

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Background Information

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Background Information

YONKERS CITY SD - 662300010000

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

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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 can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

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

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

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Submission Instructions

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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.
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.

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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.
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.

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Assurances - Assurances

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

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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 intend to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

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	John Liszewski	john.liszewski@yonkersny.gov	12/16/21
LEA Board President	Steve Lopez	TRUSTEELOPEZ@YonkersPublicSchools.org>	12/16/21

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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.

Throughout the development of Yonkers Public Schools Restoration, Renewal and Hope 3-Year Plan public comment was solicited from parents/guardians, administrators, teachers and support staff, civil service staff, students and other stakeholders. Below are the meeting dates:

- Federal Funding Collaboration Meeting - Yonkers Council of Administrators, Yonkers Federation of Teachers, Yonkers Teamsters and Yonkers CSEA– April 19, 2021
- Yonkers Council of PTAs/PTSAs meeting English – April 29, 2021
- Yonkers Council of PTAs/PTSAs meeting Spanish - April 30, 2021
- Board of Education Stated Meeting – May 19, 2021
- Yonkers City Council Hearing - May 25, 2021
- Online survey available to families, staff, students and stakeholders

Stakeholder feedback and recommendations continuously will be sought through 2024.

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.yonkerspublicschools.org/September21Opening> - general website for all 2021-2022 Opening including access to federal, state and local documents, links and information related to ARP ESSER.

2021-2022 Opening Plan LANDING PAGE: <https://www.yonkerspublicschools.org/21-22-Opening-Plan>

2021-2022 ENGLISH Opening Plan Document: <https://bit.ly/Opening-Plan-Document>

Yonkers Public Schools American Rescue Plan Act (ARPA) 2021-2024 – Overview and Priorities:

It is posted on our SEPTEMBER 21 OPENING OF SCHOOL website in the Guidance '21 channel.

<https://www.yonkerspublicschools.org/cms/lib/NY01814060/Centricity/Domain/9265/Foundation-Aid-And-American-Rescue-Plans-July-2021.pdf>

<https://bit.ly/YPS-ARPA>

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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.

Family engagement is critical to this work. All stakeholders, especially our students, benefit when families are engaged in their schools. To strengthen our essential partnership, the goals of the program will be shared through family informational meetings and communications. To be most effective in support of student success, communication should go in both directions – schools should share information with families, and families should be encouraged to share feedback with schools. Feedback and input with many perspectives, including families of students of color, families of students with disabilities, families with multilingual learners, families who have transportation access and functional needs, advocates for students in foster care, and families experiencing homelessness will be welcomed. When educators and school staff can more fully see their student’s lives, they are better able to build authentic relationships and partnerships with families, leading to improved support for student success.

To help inform our ARP plan, the District sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, bargaining units and community groups. Engagement efforts included online surveys, virtual meetings and one-on-one conversations.

The District remains committed to communicating all elements of this plan to students, parents and guardians. The plan is available to all stakeholders via the District website at www.yonkerspublicschools.org. The District has developed a **Communications Plan** to disseminate all necessary information to District parents and guardians, visitors and education partners. To support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations communications will include:

- District’s digital social media platforms cohesively with the dedicated YPS Reopening 2020 website
- District’s educational access Cable channel – Channel 75
- District’s Blackboard automated mass communications system for phone messages, emails and text messages
- Appropriate signage posted at all schools and District offices
- Training opportunities for all stakeholders via in-person when available and remote online options using Zoom, WebEx, etc.

The District will make as many computer devices, as available, to students who need them. Students and their families have multiple ways to contact school administrators and teachers. The District’s dedicated website for Distance Learning, www.yonkerspublicschools.org/DistanceLearning, and each school’s website provide contact directories for teachers and administrators.

In addition, the District will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication. Methods will include digital translator access as well as a directory of local individuals fluent in languages representative of the community.

To ensure that all students and families are taught and re-taught new expectations related to all public health policies and protocols a cohesive use of District resources will be employed to communicate the information. This continuous training will be developed for each stakeholder group. Student training will be age/grade appropriate with frequent opportunities for students to review these policies and protocols. This targeted education will help ensure that all students and their families know what is expected of them as they successfully return to the school setting. Using the strategies in the Communications Plan trainings opportunities will be provided for:

- Hand hygiene
- Proper face covering procedures (how to wear and remove)
- Social distancing
- Respiratory hygiene
- Identifying symptoms

The District will create and deploy signage for schools and District offices to address public health protections surrounding COVID-19 as well as protocols and recommendations in the following areas:

- Proper use of personal protective equipment (PPE)
- Acceptable face coverings and requirements related to their wear
- Hand washing
- Adherence to social distancing instructions
- Symptoms/prevention of COVID-19

To ensure learning and working environments that protect student and staff health, safety and privacy, YPS will operate under federal and state standard procedures for addressing situations in which an individual has tested positive for COVID-19 or appears symptomatic.

In the event that a student or staff member is sick or symptomatic, notification to exposed individuals will occur pursuant to the state’s contact tracing protocols as implemented by the local health department. The District will not notify the wider community unless specifically directed to do so by local health officials.

The District is prepared for situations in which one or more school buildings need to close due to a significant number of students or staff testing

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positive for COVID-19. This may include modify operations in one or more schools prior to closing to help mitigate a rise in cases. The District will consult its medical director when making such decisions.

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

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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 LEA will determine the social, emotional, mental health, and academic needs of students that are disproportionately impacted by the COVID-19 pandemic including but not limited to students experiencing homelessness, and in foster care by performing data analysis, supplementing our existing data streams with more robust assessments socio-emotional competencies, maintaining continuous discussions with families, school principals, and teachers to assist in obtaining relevant information to support families.

State test data (grades 3-8), NWEA MAP formative assessment data (for grades K-8), and attendance data (for all grades) give the LEA information about what groups of students most urgently need extra supports with academic performance and engagement, as well as how these between group differences have shifted since before the pandemic. Our Black and Latino students, economically disadvantaged students, multilingual learners (MLLs), students with disabilities (SWD), and displaced students experience a larger gap than their classmates in academic performance and engagement. Initial analysis of grade 3-8 math and ELA state test data suggest the performance gaps between Black and White students and between Latino and White students have grown compared to our District's historical trend before the pandemic.

Formative assessment data, including Benchmark Interim Assessments and i-Ready diagnostics, have helped the LEA find district-level trends in particular academic areas of strength and challenge. In particular: our students struggle with foundational reading skills (grades K-2), reading informational texts (K-6) and writing (K-6), while their performance in language and reading literary texts is stronger. In mathematics, our students struggle with the strands of measurement and data and geometry, while they have a stronger grasp of the strands of number and operations and algebra and algebraic thinking. Further, school administrators and teachers can access these data for their individual schools and classes, allowing them to tailor their instruction accordingly.

*While the LEA has used some tools in the past to monitor students' socio-emotional competencies and mental health, we will deepen our practice in this area. **The District will utilize ReThink Ed SEL**, an evidence-based program developed for every student. Data will be collected on students within each tier on the use and response to the varied level of SEL support need. This curriculum is delivered on a digital platform and empowers educators to address the many social emotional needs of students. To ensure students are receiving focused SEL supports, staff will monitor data on student engagement with applied practice activities, in accordance with the Multi-Tiered System of Support (MTSS) model. All students will receive universal SEL supports through the program. This will include on-demand videos, targeted SEL lessons and applied practice activities, and a universal screener at Tier 1. Students will be monitored for potential need of additional supports. Students needing support at the Tier 2 and 3 level will be flagged and monitored in Schoology. Tier 2 students will receive embedded lesson modification to ensure they receive additional SEL strategies and supports. For students with more intensive social-emotional needs, ReThink Ed SEL will provide Tier 3, specifically designed curriculum to address their unique needs. This instruction will be aligned to the Tier 1 and Tier 2 supports to ensure symmetry of instruction for all learners.*

Similarly, while schools have used a variety of methods to assess families access to technology and the Internet, we will strengthen our data collection systems by using NYSED's Digital Equity survey.

*The LEA has created dashboards within its student information system to allow school and district staff to monitor changes in students' social, emotional, mental health, and academic needs. Importantly, these dashboards allow the LEA to monitor the progress of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, and students experiencing homelessness. **The District will utilize a more robust platform, Schoology Learning Enterprise**, to unify the learning experience for students, teachers, administrators both school-based and district level and communications with families. Schoology will enable more comprehensive monitoring of students' changes and needs. Schoology Learning Enterprise edition is an all-inclusive fully hosted system that transforms a variety of critical but sometimes disconnected systems into a thriving digital ecosystem. Everything students and teachers need is in one easy-to-use platform. Teach, learn, communicate, share and collaborate anytime and on any device. Schoology Learning provides Course Management, Curriculum Management, Communication and Collaboration tools, an integrated Assessment experience, an integrated Resources area, Collaborative Workspaces for students and teachers, Actionable Analytics, Extensible Integration and more. Schoology Learning is an intuitive, easy-to-use platform designed to increase student engagement and drive better student outcomes. As part of the PowerSchool ecosystem, Schoology Learning seamlessly interacts with PowerSchool's Student Information System to not only provide rostering and grade passback between Schoology and PowerSchool but also brings attendance and externally accessed tools into one place*

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For certain populations of students, the LEA will use additional tools to determine and monitor the needs of students. The LEA's Homeless Liaison is responsible for the identification, enrollment, referrals, parental involvement, colleague training as well as meeting the needs of unaccompanied youth and foster students.

The LEA will continue to engage in collaboration with family shelters and other agencies involved in providing services to families and students who are experiencing housing insecurities, foster students and migratory students.

In order to identify the social, emotional, mental health, and academic needs of MLLs, the LEA will additionally draw on several streams of data: (A) MLLs' performance on state assessments such as the New York State Identification Test of English Language Learners (NYSITELL) and their performance across school years on the New York State English as a Second Language Achievement Test (NYSESLAT), (B) teacher reports on MLLs' emerging needs and concerns via surveys (e.g., MLL Teacher Survey Regarding Distance Learning) and service intensity (e.g., Language Allocation Policy). In addition, the LEA will monitor (C) teacher reports of classroom observations/instructional data during monthly professional development sessions; (D) reports from school administrators during monthly Multilingual Learner Leadership Council sessions, and (E) feedback from parents during Parent Academy workshops. This data will also enable the LEA to pinpoint any necessary interventions that our population of Long-Term ELLs/MLLs at the "Expanding" level will need. Regarding Students with Interrupted/Inconsistent Formal Education (SIFE), these students' needs are identified initially through the Multilingual Literacy SIFE (MLS) Screener, which assesses reading comprehension, math, vocabulary, and early literacy (NYSESED, 2019), and continually monitored throughout the school year using the SIFE-specific version of the Independent Reading Leveled Assessment (IRLA) and by the students' teachers, parents, counselors, and social workers.

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

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- 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.**

For the past two years students in the LEA have experienced transformative models of instruction such as hybrid and remote learning. Data from our formative and summative assessment show that a significant percentage of students are not meeting the grade level learning standards in either Language Arts or Mathematics. As a result, the LEA will expand learning beyond the regular school day and continue to re-engage our students in their learning. To create this supportive learning environment, the LEA will offer a Saturday Enrichment Learning Academy which will focus on literacy, mathematics, and science through a thematic, STREAM approach to foster and promote inquiry-based learning. The academy will support our students in meeting the learning standards through a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

To ensure alignment with the instructional day program, the LEA will utilize the Benchmark Advance literacy resource. The program consists of mini lessons, guided and close reading, and individual work. As part of the school day program, all elementary students take the Benchmark assessment in the fall, winter, and spring. Educators will establish a baseline by using the results of the winter assessment. and use data-based decision making to inform lesson plans and academic progression. The data will provide guidance on the scope of what is critically important for students to learn and master, including critical thinking and applied learning skills. Teaching will be personalized to support all learning through tailored acceleration that combines “high-quality, teacher-led instruction with other instructional approaches. Based on data analysis, teaching and learning will be differentiated to meet the specific needs of all learners. The goal is to create individualized learning pathways that support our learners in achieving grade-level success. The focus of tailored acceleration is to ensure that all students attain college and career readiness regardless of where their starting point is while adhering to the principles of high expectations, rigorous accountability, and educational equity. Technology will be leveraged to expand the opportunities for varied instructional approaches and student engagement. During the spring of 2022, we will administer the spring Benchmark assessment. The results of the assessment will be used to measure student growth and the effectiveness of the program. In order to expand the resort

Science will be brought to life during the Saturday Academy using S.T.R.E.A.M. (Science, Technology, Research, Engineering, Arts, and Mathematics) based activities. During each session, students will engage in labs during which they will explore challenges and uncover solutions through an engineering design approach. It will be an interdisciplinary approach to teaching and learning so that ELA and Math are integrated into lessons being taught.

Math will come alive through tournaments in each classroom that will result in a student Most Valuable Player that will go on to the District Championship. During the final session, while every site is concluding their program with post-assessments and culminating events, the student MVPs will convene for a championship round where there will be a gold, silver and bronze medal assigned for each grade band. The specific focus of addressing mathematical concept development and skill fluency by grade band will reinforce and enrich student’s ability to achieve grade-level success and the districts’ power standards identified to close the gap.

School-level data and practices will be reviewed to identify priority areas and goals. To monitor progress teachers will conduct short, formative assessments and develop individualized learning opportunities for students. While remaining focused on grade-level content, students will engage in flexible groupings and in different modalities — independent practice, small group teacher instruction, technology-enabled guiding practice, small group practice — with scaffolding based on their mastery of various skills. Technology-based intelligent tutoring systems can also be used to augment adult support and these programs have been shown to increase student performance. Formative assessments will also be used to determine the impact of any new instructional model implemented on student learning and provide timely feedback to educators and to the tutors to inform instruction and target support.

Family engagement is critical to this work. All stakeholders, especially our students, benefit when families are engaged in their schools. To strengthen our essential partnership, the goals of the program will be shared through family informational meetings and communications. To be most effective in support of student success, communication should go in both directions – schools should share information with families, and families should be encouraged to share feedback with schools. Feedback and input with many perspectives, including families of students of color, families of students with disabilities, families with multilingual learners, families who have transportation access and functional needs, advocates for students in foster care, and families experiencing homelessness will be welcomed. When educators and school staff can more fully see their student’s lives, they

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are better able to build authentic relationships and partnerships with families, leading to improved support for student success.

YPS' rigorous, evidence-based instruction after school programs available to all students will also be made available to students experiencing homelessness, children in foster care and migratory students.

The past five years of NYSESLAT data across grades K-12 and across the language proficiency levels of Entering through Expanding have revealed a few key instructional priorities. Given the pattern of writing being their lowest scores on the NYSESLAT, accelerating and expanding MLLs' writing skills across grade levels is one priority. Another priority pertains to equity in rigorous instruction: increasing teachers' and students' capacity to understand and demonstrate discipline-specific oracy and literacy, which are the types of behaviors relevant or specific to engaging in oral and print-based interactions in literature, social studies, mathematics, and science. To address these priorities, the LEA will ensure that our Saturday Enrichment Learning Academy provides rigorous instructional programs that meet the academic and social emotional needs of our students.

To address the impacts of lost instructional time and the gap that may have resulted, it is critical that we have tools necessary to identify where our students are prepared to learn. Benchmark Digital Oral Reading Records (ORR) is a 21st century tool meant to assess student reading ability and plan effective reading instruction targeting individual need. This tool is designed for classroom teachers, reading specialists, and others who need to capture a visual representation of student reading abilities—including comprehension, accuracy, and overall reading behaviors. Benchmark Digital ORR will provide teachers with the ability to record, monitor and report on students' reading levels and behaviors. It provides accurate and immediate results to assess student reading performance. This use of this data will support small group instruction with differentiated activities all centered on the NYS learning grade level standard. The goal is to provide our students with access to the standard through their independent level so that they experience success. The data will be used to develop individual power goals that the student will have ownership of and will monitor his/her own progress to achieving that goal. Teachers will use these goals to develop specific learning experiences that will support students in achieving their goals while simultaneously aligning instruction to the grade level state standards.

The LEA has also identified evidence-based interventions in professional development for teachers that will be implemented during instruction to address the Robust Multi-tiered Systems of Support (MTSS) that address the academic, linguistic and social emotional needs of our students. This framework will permit us to cyclically progress monitor the complex needs of the exceptional learner - student with a disability (SWD), Gifted and Multi-lingual learners (MLLs) as well as the twice exceptional learner (SWD & MLL/ or SWD & Gifted). The impact will be measured by continuous improvement in student achievement and social-emotional well-being. Restorative Practices in schools will continue to foster positive, healthy school climates. This approach helps students learn from their mistakes; and will be a way to strengthen our partnerships with parents, students, schools and district officials, community organizations, and policymakers to move away from zero-tolerance discipline policies towards proven restorative approaches to addressing conflict in schools. Resources such as rethink Ed and Nearpod are used to integrate SEL opportunities within lessons to support and address the social emotional well-being of the YPS learning community.

SIFE composes another group deserving more district-wide support and attention. Nationwide, 6th through 12th graders pose a higher risk for dropout (Frey, 2005; Office of Information Reporting Services IRS, 2019), and within the Yonkers school district, SIFE score at the bottom three levels on the NYSESLAT: "Entering," "Emerging," and "Transitioning." These SIFE are new to print, early decoders, and beginning readers. In addition to their academic needs, NYSED (2019) has reported that SIFE may have "complex social and psychological needs due to possible traumatic migration experiences, frustrations with their academic delays in relation to their peers, a lack of familiarity with school culture, and feelings of isolation in school. Some may not possess the academic knowledge demonstrated by their peers who have consistently attended school."

In response to the needs enumerated above, the LEA has selected as its evidence-based intervention the Bridges for Academic Success curriculum and teacher professional development. This innovative curriculum offers SIFE both Integrated ENL/ELA instruction and Stand-Alone ENL instruction to build reading skills for SIFE, and the principles and materials are anchored in the research findings of Auslander (2019). Multilingual Learners (MLLs) in grades K-8 with Entering, Emerging, Transitioning & Expanding proficiencies in English will receive content-based and thematic instruction that develops English speaking, listening, writing, and reading skills. Through interactive, adaptive and personalized literacy instruction, students will engage in meaningful literacy and language development.

Yonkers Public Schools strategically leverages all sources of funding in order to meet the needs of all our students. ARP funding allows us to provide research-based interventions while we leverage other funding sources to supplement the work. Here are some of the coordinated efforts with other sources of funding.

Under Title I we provide Professional Development for Reading Teachers, after-and school programs for students districtwide. In addition, we provide supplemental instructional materials for After School programs for students and purchase supplemental school supplies for displaced students.

The teaching and learning for Multilingual Learners are a priority for YPS. We leverage our Title III funding by providing professional development

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workshops on research-based strategies for teaching academic content to MLLs and students with disabilities in order to target their academic needs. The funding is also being used to provide additional interventions for MLLS students who are struggling with various Regents exams. These opportunities will allow students who are not on target to graduate with additional review time. This will provide students with the necessary practice to successfully meet graduation requirements. In addition, this funding affords us the opportunity to establish a Saturday SIFE academy for SIFE students currently enrolled in the district to bridge their learning gap.

Our Title IV funded programs are designed to address the safety and health of our students as well as to provide a well-rounded education. We are leveraging this funding to design and implement After-School programs that address learning loss, social emotional support and academic achievement. In addition, we provide professional development for our Art/Music teachers which provides so many rich opportunities for our students to flourish and expand their talents.

We have also leveraged IDEA funds to provide aides who will serve to assist our students who are differently abled to access the curriculum and/or compensate for learning loss associated with the impact of the COVID-19 pandemic during ten sessions of the Saturday Enrichment Learning Academy. They support teachers in the instructional process, reinforcing instruction to individual or small groups of students in a classroom environment. They will assist in the preparation of instructional materials and implementation of lesson plans and provide routine support. They will support the students with academic and/or physical needs for students to access the rigors of the curriculum being taught. They will attend to the details to accurately track the progress of the student under their supervision and discuss them with the teachers and the families.

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
Curriculum-Aligned Enrichment Activities	2,680,803	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input 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 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	Data from our formative and summative assessment show that a significant percentage of our students are demonstrating difficulties in meeting grade level learning standards in both Language Arts and Mathematics. As a result, the LEA will expand learning opportunities beyond the regular school day and continue to re-engage our students in their learning. To create this supportive learning environment, the LEA will offer a Saturday Enrichment Learning Academy which will focus on literacy, mathematics, and science through a thematic, STREAM approach that will foster and promote inquiry-based learning. The academy will support our students in meeting the learning standards through a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. To ensure alignment with the instructional day program, the LEA will utilize the Benchmark Advance literacy resource. The program consists of mini lessons, guided and close reading, and individual work. As part of the school day program,

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>all elementary students take the Benchmark assessment in the fall, winter, and spring. Educators will establish a baseline by using the results of the winter assessment. and use data-based decision making to inform lesson plans and academic progression. The data will provide guidance on the scope of what is critically important for students to learn and master, including critical thinking and applied learning skills. Teaching will be personalized to support all learning through tailored acceleration that combines “high-quality, teacher-led instruction with other instructional approaches. Based on data analysis, teaching and learning will be differentiated to meet the specific needs of all learners. The goal is to create individualized learning pathways that support our learners in achieving grade-level success. The focus of tailored acceleration is to ensure that all students attain college and career readiness regardless of where their starting point is while adhering to the principles of high expectations, rigorous accountability, and educational equity. Technology will be leveraged to expand the opportunities for varied instructional approaches and student engagement. During the spring of 2022, we will administer the spring Benchmark assessment. The results of the assessment will be used to measure student growth and the effectiveness of the program. In order to expand the resort Science will be brought to life during the Saturday Academy using S.T.R.E.A.M. (Science, Technology, Research, Engineering, Arts, and Mathematics) based activities. During each session, students will engage in labs during which they will explore challenges and uncover solutions through an engineering design approach. It will be an interdisciplinary approach to teaching and learning so that ELA and Math are integrated into lessons being taught.</p> <p>Math will come alive through tournaments in each classroom that will result in a student Most Valuable Player that will go on to the District Championship. During the final session, while every site is concluding their program with post-assessments and culminating events, the student MVPs will convene for a championship round where there will be a gold, silver and bronze medal assigned for each grade band. The specific focus of addressing mathematical concept development and skill fluency by grade band will reinforce and enrich student’s ability to</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>achieve grade-level success and the districts' power standards identified to close the gap. School-level data and practices will be reviewed to identify priority areas and goals. To monitor progress teachers will conduct short, formative assessments and develop individualized learning opportunities for students. While remaining focused on grade-level content, students will engage in flexible groupings and in different modalities — independent practice, small group teacher instruction, technology-enabled guiding practice, small group practice — with scaffolding based on their mastery of various skills. Technology-based intelligent tutoring systems can also be used to augment adult support and these programs have been shown to increase student performance. Formative assessments will also be used to determine the impact of any new instructional model implemented on student learning and provide timely feedback to educators and to the tutors to inform instruction and target support. Family engagement is critical to this work. All stakeholders, especially our students, benefit when families are engaged in their schools. To strengthen our essential partnership, the goals of the program will be shared through family informational meetings and communications. To be most effective in support of student success, communication should go in both directions – schools should share information with families, and families should be encouraged to share feedback with schools. Feedback and input with many perspectives, including families of students of color, families of students with disabilities, families with multilingual learners, families who have transportation access and functional needs, advocates for students in foster care, and families experiencing homelessness will be welcomed. When educators and school staff can more fully see their student's lives, they are better able to build authentic relationships and partnerships with families, leading to improved support for student success.</p>
<p>Integrated Social Emotional Learning</p>	<p>401,473</p>	<p><input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School</p>	<p><input 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 type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the</p>	<p>As a result of the experiences of the past year and a half due to the pandemic, there is a clear need to address the social emotional well-being of all our stakeholders in the school community. In order that these needs are being addressed the district has procured Rethink SEL, a comprehensive, tiered, K-12 solution that promotes well-being, connectedness and success by focusing on the entire school</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input checked="" type="checkbox"/> None of the Above	community and promoting healthy and confident students and adults. This tool offers the district flexibility, scale and cost effectiveness, and includes curriculum to develop self-awareness, self-management, responsible decision-making, relationship skills and social awareness skills. Rethink SEL provides a comprehensive social emotional learning solution that includes professional learning modules for adults, K-12 multi-tiered grade level curriculum, SEL assessments, behavior tracking and home support tools all in one web-based platform. This will also support all stakeholders in developing the social-emotional competencies necessary to create safe and supportive school, family, and community environments where both students and adults thrive, are respected and respectful, and where everyone engages in active learning, together.

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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.**

MLLs' performance on state assessments such as the NYSESLAT across grades K-12 will be an important source of data allowing the LEA to monitor and evaluate the effectiveness of the instructional foci on accelerating and expanding MLLs' writing skills across grade levels and increasing teachers' and students' capacity to understand and demonstrate discipline-specific oracy and literacy. Throughout the school year as teachers undergo professional development to increase their mastery of evidence-based interventions that target these two instructional foci, the LEA – in collaboration with the teachers, parents, and administrators – can examine the qualitative and quantitative changes to MLLs' performance on writing assessments, both formative and summative, and examine their academic-subject teachers' feedback on these students' growing oracy and literacy in science, mathematics, social studies, and English language arts.

SIFE requires a different plan for monitoring and evaluating the effectiveness of the LEA's interventions for promoting their social, emotional, mental health, and academic well-being. Some key metrics recommended by Auslander (2019) in the Bridges for Academic Success curriculum would include their reading growth using the SIFE-specific version of the Independent Reading Leveled Assessment (IRLA), classroom observations, and interviews with the students and their teachers, counselors, administrators, and families regarding their progress in navigating resource instability, immigration status, work needs, family commitments, and processing existing trauma (Auslander, 2019).

The district will analyze results from the Fall and Spring MAP results as well as the results from Winter and Spring Benchmark assessments. The assessments are part of the school day assessment calendar. By using the assessments, the LEA will be able to monitor growth and make instructional decisions that will specifically address students' needs. On-Track information system will be accessible to all stakeholders so that data analysis is transparent. The data shared will be analyzed in Professional Learning Communities (PLCs) so that specific action plans can be designed with targeted strategies and monitored for impact on learning. The Cycle of Continuous improvement will result in impactful instructional decisions that translate into student achievement. Consistent communication in the language of preference of our families will be shared to foster and strengthen our partnership with our families in the learning community.

To address the learning loss that our students have experienced, YPS will implement a Saturday Enrichment Learning Academy in addition to a comprehensive after-school program. Both programs will focus on literacy, mathematics and science through a thematic STREAM approach that will promote inquiry-based learning. The programs will support our students in meeting the learning standards through a broad array of enrichment activities that can complement their regular academic programs. In addition, we will offer and offer literacy and other educational services to the families of participating children. These programs will be developed district wide to provide specific targeted support and enrichment in the areas of Language Arts and Mathematics through hands-on, engaging lessons that promote math, literacy, academic, and critical thinking skills. Below are some examples of the benefits of Saturday Academy...

- It offers a safe place for learning and socialization.*
- It helps students gain confidence in applying important math and literacy skills.*
- Introduces students to new and exciting topics.*
- Students will be provided with breakfast and lunch*
- Incentives and prizes for students who attend regularly.*

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

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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	3,082,276
Anticipated Number of Students Served	23,933
Anticipated Number of Schools Served	40

- 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.**

2021-2022 FS10 Addressing the Impact of Lost.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 ARP Reserves Addressing the Impact of Learning Loss revised.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.

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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.**

Secondary students, grades 9-12, in the LEA have experienced transformative models of instruction such as hybrid and remote learning during and after school. Data from our formative and summative assessment show that a significant percentage of secondary students are not meeting the grade level or graduation credit requirements. As a result, the LEA will expand learning beyond the regular school day and continue to re-engage secondary students (9-12) in their learning. To create this supportive learning environment and address learning loss, the LEA will offer **YPS UnMasking Learning Loss Programs** to strengthen continuous student improvement using proven strategies and practices to address learning loss at the secondary level in the LEA.

YPS UnMasking Learning Loss Programs:

- address the academic impact of lost instructional time through the implementation of evidence based interventions
- ensure that the interventions implemented respond to students' social, emotional, mental health and academic needs
- address the disproportionate impact of COVID19 on historically marginalized students including students of color, MLL's, SWD's, twice exceptional, LGBTQ+, homeless, migrant and in foster care (U.S. DOE/OCR).

The LEA's goal is to narrow pandemic achievement gaps affecting our most marginalized subgroups described by the U.S. Department of Education Office for Civil Rights in order to ensure that they are CCCR, College, Career and Civic Ready. To narrow this chasm for secondary school students requires improved attendance, reduction in suspensions, increases to grade level credit accumulation, graduation rates, successful outcomes in our Advanced Placement, International Baccalaureate, and College Link programs as well as matriculation into post-secondary institutions of higher learning. The LEA has identified the core foundational Content Power Standards that students need to know to be successful across each grade level, in Regents courses as well as the importance of SEL, social-emotional learning and supports in a post pandemic school environment. Additionally, there has been intensive professional development leveraging YPS Professional Learning Community structures surrounding evidence based instructional practices via the Plan Do Study Act cycle including integration of multiple instructional technology platforms, inquiry teaching, project-based learning, Culturally Responsive Education, formative and summative assessments, actionable feedback, content via the Power Standards, accountable talk and additional District Foci.

YPS UnMasking Learning Loss comprehensive **Saturday Academy for Grades 9-12** will address:

- Traditional Credit Recovery
- Regents Readiness
- Civic Readiness Academy
- International Baccalaureate, Advanced Placement and College Link Symposiums
- Inquiry Based Enrichment Programs.

Yonkers Public Schools strategically leverages all sources of funding in order to meet the needs of all our students. ARP funding allows us to provide research-based interventions while we leverage other funding sources to supplement the work. Here are some of the coordinated efforts with other sources of funding.

Under Title I we provide Professional Development for Reading Teachers and after school programs for students districtwide. In addition, we provide supplemental instructional materials for After School programs for students and purchase supplemental school supplies for displaced students. Title I teachers in high schools push into ELA and other content classes to support MLL, SWD and general education students who are in need of multiple supports to narrow the achievement gap exacerbated by the pandemic. Title I teachers also provide professional learning sessions during monthly staff meetings to address strategies for reading in the content areas for teachers who work during the Afterschool and Saturday Programs at all 8 high schools.

The teaching and learning for Multilingual Learners are a priority for YPS. We leverage our Title III funding by providing professional development workshops on research-based strategies for teaching academic content to MLLs and students with disabilities in order to target their academic needs. The funding is also being used to provide additional interventions for MLLS students who are struggling with various Regents exams. These opportunities will allow students who are not on target to graduate with additional review time. This will provide students with the necessary practice to successfully meet graduation requirements. In addition, this funding affords us the opportunity to establish a Saturday SIFE academy for SIFE students currently enrolled in the district to bridge their learning gap. At the secondary level there are a multitude of supports for students in our Bilingual Spanish Program at YMH, our Global Academy at Roosevelt for newcomers as well as our other 6 high schools. ENL teachers push into content classes as well as provide pull out services for students depending on their level. After school programs are supported at YMH and Roosevelt designed to support Regents Content Language Acquisition to narrow the achievement gaps exacerbated by the pandemic as well as continue our ever increasing ENL graduation rates. All ENL students participate in either targeted after school or Saturday instruction to narrow achievement and

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ARP-ESSER State Reserves - Comprehensive After School

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language acquisition exacerbated by the pandemic to support credit recovery, promotion and graduation initiatives.

Our Title IV funded programs are designed to address the safety and health of our students as well as to provide a well-rounded education. We are leveraging this funding to design and implement After-School and Saturday programs programs that address learning loss, social emotional support and academic achievement. In addition, we provide professional development for our Art/Music teachers which provides so many rich opportunities for our students to flourish and expand their talents. Title IV funds are utilized at the secondary level to narrow both the achievement gap across all content areas as well as provide SEL supports exacerbated by the pandemic. Our 8 high schools offer a combination of after school and Saturday Programs that incorporate a MTSS for academic and social emotional impacts of the pandemic resulting in credit accumulation, promotion and 4, 5 and 6 year graduation..

We have also leveraged IDEA funds to provide a plethora of pupil supports in all of our secondary schools that provide a variety of personnel including in class and pull out services aligned with student IEP's. Our high schools provide services to student along the continuum. In class supports include assisting our students who are differently abled to access the curriculum and/or compensate for learning loss associated with the impact of the COVID-19 pandemic during both afterschool and Saturday programs in all our high schools for both academic and social emotional achievement gaps exacerbated by the pandemic. Additional full time pupil and academic titles support teachers in the instructional process, reinforcing instruction to individual or small groups of students in a classroom environment in order to meet goals outlined in student IEP's. Classroom aides assist in the preparation of instructional materials and implementation of lesson plans and provide routine support. They will support the students with academic and/or physical needs for students to access the rigors of the curriculum being taught. They will attend to the details to accurately track the progress of the student under their supervision and discuss them with the teachers and the families. Additional pupil support titles provide a variety of services outlined by student IEP's to narrow achievement, social emotional, behavioral and therapies exacerbated by the pandemic.

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	616,473	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Students will be able to accelerate in these programs including Advanced Placement, College Link, and IB programs. Students will gain content and skill mastery through a deeper study in both programs under the guidance of trained, certified AP and IB teachers. Through this enrichment program students will be able to master the advanced skills and content necessary to master the summative assessments resulting in IB and AP designations and potentially college credits. This will also advance their matriculation into higher education institutions. The Civic Readiness program is a new NYSED program connected firmly to college, careers and civic education. Through enrichment activities, students will be part of the inquiry and service learning programs resulting in a specialized NYSED-recognized designation on their transcripts. The Yonkers Public Schools is part of the pilot cohort in the state and this enrichment program will allow students to delve much more deeply into inquiry and experiential learning to supplement their classroom

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				experiences.

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.**

PowerSchool is the student management system utilized by the LEA. Students who participated in comprehensive **Saturday Academy for Grades 9-12** will be flagged. Students who participated in the program will have data sets created by the LEA’s **Department of Research, Evaluation and Reporting** to determine the following:

- Impact on daily attendance rates
- Credit accumulation
- Passing of courses needed for promotion or graduation
- Scores on Regents Examinations
- Scores on AP & IB Examinations
- Grades in College Link Courses

All information related to Secondary After School and Saturday Programs are advertised on the District Website, Individual HS Website, Pamphlet, Connect Ed’s, Brochures, Black Board Connect Messages, PTA meetings, Counselor/parent/student meetings, Grade Level Meetings at each HS with counselor and AP, Registration leveraging SIS system, TEAMS and QR code due to pandemic

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	616,473
Anticipated Number of Students Served	1,800
Anticipated Number of Schools Served	40

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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- 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.

2021-2022 FS10 Comprehensive After School.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 ARP Reserves Comprehensive After School revised.pdf

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

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

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

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ARP-ESSER State Reserves - Summer Learning and Enrichment

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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.**

Secondary students, grades 7-12, in the LEA have experienced transformative models of instruction such as hybrid and remote learning during and after school as well as in the summer. Data from our formative and summative assessment show that a significant percentage of secondary students are not meeting the grade level. As a result, the LEA will offer summer credit recovery and enrichment engage secondary students in their learning and attainment of graduation requirements. To create this supportive learning environment and address learning loss, the LEA will offer **Secondary Summer School Programs for Grades 7-12** to strengthen continuous student improvement using proven strategies and practices to address learning loss at the secondary level in YPS.

The LEA's summer programs are an opportunity to:

- address the academic impact of lost instructional time through the implementation of evidence-based interventions
- ensure that the interventions implemented respond to students' social, emotional, mental health and academic needs
- address the disproportionate impact of COVID19 on historically marginalized students including students of color, MLL's, SWD's, twice exceptional, LGBTQ+, homeless, migrant and in foster care (U.S. DOE/OCR).

The LEA goal is to narrow pandemic achievement gaps affecting our most marginalized subgroups described by the U.S. Department of Education Office for Civil Rights in order to ensure that they are CCCCR, College, Career and Civic Ready. To that end the District has earmarked to narrow this chasm for secondary school students (7-12) and results in data that reflects improved attendance, reduction in suspensions, increases to grade level credit accumulation, graduation rates, successful outcomes in our Advanced Placement, International Baccalaureate, and College Link programs as well as matriculation into post-secondary institutions of higher learning. The LEA has identified the core foundational Content Power Standards that students need to know to be successful across each grade level, in Regents courses as well as the importance of SEL, social-emotional learning and supports in a post pandemic school environment. Additionally there has been intensive professional development leveraging YPS Professional Learning Community structures surrounding evidence based instructional practices via the Plan Do Study Act cycle including integration of multiple instructional technology platforms, inquiry teaching, project based learning, Culturally Responsive Education, formative and summative assessments, actionable feedback, content via the Power Standards, accountable talk and additional District Foci. The Secondary Summer Program refined curricula needs in a post pandemic program to ensure that it is culturally responsive, and reflects our academically, linguistically racially, ethnically and socially heterogeneous classrooms.

The LEA's **Secondary Summer Programs for Grades 7-12** will include:

- Credit Recovery Program (grades 9-12),
- Secondary Summer Enrichment Academies (grades 9-12)
- Middle Years Enrichment Academies (grades 6-8).

Summer Learning and Enrichment Programs address academic, linguistic, racial, ethnic and socially heterogenous classrooms immersed in culturally responsive practices including:

- Traditional Credit Recovery
- Secondary Summer Enrichment Academies
- IB & AP Symposiums
- Regents Readiness
- Seal of Civic Readiness Academy
- Yonkers History Project
- Middle Year Literacy and Numeracy Camps

Yonkers Public Schools strategically leverages all sources of funding in order to meet the needs of all our students. ARP funding allows us to provide research-based interventions while we leverage other funding sources to supplement the work. Here are some of the coordinated efforts with other sources of funding.

Under Title I we provide Professional Development for Reading Teachers and after school programs for students districtwide. In addition, we provide supplemental instructional materials for After School programs for students and purchase supplemental school supplies for displaced students. Title I teachers in high schools push into ELA and other content classes to support MLL, SWD and general education students who are in need of multiple supports to narrow the achievement gap exacerbated by the pandemic. Title I teachers also provide professional learning sessions during monthly staff meetings to address strategies for reading in the content areas.

The teaching and learning for Multilingual Learners are a priority for YPS. We leverage our Title III funding by providing professional development

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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workshops on research-based strategies for teaching academic content to MLLs and students with disabilities in order to target their academic needs. The funding is also being used to provide additional interventions for MLLs students who are struggling with various Regents exams. These opportunities will allow students who are not on target to graduate with additional review time. This will provide students with the necessary practice to successfully meet graduation requirements. In addition, this funding affords us the opportunity to establish a Saturday SIFE academy for SIFE students currently enrolled in the district to bridge their learning gap. At the secondary level there are a multitude of supports for students in our Bilingual Spanish Program at YMH, our Global Academy at Roosevelt for newcomers as well as our other 6 high schools. ENL teachers push into content classes as well as provide pull out services for students depending on their level. After school programs are supported at YMH and Roosevelt designed to support Regents Content Language Acquisition to narrow the achievement gaps exacerbated by the pandemic as well as continue our ever increasing ENL graduation rates.

Our Title IV funded programs are designed to address the safety and health of our students as well as to provide a well-rounded education. We are leveraging this funding to design and implement After-School programs that address learning loss, social emotional support and academic achievement. In addition, we provide professional development for our Art/Music teachers which provides so many rich opportunities for our students to flourish and expand their talents. Title IV funds are utilized at the secondary level to narrow both the achievement gap across all content areas as well as provide SEL supports exacerbated by the pandemic. Our 8 high schools offer a combination of after school and Saturday Programs that incorporate a MTSS for academic and social emotional impacts of the pandemic.

We have also leveraged IDEA funds to provide a plethora of pupil supports in all of our secondary schools that provide a variety of personnel including in class and pull out services aligned with student IEP's. Our high schools provide services to student along the continuum. In class supports include assisting our students who are differently abled to access the curriculum and/or compensate for learning loss associated with the impact of the COVID-19 pandemic during both afterschool and Saturday programs in all our high schools for both academic and social emotional achievement gaps exacerbated by the pandemic. Additional full time pupil and academic titles support teachers in the instructional process, reinforcing instruction to individual or small groups of students in a classroom environment in order to meet goals outlined in student IEP's. Classroom aides assist in the preparation of instructional materials and implementation of lesson plans and provide routine support. They will support the students with academic and/or physical needs for students to access the rigors of the curriculum being taught. They will attend to the details to accurately track the progress of the student under their supervision and discuss them with the teachers and the families. Additional pupil support titles provide a variety of services outlined by student IEP's to narrow achievement, social emotional, behavioral and therapies exacerbated by the pandemic.

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
Curriculum-Aligned Enrichment Activities	201,722	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Students in the summer middle school academies will be involved in inquiry-based learning activities in order to increase higher order thinking skills including problem solving, critical thinking and creating solutions to real-world problems. Through inquiry-based learning (IBL), the curriculum connects academic content to issues and problems in the outside world, helping students to see the connections between their schoolwork and college and careers. Because IBL is also ground in students' lived experiences, the enrichment activities are both culturally responsive and integrate social emotional learning. Students' past and present experiences are

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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
				foundational to standards-based, inquiry learning. The middle school academies connect the Next Generation Learning Standards in all 4 major academic content areas to the research-based project work.
High Dosage Tutoring Programs	414,751	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Through the high school summer program, students receive daily standards-based instruction and guided practice in order to master the content and skills necessary to meet the learning objectives of required high school courses. The summer program provides the ability for students to master skills and content in order to recover credit towards high school graduation. The summer program provides a supportive environment for students to work with teachers and each other for continuous improvement and with a focus on high school graduation as well as obtaining college and career skills and aptitudes.

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.

PowerSchool is the student management system utilized by the LEA. Students in grades 7-12 who participated in comprehensive **Secondary Summer School Programs for Grades 7-12** will be flagged. Students who participated in the program will have data sets created by **Department Research, Evaluation and Reporting** to determine the following:

- Credit accumulation for graduation requirements
- Passing of courses needed for promotion or graduation
- Scores on Regents Examinations
- Scores on AP & IB Examinations
- Grades in College Link Courses
- Impact on daily attendance rates
- Participation in Honor Roll by marking period
- Performance Level 1-4 on NYSED 3-8 examinations in Math & ELA.

All information related to Summer Programs are advertised on the District Website, Individual HS Website, Pamphlet, Connect Ed's, Brochures, Black Board Connect Messages, PTA meetings, Counselor/parent/student meetings, Grade Level Meetings at each HS with counselor and AP, Registration leveraging SIS system, TEAMS and QR code due to pandemic.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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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	616,473
Anticipated Number of Students Served	2,000
Anticipated Number of Schools Served	8

- 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.**

2021-2022 FS10 Summer Learning and Enrichment.pdf

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

BUDGET NARRATIVE ARP Reserves Summer Learning and Enrichment revised.pdf