

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

WATERVLIET CITY SD - 011200010000

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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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Introduction/Instructions - Submission Instructions

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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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Assurances - Assurances

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ARP-ESSER State Reserve: Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.

YES, the LEA provides the above assurance.

2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:
1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
 2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 3. LEA uses of funds to sustain and support access to early childhood education programs;
 4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

YES, the LEA provides the above assurance.

3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

YES, the LEA provides the above assurance.

4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

YES, the LEA provides the above assurance.

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Assurances - Assurances

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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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Assurances - Assurances

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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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Assurances - Assurances

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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	Keith Heid	kheid@vlietschools.org	12/17/2021
LEA Board President	Amanda Cavanaugh	acavanaugh@vlietschools.org	12/17/2021

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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 engaged in conversation with stakeholders several times through the development of the ARP plan. The administrators', teachers', and support staff's unions were included and represented in dialogue pertaining to the development of the plan. Each union provided drafts of ideas to take into consideration. A virtual community forum was held on June 10, 2021, along with several Board of Education meetings to gather input and consult with students, families, and staff. The district also gathered feedback from all stakeholders with an online survey. <https://www.watervlietcityschools.org/district-seeks-input-on-covid-relief-funding-community-forum-set-for-june-10/>

Stakeholder input from parents and the community identified the urgent need of academic support for students, resulting in the request of additional AIS Reading and Math teachers to support students. Another need was to ensure students had access to summer learning and enrichment at all grade levels and access to comprehensive after school activities.

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.

<https://www.watervlietcityschools.org/arp-esser-plan/>

As noted on our district website, any individual that needs assistance to access the district's plan can email communications@vlietschools.org for additional support, paper copies, etc. In addition, questions or concerns can be addressed to Donald Stevens, Superintendent, by phone at 518-629-3201 or dstevens@vlietschools.org.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

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

The district will continue to engage stakeholders throughout the implementation of funds with routine public forums at least every 6 months in conjunction with regularly scheduled board of education meetings and gathering feedback on the use of funds with an online survey.

The district's steering committee (shared decision making team) meets quarterly to analyze and disaggregate data. This committee will monitor student data to ensure that the district is responding to the academic, social, emotional, and mental health needs of all students. This will include the implementation of the school culture and climate survey, along with the analysis of the survey results.

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

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

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

The district's steering committee (shared decision making team) meets quarterly to analyze and desegregate data. This committee will monitor student data to ensure that the district is responding to the academic, social, emotional, and mental health needs of all students. This will include district benchmark assessments, NYS 3-8 ELA and Mathematics assessments, Regents, and the implementation of the school climate survey and analysis of the survey results by student subgroups, including English language learners, students with disabilities, economically disadvantaged students, and migratory students.

In addition, each school building's Equity Team will ensure that the interventions implemented focus on those students disproportionately impacted by the pandemic. This team works closely with the ENL teachers, Director of Special Education, Homelessness Liaison, and Outreach Coordinators.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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

1. 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.

The interventions implemented will include additional direct instruction, predominantly in reading and mathematics, that is tailored/individualized for student intervention or acceleration. The district currently has 5 AIS teachers and cannot address all of the individual needs throughout the district. Additional AIS instructors will provide more student access in small group or individualized settings that will address the impact of loss instructional time and focus on the important reading and mathematical skills needed to demonstrate student success. This work will be in conjunction with the Title I part A supports that are provided by the district.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	1,164,369	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Eight additional Reading and math teachers will be hired by the district as long-term leave positions. These positions will be split with 4 for the K-6 student population and 4 with the 7-12 population due to teacher certification credentials. These teachers will work with low-performing/struggling learners as identified by district benchmark assessments, 3-8 NYS assessments, and Regents. Small group, individualized instruction will be provided for students that targets each learner's needs.

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

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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 district's steering committee will meet quarterly to analyze and desegregate data. This committee will monitor student data to ensure that the district is responding to the academic, social, emotional, and mental health needs of all students. This will include data analysis of district benchmark assessments, NYS 3-8 ELA and Mathematics assessments, Regents, and the school climate survey by student subgroups, including English language learners, students with disabilities, economically disadvantaged students, and migratory students.

Changes to the program plan will be communicated to stakeholders via regular, monthly board of education meetings or at 6-month stakeholder sessions.

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.**

	Amount
LEA Allocation	1,164,369
Anticipated Number of Students Served	300
Anticipated Number of Schools Served	2

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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.

5 State Reserve.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.**

Budget_Narrative 5 State Reserve.docx

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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.

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ARP-ESSER State Reserves - Comprehensive After School

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1. **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.**

The interventions implemented will include additional direct instruction in reading foundational skills using an additional component to our existing reading instruction curriculum. This additional reading support will include research-based practices to help struggling readers in grades 4-8 to practice foundational reading skills. This support will be provided through after school instruction for populations such as students with gaps in attendance, students with disabilities, students acquiring English, and other disadvantaged students as evidenced by district data.

State reserve funds will be coordinated and aligned to other district initiatives, including the District Comprehensive Improvement Plan (DCIP), RTI plan, and Title I Part A schoolwide accountability plan.

In alignment with Goal 2 of the district's DCIP: *Prioritize Standards-Based Curriculum and Instructional Planning*, our educators have developed standards-based curriculum with the support of district administration as well as BOCES coaches. This process has built the capacity of classroom teachers to develop strategic instruction related to the gaps of students; these teachers will be prioritized in the selection process for hiring the after school staff in order to meet the needs of students and address the gaps in learning. See full plan on our website: https://www.watervlietcityschools.org/wp-content/uploads/2021/08/2021-22_DCIP_WatervlietCSD.pdf

In coordination with the district's RTI Plan, educator's use a data-based decision-making process for strategic interventions. The after school program will run similarly to strategic intervention groups in AIS, providing additional data-based interventions to support student gaps. Educators have received professional development and coaching to build their capacity to make decisions based on student data in reading and math. The after school tutoring program will include progress monitoring of student goals and collaboration opportunities with all educators who support the student to ensure progress is being made. Evidence-based interventions are included in our district plan for RTI. See full plan on our website: https://docs.google.com/document/d/e/2PACX-1vRixmoVy6oj86eFMFLhpFIN8jQgLAcuTwyGJ5z4vQyZJIQf9EuAlxvdXp3EU4B9iWqIO6mIv_Ung2Zi/pub

Alignment with the district's Title I schoolwide accountability plan includes reform strategies, including a focus on reading and writing instruction, instructional practice, and instruction by highly-effective teachers. The after school tutoring program will prioritize reading and writing instruction by effective and highly-effective teachers who have received development and coaching on instructional practice on an on-going basis from school administration as well as BOCES coaches. See full plan on our website:

<https://www.watervlietcityschools.org/about-us/district-plans/#title1>

The LEA selected evidence-based interventions to support the afterschool tutoring program and address identified students needs. Reading Horizons is a program designed to help struggling readers and English language learners develop skills that make reading automatic, fluent, meaningful, and enjoyable. The Reading Horizons method (formerly known as Discover Intensive Phonics) delivers engaging, explicit, systematic phonics instruction through a multisensory approach based on Orton-Gillingham principles. Instruction is cumulative and organized in a sequence that enhances learning and simplifies teaching. Each sound of the English language is explicitly taught along with the letter(s) that represents the sound. Five Phonetic Skills are taught to help students recognize short and long vowel patterns in words and syllables. Two skills are presented to show students how to decode multisyllabic words.

The multisensory approach used with the Reading Horizons method enhances learning and memory by engaging auditory, visual, and kinesthetic modalities simultaneously during instruction. A unique marking system is employed to draw student attention to the features

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and patterns of English as well as to give visual cues for pronunciation. Throughout the course of instruction, students are provided with engaging activities for practice and application of the skills learned.

Reading Horizons Elevate is used as an intervention program and correlates with the five pillars of effective reading instruction as identified by the National Reading Panel (National Institute of Child Health and Human Development [NICHD] in 2000). More about the Reading Horizons Elevate program is included on their website: <https://www.readinghorizons.com/reading-method/reading-research/elementary->

packet#:~:text=The%20Reading%20Horizons%20Elevate%20program%20correlates%20with%20the,Proving%20the%20Effectiveness%20of%20the%20Reading%20Horizons%20Approach

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	232,880	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The intervention after school intervention will include AIS after school tutoring sessions for students. AIS teachers will utilize data to determine the severity of gaps, prioritize those students who have the biggest need, and recover the gaps that were created as a result of lost instructional time. Instructional intervention and accompanying online component: 1. Elevate Student Intervention kits with texts and instructional materials (1 per teacher at \$499 each), 24 total kits for grade levels 4-8, ENL teachers, reading teachers, and Special Education teachers 2. Site licenses for Discovery Learning online software for JSHS (600 students for 3 years = 1800 students @16.666) and Elevate intervention online software program (300 students for 3 years at the elementary school = 900 students @16.666 and 300 students for 3 years at the junior/senior high school = 900 students @16.666)

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				3. Student workbooks \$22.38/student, 600 students Teacher training and After School Stipends: 1. AIS Teacher Training (average of \$37/hr, 10 teachers, 26 hours of PD/teacher) 2. Afterschool AIS Teacher Stipend (10 teachers x \$37/hour x 100 hours per year x 3 years)

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

The district's steering committee will meet quarterly to analyze and desegregate data. This committee will monitor student data to ensure that the district is responding to the academic, social, emotional, and mental health needs of all students. This will include data analysis of district benchmark assessments and other local assessments that gauge reading progress, disaggregated by student subgroups, including English language learners, students with disabilities, economically disadvantaged students, and migratory students.

Changes to the program plan will be communicated to stakeholders via regular, monthly board of education meetings or at 6-month stakeholder sessions.

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.

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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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	232880
Anticipated Number of Students Served	600
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.

1 State Reserve Afterschool.pdf

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

Budget_Narrative 1 State Reserve Afterschool.docx

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.

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- 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.**

The interventions implemented will include additional direct instruction, predominantly in the core academic subjects needed for students in grades 9-12, that is tailored/individualized for student intervention or acceleration. Research indicates that effective summer programming plays an importance role in addressing achievement gaps. The district has experiences positive evidence of success with summer programming implemented in the elementary and middle school level. This programming can prevent the summer slide often observed in students following summer breaks, boost literacy rates in students learning to read, improve academic success in students, and prevent school drop out. The district selected expanding the summer school programming for high school students to continue to promote these positive benefits for all students in the district.

The district currently provides summer school programming for academic and enrichment support for grades K-8 through the SED Extended School Day/School Violence Prevention grant. In alignment and continuity for all grades, a summer learning program will be provided to students in grades 9-12 using the ARP-ESSER State Reserves - Summer Learning and Enrichment. This summer learning will be coordinated and aligned to other district initiatives as well, including the District's Comprehensive Improvement Plan (DCIP), RTI plan, and the Title I Part A schoolwide accountability plan.

Part of our DCIP goal is to priotize standards-based curriculum and instructional planning. Our educators have developed standards-based curriculum with the support of district administration as well as BOCES coaches. This process has built the capacity of classroom teachers to develop strategic instruction related to the gaps of students; these teachers will be prioritized in the selection process for hiring the summer school staff in order to meet the needs of students and address the gaps in learning. See full plan on our website: https://www.watervlietcityschools.org/wp-content/uploads/2021/08/2021-22_DCIP_WatervlietCSD.pdf

In alignment with the district's RTI Plan, educator will use data-based decision-making for strategic interventions. The summer school program will run similarly to strategic intervention groups in AIS, providing additional data-based interventions to support student gaps. Educators have received professional development and coaching to build their capacity to make decisions based on student data in reading and math. The summer school tutoring program will include progress monitoring of student goals and collaboration opportunities with all educators who support the student to ensure progress is being made. Evidence-based interventions are included in our district plan for RTI. See full plan on our website: [https://docs.google.com/document/d/e/2PACX-](https://docs.google.com/document/d/e/2PACX-1vRixmoVy6oj86eFMFLhpFIN8jQgLAcuTwyGJ5z4vQyZJlQf9EuAlxvdXp3EU4B9iWqlO6mIv_Ung2Zi/pub)

In coordination with the district's Title I schoolwide accountability plan, alignment will occur with our schoolwide reform strategies, including a focus on reading and writing instruction, instructional practice, and instruction by highly-effective teachers. The summer school program will prioritize reading and writing instruction by effective and highly-effective teachers who have received development and coaching on instructional practice on an on-going basis from school administration as well as BOCES coaches. Opportunities for collaboration will be provided for summer school educators to ensure instructional practice is indicative of highly-effective teaching. See full plan on our website: <https://www.watervlietcityschools.org/about-us/district-plans/#title1>

During the regular school year, the district tracks student attendance as well as academic probation lists to target supports for diverse needs of students. The district will provide a summer learning environment using research-based strategies for students in grades 9-12 that will support credit recovery and academic enrichment. This will include no less than 20 days of programming for tailored,

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ARP-ESSER State Reserves - Summer Learning and Enrichment

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individualized instruction for students, prioritizing students listed on the district list as a concern for attendance rates, academic success, students with disabilities, students acquiring English, and other disadvantaged students as evidenced by district data. This program will be provided for 3 consecutive school years.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	232,880	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input 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	<p>The interventions implemented will include additional direct instruction for students in grades 9-12, predominantly in the core academic Regents subjects such as Algebra I, Geometry, Algebra II, ELA, Global History, Geography, US History & Government, Earth Science, Chemistry, and Living Environment and for students in grades K-12 who are identified as English Language Learners or Students With Disabilities who require continuity of learning, that is tailored/individualized for student intervention or acceleration.</p> <p>The district currently provides summer school programming for academic and enrichment support for grades K-8. To promote continuity of learning for all grades, a summer learning program will be provided to students in grades 9-12 as well as exceptionally needy students in grades K-12 identified as English Language Learners or Students With Disabilities. During the regular school year, the district tracks student attendance as well as academic probation lists to target supports for diverse needs of students. The district will provide a summer learning environment using research-based strategies for students in grades K-12 that will support credit recovery, structured academic support, and academic enrichment. This will include</p>

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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
				no less than 20 days of programming for tailored, individualized instruction for students, prioritizing students listed on the district list as a concern for attendance rates, academic success, students with disabilities, students acquiring English, and other disadvantaged students as evidenced by district data. This will occur for 3 consecutive school years.

- 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 summer school teachers and administrators will monitor student attendance and progress for student subgroups, including English language learners, students with disabilities, economically disadvantaged students, and migratory students. Changes to the program plan will be communicated to stakeholders via regular communications including on the district website, through summer school teacher phone calls to parents, and to the board of education during regular board meetings.

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.

- 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	232880

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ARP-ESSER State Reserves - Summer Learning and Enrichment

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	Amount
Anticipated Number of Students Served	450
Anticipated Number of Schools Served	1

- 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.

1 State Reserve Summer Learning.pdf

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

Budget_Narrative 1 State Reserve Summer Learning.docx