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Background Information

AUSABLE VALLEY CSD - 090201040000

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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

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

- **Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies that can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet the sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.
- **Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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emailing CARESAct@nysed.gov prior to **November 5, 2021**.

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

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Submission Instructions

AUSABLE VALLEY CSD - 090201040000

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 RE*QUIRED to send hard copies of general application materials to the Department.

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

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

Deadline for Submitting the Application:

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

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ARP-ESSER State Reserve: Assurances

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

☑ YES, the LEA provides the above assurance.

2. **The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:**

1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
3. **LEA uses of funds to sustain and support access to early childhood education programs;**
4. **impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);**
5. **student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;**
6. **requirements under the Federal Financial Accountability Transparency Act (FFATA); and**
7. **additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.**

☑ YES, the LEA provides the above assurance.

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

☑ YES, the LEA provides the above assurance.

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

☑ YES, the LEA provides the above assurance.

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5. **The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.**

☑ YES, the LEA provides the above assurance.

6. **The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).**

☑ YES, the LEA provides the above assurance.

7. **The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.**

☑ YES, the LEA provides the above assurance.

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

☑ YES, the LEA provides the above assurance.

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

☑ YES, the LEA provides the above assurance.

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

☑ YES, the LEA provides the above assurance.

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

☑ YES, the LEA provides the above assurance.

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12. **The LEA assures that:**

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

☑ YES, the LEA provides the above assurance.

13. **The LEA assures that:**

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

☑ YES, the LEA provides the above assurance.

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

☑ YES, the LEA provides the above assurance.

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

☑ YES, the LEA provides the above assurance.

16. **The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.**

☑ YES, the LEA provides the above assurance.

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ARP-ESSER State Reserves: 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	Theodore Sill	sill.ted@avcsk12.org	12/15/21
LEA Board President	Scott Bombard	ghostrider8588@gmail.com	12/15/21

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ARP-ESSER State Reserve: Consultation

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

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

The District held several meetings to discuss the funding plan. Meetings included two invitational public meetings for all to discuss the funding options. The District also held several Administrative/Instructional staff meetings to review data and discuss the District's needs and the best way to use the funding. The Superintendent also discussed the funding plan at public advertised Board meetings with power point presentations on how the funds would be used. All meetings involvedinteractive discussions.The district will continue to engage with its stakeholders throughout implementation to incorporate and include modifications where deemed necessary. This will be done through monthly meetings and "live" presentations of meeting information.

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://view.publitas.com/ausable-patriots/american-rescue-plan-arp/page/1
We will post updated plan once programmatic plan is approved. and will be posted at ths url.

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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 update the website throughout the process and will direct stakeholders to the district site to obtain the most current version of the plan. Any updates will automatically occur with this "static link" in order to keep the community apprised of any additional updates. Ausable Valley Central School will continue to post updates and provide biweekly newsletters of available programs for parents and families relating to identified student needs, areas of student gains, and the types of assistance available to families. We will also post updated schedules online and in multiple platforms as offerings are updated. We will use our robo call, email, parent text, and student information platforms to continue to update families.The district will continue to engage with its stakeholders throughout implementation to incorporate and include modifications where deemed necessary. This will be done through monthly meetings and "live" presentations of meeting information.

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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 will be adding additional Special Education Teachers to help deliver more individualized instruction. Students who were designated as "remote learners", low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students will be supported as appropriate through initial NWEA assessment and RTI indexes will be developed to identify deficits within this disproportionallly impacted by COVID-19 pandemic will be provided additional RTI support during the school day and afterschool.

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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.**

Our data based interventions are PLCs, which are learning teams organized by subject, grade level, and/or special interest in which teachers meet weekly to:- Discuss issues around student learning-Collect and analyze data- Develop and try out instructional solutions-Assess the impact of these solutions utilizing NWEA research based and nationally normed assessment to identify student needs and implement targeted instruction with additional teachers budgeted. Utilizing current I-Ready Scores in math and ELA, this data demonstrated the need for smaller class sizes and additional intervention programs which required full time staff to meet the need noted in this data set. We also identified we needed a k-12 data set to streamline our data review and will be transferring to NWEA scoring, along with data review to continue to identify gaps. This will allow us to identify and streamline all funding to gaps in learning and services for all students. These funds will be coordinated with other funding and fund initiatives that are not covered within other funding allowable expenses, but other funding will serve additional intervention afterschool and summer programs-all aligned using data to ensure no duplicative services.

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	1,022,713	☑ Primary ☑ Elementary ☑ Middle School ☑ High School	☑ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System	Additional support and teachers added will allow NWEA and other data driven supports to emerge, along with providing additional support to students that is targeted to their needs and areas of support.

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Planned Intervention(s)	Investment ($)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			☐ Other Underserved Students ☐ None of the Above	

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 will use a research based nationally normed assessment (NWEA) for K-12 to identify gaps in learning and levels of RTI interventions for all students, along with course grades and progress monitoring using NWEA data. Additional "screeners" will provide skill based deficits to ensure planned interventions support skill deficits with intervention programming. Planned interventions and supports will include during the day, small group RTI support by a certified teacher and afterschool small groups and also some tier 3 RTI with 1:1 afterschool programming as needed to support skill deficits.
The District will monitor the learning loss progress usingthe NWEA math data and the Dibbles (DORF) oral reading fluency to evaluate theelementary class size reductions. The District will also use the Wilson Fundations reading Phonics to measure program progress.
The website will be updated as changes to the program occur to keep stakeholders up to date.

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	1022713

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	Amount
Anticipated Number of Students Served	1090
Anticipated Number of Schools Served	4

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

ARP Reserves-FS 10 Signed.pdf

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

ARP Reserves Budget Narrative.pdf

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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.

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 extended day approach will be offered in both elementary schools that offer tailored skills and tutoring, along with enrichment. At the MS/HS level, a 1-2 hour tutoring hour that is tailored to the needs of students and aligned with specific teachers, along with general support for skills work for all students. This aligns with our other initiatives and adds an academic approach to enrichment and support options.Utilizing current I-Ready Scores in math and ELA, this data demonstrated the need for smaller class sizes and additional intervention programs which required full time staff to meet the need noted in this data set. We also identified we needed a k-12 data set to streamline our data review and will be transferring to NWEA scoring, along with data review to continue to identify gaps. This will allow us to identify and streamline all funding to gaps in learning and services for all students. These funds will be coordinated with other funding and fund initiatives that are not covered within other funding allowable expenses, but other funding will serve additional intervention afterschool and summer programs-all aligned using data to ensure no duplicative services.

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
Curriculum-Aligned Enrichment Activities	204,548	☑ Primary ☑ Elementary ☑ Middle School	☑ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness	Afterschool- The extended day approach will be offered in both elementary schools that offer tailored skills and tutoring, along with enrichment. At the MS/HS level, a 1-2 hour tutoring hour that is tailored to the needs of students and aligned with specific

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Planned Intervention(s)	Investment ($)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		☑ High School	☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	teachers, along with general support for skills work for all students.

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.

Program plan will be shared in multiple platforms across our online and offline communication channels. The program will utilize survey and skill assessment data, along with school year data to determine afterschool programming success and alter program where success is not shown within the student data.

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.

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	204548
Anticipated Number of Students Served	

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	Amount
	1090
Anticipated Number of Schools Served	4

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 the1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.

Comprehensive After School FS-10-Signed.pdf

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

Comprehensive After School Budget Narrative.pdf
Comprehensive After School Budget Narrative.pdf

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

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

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

Our data based interventions are PLCs (which also occur during the summer), which are learning teams organized by subject, grade level, and/or special interest in which teachers meet weekly to:- Discuss issues around student learning-Collect and analyze data-Develop and try out instructional solutions- Assess the impact of these solutions utilizing NWEA research based and nationally normed assessment to identify student needs and implement targeted instruction with additional teachers budgeted. Summer programming will be designed based on student data and credit recovery audits-summer programming offered will be aligned to student need and student surveys will add enrichment to the program to encourage participation.Utilizing current I-Ready Scores in math and ELA, this data demonstrated the need for smaller class sizes and additional intervention programs which required full time staff to meet the need noted in this data set. We also identified we needed a k-12 data set to streamline our data review and will be transferring to NWEA scoring, along with data review to continue to identify gaps. This will allow us to identify and streamline all funding to gaps in learning and services for all students. These funds will be coordinated with other funding and fund initiatives that are not covered within other funding allowable expenses, but other funding will serve additional intervention afterschool and summer programs-all aligned using data.

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.**

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Planned Intervention(s)	Investment ($)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	204,548	☑ Primary ☑ Elementary ☑ Middle School ☑ High School	☑ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	Program will be open for all students to target those performing below grade level, credit recovery, and enrichment for advancement. Will run for a minimum of 4 days a week and 3 hours daily during the summer.

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

Program plan will be shared in multiple platforms across our online and offline communication channels. The program will utilize survey and skill assessment data, along with school year data to determine summer programming success and alter program where success is not shown within the student data.Ausable Valley Central School will continue to post updates and provide biweekly newsletters of available programs for parents and families relating to identified student needs, areas of student gains, and the types of assistance available to families. We will also post updated schedules online and in multiple platforms as offerings are updated. We will use our robo call, email, parent text, and student information platforms to continue to update families.The district will continue to engage with its stakeholders throughout implementation to incorporate and include modifications where deemed necessary. This will be done through monthly meetings and "live" presentations of meeting information.

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

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

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

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

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

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

	Amount
LEA Allocation	204548
Anticipated Number of Students Served	1090
Anticipated Number of Schools Served	4

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.

Summer Learning and Enrichment FS-10-Signed.pdf
Summer Learning and Enrichment Budget FS-10.pdf

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

Summer Learning and Enrichment Budget Narrative.pdf