively support students).

**Projected ESSER/ARP III Expenditures:**

- Parent Academy Coordinator – 1.0 Fulltime position
  - 2021-22: \$ 75,000 (Code 15)\*
  - 2022-23: \$ 76,500 (Code 15)\*
  - Benefits: \$ 45,450 (Code 80)\*
- Community Speaker Fees and Honorariums
  - 2021-22: \$ 17,500 (Code 40)\*
  - 2022-23: \$ 17,500 (Code 40)\*
- Workshop Classroom Equipment and Office Supplies
  - 2021-22: \$18,835 (Codes 20 and 45)\*
- Other Supplies to Support Community Speakers/Workshops
  - 2021-22: \$2,450 (Code 45)
  - 2022-23: \$2,450 (Code 45)

**TOTAL Parent Academy Projected Expenditures = \$255,685**

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*\*NOTE: Of the total projected expenditure, \$249,850 will be added to the minimum 20% reserve to address the academic impact of lost instructional time, and will respond to the academic, social, emotional, and mental health needs of all students.*

**OVERALL SUMMARY ANALYSIS – REQUIRED RESERVE CALCULATIONS**  
**Subsection Questions 5 and 7**

| Subsection Question                                       | Initiative Description  | Budget Coding                                       | Subtotal to be Applied to Reserve                        |
|---|---|---|--|
| # 5   | Practice Makes Perfect<br>High dosage afterschool and weekend small group tutoring in math and reading  | Code 40   | \$391,126  |
| #7  | Parent Academy<br>Overall coordination and provision of monthly workshops engaging community and other presenters to provide adult education for parents, grandparents, and other caregivers with understandings, engagement strategies, and interpersonal communication skills to help their children thrive in the classroom. | Code 15<br>Code 40<br>Code 45<br>Code 80<br>Code 20 | \$151,500<br>\$35,000<br>\$4,900<br>\$45,450<br>\$13,000 |
| Total of Proposed ESSER/ARP III Expenditure for Reserve = |   |   | \$640,976  |
| Minimum 20% Required Reserve =                            |   |   | \$280,415  |
| ARP-ESSER LEA Base 90% Allocation                         |   |   | \$1,402,075  |
| Calculated ESSER/ARP III Expenditure % Reserve =          |   |   | 45.72%   |

## ARP-ESSER Application: Part 2 - ARP Act

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### LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

#### ARP-ESSER Return to In-Person Instruction --

Entity Name: Challenge Preparatory Charter School

Institution BEDS Code:

342700860990

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

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

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

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

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

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

**The Challenge Prep URL where its most current reopening/return to in-person learning plan is located is:**

<https://challengecharterschools.org/family-resources>

- 2. An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into**

## ARP-ESSER Application: Part 2 - ARP Act

account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

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

Upon SED's approval of Challenge Prep's ARP submission, Challenge Prep will implement the process for the review, and updating of the school's Plan for In-Person Instruction (the Plan), and the collection of stakeholder input. At the beginning of the process, a meeting of the Leadership Team will be devoted to deconstructing the Plan for the purpose of identifying how various parts of the Plan will be reviewed and by whom. The review process will include the collection of data and will be ongoing. Information about the review of the plan will be shared with various stakeholders, and input will be solicited before significant changes to the plan are implemented particularly to the part of the plan devoted to health and safety. At six-month intervals to at least September 30, 2023, a formal review of the Plan will take place. The six-month review will include a written update of the progress of each part of the Plan. A summary of the six-month written review will be posted on the school's website at the following URL: <https://challengecharterschools.org/family-resources>

### LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

#### ARP-ESSER LEA Base 90% Allocation - Funding Distribution --

Entity Name: Challenge Preparatory Charter School

Institution BEDS Code:

342700860990

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP/ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-

ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

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

|                                | Amount (\$ or #) |
|--------------------------------|------------------|
| ARP-ESSER Fund Allocation (\$) | \$1,402,075      |

**ARP-ESSER Application: Part 2 - ARP Act**

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|   |      |
|---|------|
| Total Number of K-12 Resident Students Enrolled (#)   | 1056 |
| Total Number of Students from Low-Income Families (#) | 918  |

**ARP-ESSER Schools Served**

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

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



**ARP-ESSER Application: Part 2 - ARP Act**

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

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

Entity Name: Challenge Preparatory Charter School

Institution BEDS Code:

342700860990

**Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP/ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-**

**ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.**

- 1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

|   | FUNDING Amounts (\$) |
|---|----------------------|
| 1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).  | 0                    |
| 2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).   | 0                    |
| 3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).  | 0                    |
| 4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).   | 0                    |
| 5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).  | 0                    |
| 6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.  | 0                    |
| 7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.  | \$351,064            |
| 8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.   | \$119,175            |
| 9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.  | \$56,738             |
| 10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.   | 0                    |
| 11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.   | 0                    |
| 12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements. | 0                    |

**ARP-ESSER Application: Part 2 - ARP Act**

|  |           |
|--|-----------|
| 13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.  | 0         |
| 14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.   | \$66,738  |
| 15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.  | \$447,864 |
| 16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support | \$360,498 |

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

|  | FUNDING Amounts (\$) |
|--|----------------------|
| students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.   | 0                    |
| 17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.   | 0                    |
| 18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. | 0                    |
| 19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.   | 0                    |
| 20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.  | 0                    |
| <b>Totals:</b>   | <b>\$1,402,075</b>   |

## ARP-ESSER Application: Part 2 - ARP Act

### LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

#### ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs --

Entity Name: Challenge Preparatory Charter School

Institution BEDS Code:  
342700860990

#### PLEASE NOTE:

The Office of Facilities Planning, in collaboration with NYSED's Chief Financial Officer and the Office of ESSA-Funded Programs, is developing guidance regarding capital construction projects based on the United States Department of Education (USDE) recently issued FAQs for this federal program. The Use of Funds FAQ (released May 26, 2021) may be of particular interest, since it discusses construction and combination of funds. Links to the federal program website are below:

[https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/ESSER.GEER\\_FAQs\\_5.26.21\\_745AM\\_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99](https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99)

Local Educational Agencies (LEAs) which intend to do federally funded work using ARP-ESSER funds must first file FS-10s and other documents as required by the Office of ESSA-Funded Programs. If a project would normally require a building permit if supported by state/local funds, it must also have a building permit if supported by federal funds (or a combination of funding streams). Facilities Planning forms are under development at this time.

1. **What is the amount of funds that the LEA plans to use for construction related projects?**
2. **In the space provided below, please described the planned construction activities and costs.**
3. **Will the planned construction impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places?**

Yes, the planned construction will impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places.

No, the planned construction will not impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places.

- 3a. **Please describe the relationship of the proposed construction to and probable effect on any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places.**

#### ARP-ESSER - Construction-Related ASSURANCES

4. **The LEA assures it will have or obtain a full title or other interest in the site, including right of access, that is sufficient to insure the grantee's undisturbed use and possession of the facilities for 50 years or the useful life of the facilities, whichever is longer. § 75.603 (Authority: 20 U.S.C. 1221e-3 and 3474)**

YES, the LEA provides the above assurance.

5. **The LEA assures it will ensure that sufficient funds are available to meet any non-Federal share of the cost of constructing the facility. § 75.604**

YES, the LEA provides the above assurance.

6. **The LEA assures work will begin on construction within a reasonable time after the grant for the construction is made. § 75.605 (Authority: 20 U.S.C. 1221e-3 and 3474)**

YES, the LEA provides the above assurance.

7. **The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606**

YES, the LEA provides the above assurance.

## ARP-ESSER Application: Part 2 - ARP Act

### LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

8. The LEA assures that the construction is functional; economical; and not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474)
- YES, the LEA provides the above assurance.
9. In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSED Office of Facilities Planning for review and approval prior to construction.
- YES, the LEA provides the above assurance.
10. The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:
- For residential facilities - 24 CFR part 40; and
  - For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610
- YES, the LEA provides the above assurance.
11. The LEA assures that, in planning the construction, the LEA shall, in accordance with the provisions of Executive Order 11988 of February 10, 1978 (43 FR 6030) and rules and regulations that may be issued by the Secretary to carry out those provisions: Evaluate flood hazards in connection with the construction; and as far as practicable, avoid uneconomic, hazardous, or unnecessary use of flood plains in connection with the construction. § 75.611
- YES, the LEA provides the above assurance.
12. The LEA assures that it shall maintain competent architectural engineering supervision and inspection at the construction site to insure that the work conforms to the approved drawings and specifications. § 75.612
- YES, the LEA provides the above assurance.
13. The LEA assures that it will comply with the regulations on relocation assistance and real property acquisition in 34 CFR part 15. § 75.613
- YES, the LEA provides the above assurance.
14. The LEA assures that, when construction is completed, sufficient funds will be available for effective operation and maintenance of the facilities. § 75.614
- YES, the LEA provides the above assurance.
15. The LEA assures that it shall operate and maintain the facilities in accordance with applicable Federal, State, and local requirements. § 75.615
- YES, the LEA provides the above assurance.
16. The LEA assures that, to the extent feasible, it shall design and construct facilities to maximize the efficient use of energy. § 75.616 Further, the LEA shall comply with ASHRAE standards in designing and constructing facilities built with project funds. § 75.616 The following standards of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) are incorporated by reference in this section:
- ASHRAE-90 A-1980 (Sections 1-9).
  - ASHRAE-90 B-1975 (Sections 10-11).
  - ASHRAE-90 C-1977 (Section 12)
- Incorporation by reference of these provisions has been approved by the Director of the Office of the Federal Register pursuant to the Director's authority under 5 U.S.C. 552 (a) and 1 CFR part 51. The incorporated document is on file at the Department of Education, Grants and Contracts Service, rm. 3636 ROB-3, 400

**ARP-ESSER Application: Part 2 - ARP Act**

Maryland Avenue, SW., Washington, DC 20202-4700 or at the National Archives and Records Administration (NARA). For information on the availability of this material at NARA, call 202-741-6030, or go to: [http://www.archives.gov/federal\\_register/code\\_of\\_federal\\_regulations/ibr\\_locations.html](http://www.archives.gov/federal_register/code_of_federal_regulations/ibr_locations.html). These standards may be obtained from the publication sales department at the American Society of Heating, Refrigerating, and Air Conditioning Engineers, Inc., 1791 Tullie Circle, NE., Atlanta, Georgia 30329. § 75.616

YES, the LEA provides the above assurance.

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

**ARP-ESSER LEA Base 90% Allocation - Budget**

**PLEASE NOTE** - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED

and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-

ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER LEA Base 90% Funds.
2. Please upload a completed copy of the Budget Narrative for the ARP-ESSER LEA Base 90% Funds.
3. Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.

|                             | Total Funds (\$) |
|-----------------------------|------------------|
| 15 - Professional Salaries  | \$151,500        |
| 16 - Support Staff Salaries | \$0              |
| 40 - Purchased Services     | \$1,170,990      |
| 45 - Supplies and Materials | \$34,135         |
| 46 - Travel Expenses        | \$0              |
| 80 - Employee Benefits      | \$45,450         |
| 90 - Indirect Cost          | \$0              |
| 49 - BOCES Services         | \$0              |
| 30 - Minor Remodeling       | \$0              |

**ARP-ESSER Application: Part 2 - ARP Act**

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|                |                    |
|----------------|--------------------|
| 20 - Equipment | \$0                |
| <b>Totals:</b> | <b>\$1,402,075</b> |