

ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Background Information**

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Background Information

ROOSEVELT UFSD - 280208030000

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

Tier 4 - Demonstrates a Rationale: High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or 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 supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that address the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

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Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

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

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ARP-ESSER State Reserve: Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.
☒ YES, the LEA provides the above assurance.
2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:
 1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
 2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 3. LEA uses of funds to sustain and support access to early childhood education programs;
 4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.☒ YES, the LEA provides the above assurance.
3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).
☒ YES, the LEA provides the above assurance.
4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
☒ YES, the LEA provides the above assurance.
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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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.

ARP-ESSER Application: State Reserves - ARP State Reserves**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	Michael Goldberg	mgoldberg@rufsd.org	12/17/2021
LEA Board President	Rose Gletscher	boe@rufsd.org	12/17/2021

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ARP-ESSER State Reserve: Consultation

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation**

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

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

The Roosevelt UFSD held multiple virtual (zoom) forums including Board of Education Trustees, administrators, teachers, pupil personnel staff, facilities staff, students, parents, and community members. Individual cabinet members (Assistant Superintendents and Directors) led focus group sessions on particular topics, such as addressing the impact of lost instructional time, summer learning and enrichment, and comprehensive after school activities. The district also conducted and evaluated the results of surveys. Over numerous conversations, some of which were facilitated by external consultants, we arrived at the spending plan attached.

The Roosevelt UFSD does not have Tribes in our community. Civil/disability rights organizations are represented through the participation of our faith community and community partners from the health and social services sector. Children experiencing homelessness are represented by our McKinney Vento liaison. Migratory students are represented by the Director of English as New Language. We do not have an incarcerated student population. Regarding "and other underserved students," our District's student population is 100% Hispanic and African American, and 85% eligible for free or reduced lunch. ALL of our students are in some way, shape or form "underserved students," and thus "ALL of our students are represented by the parents, teachers, administrators, and other staff who participated in planning meetings and conversations:

Yeraida Alexander Parent
 Eric Amadeo Teacher
 Andrea Millwood Parent
 Angel Lamar Parent
 Kimberly Argueta Student
 Catherine Beasley Teacher
 Mary Bediako Interim Superintendent Human Resources
 Randi Bezalei Teacher
 Dr. Abha Bhatnagar Teacher
 Joe Bradley Teacher
 Clyde Braswell Principal
 Rochelle Brown Assistant Principal
 Veronica Builes Teacher
 Ana Burgio Teacher
 Shanika Burt Parent
 Chekesha Newman Teacher
 Charlena Crutch Board President, Pastor
 Don Crummell Coach/Retired Teacher
 Kayla Cruz Student
 Emyi Delgado Teacher
 Jacob Dixon Community Partner
 Rob Dixon Alumni
 Desrine Johnson Teacher
 Dr. Barbara Solomon Principal
 Deisy Fernandez Teacher
 Lisa Ferrara Teacher
 John Finch Assistant Principal
 Joy Findling Teacher
 Wilhelmina Funderburke Community Member

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation**

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Rose Gietschier Board Vice President
Brian Gladstone Assistant Principal
Malissa Godfrey Teacher
Michael Goldberg Assistant Superintendent for Business
Xiomara Gonzalez Director World Language/ ENL
Susan Gooding Board 2nd Vice President
Rochelle Gooding McKinney Vento Liaison
Norcen Greene Board Clerk
Gary Gregory Director of Athletics
Ashley Hall Student
Daryl L. Harris Community Member, Pastor
Alexandria Heisig Teacher
Constance Hines-Henley Teacher
Carleen Henry Assistant Principal
Valerie Henry Teacher
Edith Davenport-Higgins Assistant Principal
Gwendolyn Holland Speech Therapist
Angela Leconte-Hudson Principal
Anaika Hyppolite Community Partner and Disability Advocate
Obi Ifedigbo Director of Facilities
Dr. Vivian Isom Teacher
Simone Seymore[1] Jackson Teacher
Joi Emmanuel Social Worker
Desrine Johnson Teacher
Mario Juste Coach/Parent
Tiana Lewis Teacher
Beyona Lovelace Student
Nateasha McVea Assistant Superintendent Curriculum
Rena Mitchell Parent/PTSA President
Melisa Mohan Teacher
Belinda Monroe Board Member
Emily Moore Board Member
Meghan Shore Assistant Principal
Candis Musgrave Teacher
Danara Nesbitt Teacher
Chekesha Newman Teacher
Joseph Notaro Teacher
Roxanna Orellana Parent
Julianna Pagnotta Teacher
Todd Parrish Teacher
Tara Patrick Teacher Asst.
Jenny Perez Teacher
Kristine Pieragostini Teacher
Desmond Poyser Technology Coordinator
Tamiko Rice Teacher
Noel Rios Teacher
Charles Robbins Community Member
David Robinson Community Member
Karen Rochester Parent
Mary Shwonik Teacher
Carmen Smith Teacher
Brodrick Spencer Principal
Adam Stiles Teacher

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation**

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Dr. Jeremiah Sumter Principal
Alfred Taylor Parent
Lauren Taylor Teacher
Tanya Curtis Teacher
Elizabeth TenDyke Director of Grants and Funded Programs
James Thomas Assistant Principal
Nancy Ticali Teacher
Veronica Abrevanel Teacher
Michele Van Eyken Assistant Superintendent for Educational Services
Imani Watson Teacher
Unique Gale-Wilson Teacher
Dr. Deborah Wortham Superintendent Yvette Wright Teacher
Dr. Dionne Wynn Director of Pupil Personnel Service

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.rooseveltufsd.org/>

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

The Roosevelt UFSD is the proud recipient of a My Brother's Keeper Family and Community Engagement Grant. These funds, \$125,000 annually for four years, will be utilized to provide comprehensive support for effective family engagement. Following Dr. Karen Mapp's Dual Capacity Building Framework, we will train all district personnel on a common philosophy and language of family engagement. We will examine and retool all communication strategies including face-to-face communication, print, electronic, and social media. We will establish and train Family Engagement teams in each of our five schools; we will train a district Family and Community Engagement Liaison, and we will open a Family Welcome Center to support ongoing family engagement activities. The attached funding plan supports these initiatives and extends them by staffing the Family Welcome Center and funding activities focused on student wellness, student attendance and engagement, student academic success, student grade level transitions, student career planning, student progress toward graduation, and student college preparation and applications.

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

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

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

In the Roosevelt UFSD, 100% of of the student population is African American and/or Hispanic, thus our entire student population comprises "students of color." Approximately 85% of our students are from low-income families, as evidenced by their eligibility for Free or Reduced Lunch; 28% of our students are English language learners, 10% are Students with Disabilities. At any given time, we have approximately 140 students (4% of the population) identified as homeless, and 15 students in foster care. While a considerable percentage of our ENL students are immigrants, we do not have a migratory student population (students who are the children of migrant laborers).

Thus, 100% of the student population can be considered "disproportionally impacted by the COVID-19 pandemic." We will monitor students' social, emotional, mental health, and academic needs utilizing a vareity of strategies and tools:

- Implementation of ACES (Adverse Childhood Experiences Survey)
- Observation and anecdotal reporting
- Monitoring changes in attendance and behavioral incidents
- Monitoring quarterly classroom grades
- Monitoring student performance on periodic local assessments (STAR Renaissance)
- Monitoring student performance in state assessments (Grades 3-8 ELA/math, high school Regents exams)
- Monitoring the #/% of high school seniors who complete college applications

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

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

1. The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.

The Roosevelt UFSD will address the impacts of lost instructional time through a comprehensive strategy incorporating tailored/individualized acceleration, high dosage tutoring, curriculum alignment and enrichment, investment in social emotional learning, restorative practices implementation of trauma informed practices.

These interventions were selected through the collaborative process described earlier in the application; a review of student learning/attendance and behavioral data, and communication with families and members of the community.

Initiatives are coordinated with the implementation of Title I funds (which provide academic intervention services to students at risk of not meeting academic standards), CARES ACT GEER and ESSER funds (being used to implement comprehensive curriculum alignment and revision in ELA and math), and School Improvement Grants which focus on professional development and school improvement initiatives in the areas of data, pedagogy, and the provision of student support services.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	299,988	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	District staff will meet with small groups of students (3-5 pupils per group) to provide individualized acceleration/tutoring/mentoring based on identified students interests and needs.
Community Schools Model Programming	105,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the	The Roosevelt School District will open and staff a Family Welcome Center staffed with professional personnel (teachers, social worker) as well as interpreters clerical support. At the Family Center, families will be able to avail themselves of individual and group support on all matters related to the education of their children. This includes, but is not limited to, enrollment and registration,

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	understanding a child's academic progress, preparing for parent teacher conferences, supporting student learning at home, assessments, the implementation of special programs and services for students with disabilities and English language learners, grade level transitions, and preparation for college and career.
Curriculum-Aligned Enrichment Activities	3,385,812	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Curriculum aligned enrichment activities include the development of new secondary elective courses, collaboration with BOCES and Nassau Community College to offer new CDOS courses (Career Development and Occupational Studies), a comprehensive STEM initiative, a comprehensive math initiative, and purchase of new materials for science and social studies instruction.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	1,050,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The "Other" intervention selected is reduction of student:teacher ratio in early grades through the addition of Teaching Assistants in the classroom. Class size reduction. This is an evidence-based intervention, supported by research for example that cited here: https://www.brookings.edu/research/class-size-what-research-says-and-what-it-means-for-state-policy/
Restorative Practices	315,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The District will launch comprehensive training and implementation of Restorative Practices across all five schools, over the course of three years.
Integrated Social Emotional Learning	1,837,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing	The district is launching a comprehensive social emotional learning initiative staffed the addition of two psychologists, one social worker, and one behavioral intervention specialist. The SEL staff will

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

Page Last Modified: 02/18/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	work with district leaders on data analysis to understand need, community relationships to enhance the availability of services, the delivery of SEL curricula including Second Step, coaching for teachers, principals, and all other school personnel including clerical, bus drivers, cleaners, food service workers, and parent education. The psychologist, social workers and behaviorist will provide direct services to students, as well as deliver instruction, provide support at the Family Welcome Center, and liaise with the community.
High Dosage Tutoring Programs	150,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The district will contract with iTutor, FEV Tutor, and Paper to provide affordable, personalized tutoring services to students on an as-needed basis. The budget includes supplies for use in individualized acceleration and tutoring support.

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

The district will monitor and evaluate the effectiveness of selected strategies as part of a comprehensive data initiative funded by School Improvement Grants. Data collected and evaluated include, but are not limited to, attendance, behavior, quarterly and final report cards, local and state assessment, ACES surveys, progress toward graduation, the enrollment of students in accelerated and advanced placement courses, high school graduation rates, and post-graduation success.

Changes in the plan will be communicated with stakeholders through public fora such as community meetings, Board of Education meetings, and by information (notes from said meetings) posted on the website and broadcast over social media.

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

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

Page Last Modified: 02/18/2022

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	7142800
Anticipated Number of Students Served	3500
Anticipated Number of Schools Served	5

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.

FS-10 ARP ESSER Learning Loss February 18 2022.pdf

6.

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

ARP State Reserves Budget Narrative Learning Loss Revised February 18 2022.docx

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

Page Last Modified: 02/18/2022

1% State-Level Reserve - Comprehensive After School: Program Design

High-quality afterschool programs should have the goal of providing students with important opportunities for academic support and access to enrichment opportunities that help develop social, emotional, and leadership skills. These benefits are particularly important to students from low-income backgrounds, students who are struggling, and students at risk for later academic disengagement. High-quality afterschool programs have demonstrated positive effects on student math and language arts achievement, and programs strongly rooted in the school context can also have a positive impact on school related student outcomes, including greater self-confidence, increased civic engagement, better school attendance, improved high school graduation, and decreased delinquency.

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

The core of Roosevelt's plan for After School State Reserves is to implement two evidence-based programs: Scholastic Lit League to improve student literacy and mastery of academic content in grades 3-6, and Mentoring in Medicine to expose students to health sciences and health literacy in grades 7-12. Both programs are proven effective and supported by independent research. The budget includes ancillary expenses for comprehensive after school programming: administrative supervision, clerical support, security, nursing, supplies, and transportation for students with disabilities who otherwise would not be able to attend an after school program.

This afterschool initiative is aligned with other initiatives specifically Title I funding for high school alternative education, after school, and evening programming.

- 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
Tailored/Individualized Acceleration	378,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The funds will support implementation of Scholastic Inc Lit League for three years afterschool, providing students in grades 3-6 with individualized acceleration in standards-aligned literacy activities.
Curriculum-Aligned Enrichment Activities	1,050,600	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness	Funds will support implementation of a comprehensive after school program, with administrative supervision, teaching assistants, security, nursing, clerical support. Transportation for students with disabilities is included as well. The

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

Page Last Modified: 02/18/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input type="checkbox"/> School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	content is provided by Mentoring in Medicine, which works with medical schools and hospitals to provide pre-med students, med students, and practicing physicians to mentor and teach students in grades 7-12 about health literacy and health professions.

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

The district will monitor and evaluate the effectiveness of selected strategies as part of a comprehensive data initiative funded by School Improvement Grants. Data collected and evaluated include, but are not limited to, attendance, behavior, quarterly and final report cards, local and state assessment, student self-identification as interested in the health sciences, ACES surveys, progress toward graduation, the enrollment of students in accelerated and advanced placement courses, high school graduation rates, and post-graduation success.

Changes in the plan will be communicated with stakeholders through public fora such as community meetings, Board of Education meetings, and by information (notes from said meetings) posted on the website and broadcast over social media.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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4.

Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

	Amount
LEA Allocation	1428600
Anticipated Number of Students Served	2500
Anticipated Number of Schools Served	5

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

Page Last Modified: 02/18/2022

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.

FS-10 ARP ESSER After School February 18 2022.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 ESSER After School February 2022.pdf

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

Page Last Modified: 02/18/2022

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.

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

The Roosevelt UFSD selected evidenced-based interventions for summer learning and enrichment through a variety of considerations--student interest, alignment with academic and career goals for students, a national crisis in health care in minority communities, and a dearth of individuals of racial and ethnic minorities entering the health professions.

472 secondary students (grades 7-12) responded to a survey in which they were asked if they were interested in the health professions as a career. 37% said "yes", 42 % said they "need more information." The Roosevelt Community is a high minority, high poverty community with substantiated gaps in health, and health care. The COVID-19 crisis made disparities in access to health care evident across the nation, and the American Medical Association has documented an urgent need to motivate African American and Hispanic students to consider careers in the health professions. In sum, we will partner with Mentoring in Medicine, a proven provider of high quality educational programs for children which promote the development of health literacy, engagement with healthy activities, and career exploration for the health sciences. Mentoring in Medicine staff include pre-med college students, and health professionals.

A second summer learning intervention is focused on elementary students in grades 3-6. Scholastic Inc's "Lit League" is an evidence-based intervention to promote student engagement with learning, mastery of literacy and improved academic content knowledge.

The summer learning and enrichment programs to be funded through the ARP State Reserves are supported by the use of Title IV funds for student enrichment activities, particularly in the areas of health and wellness, IDEA for services for students with disabilities, and Title III for English language learners.

- 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
Community Schools Model Programming	141,750	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care	Staff, clerical support, and supplies to maintain the Family Welcome Center open for 80 days. The Welcome Center will have clerical and professional staff. Professional staff will be qualified to assist families new to the district navigate registration and enrollment, social services, housing, health care,

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

Page Last Modified: 02/18/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input checked="" type="checkbox"/> High School	<input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	employment, and more.
Curriculum-Aligned Enrichment Activities	1,286,850	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Funds will be used to staff and operate a comprehensive summer enrichment program for five hours a day, for 24 days during July and August. For grades 3-6 the program will provide Scholastic Lit League, a literacy enrichment program. For grades 7-12 the program will provide Mentoring in Medicine, to educate students about health and health professions. The budget includes administrative supervision, teachers, teaching assistants, clerical support, security, nurse, and transportation for students with disabilities.

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

The district will monitor and evaluate the effectiveness of selected strategies as part of a comprehensive data initiative funded by School Improvement Grants. Data collected and evaluated include, but are not limited to, attendance, behavior, quarterly and final report cards, local and state assessment, ACES surveys, progress toward graduation, the enrollment of students in accelerated and advanced placement courses, high school graduation rates, and post-graduation success.

Changes in the plan will be communicated with stakeholders through public fora such as community meetings, Board of Education meetings, and by information (notes from said meetings) posted on the website and broadcast over social media.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "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 -

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

Page Last Modified: 02/18/2022

Summer Learning and Enrichment funding.

	Amount
LEA Allocation	1428600
Anticipated Number of Students Served	2500
Anticipated Number of Schools Served	5

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.

FS-10 ARP ESSER Summer Learning and Enrichment February 18 2022.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 ESSER Summer Learning and Enrichment February 2022.pdf

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)

= Required Field

Local Agency Information		
Funding Source:	ARP ESSER State Reserves Learning Loss	
Report Prepared By:	Dr. Elizabeth Ten Dyke	
Agency Name:	Roosevelt Union Free School District	
Mailing Address:	240 Denton Place	
	Street	
	Roosevelt	NY 11575
	City	State Zip Code
Telephone # of Report Preparer:	516-345-7074	County: Nassau
E-mail Address:	etendyke@rufsd.org	
Project Funding Dates:	3/13/2020	9/30/2024
	Start	End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$1,399,988
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Tutors/Mentors for individualized acceleration	hourly, 7,692 hours of tutoring/mentoring at \$39/hour	\$39	\$299,988
Secondary teachers elective courses	10	\$20,000	\$200,000
Social Worker	6	\$75,000	\$450,000
Psychologist	3	\$75,000	\$225,000
Behavioral Interventionist	3	\$75,000	\$225,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$1,155,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teaching Assistants	30	\$35,000.00	\$1,050,000
Family Welcome Center Clerical	3	\$35,000.00	\$105,000

PURCHASED SERVICES			
Subtotal - Code 40			\$2,339,940
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Online tutoring	iTutor. FEV Tutoring, Book Nook	2,500 students x \$20 per student x three years	\$150,000
CDOS courses	Nassau Community College, New York Barber School	50 students x \$2,000 per student x three years	\$300,000
Professional Development and coaching	EL Education	\$42 per teacher x 595 teachers x 3 years	\$74,970
TechTrep STEM Initiative	21CentED	\$95.24/student x 3500 students x 3 years	\$1,000,020
Restorative Practices	Ramapo/Change Impact/NYC Restorative	\$30/student x 3,500 students x 3 years	\$315,000
Coaching/Professional Development to improve instruction and student success in mathematics	Great Minds	10 coaching days per school x 5 schools x 3 years x \$3,333 per day	\$499,950

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$1,309,222
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Social Studies Print and Digital Student Resources Grade K-6	2000	\$73.75	\$147,500
Social Studies Print and Digital Student Resources Grades 7-12	1500	\$92.35	\$138,525
Social Studies Teacher Print and Digital bundles K-6	70	\$449.50	\$31,465
Social Studies Teacher Print and Digital Bundles Grades 7-12	15	\$752.25	\$11,284
Science and Health Comprehensive student bundle (print and digital) Grades K-6	2000	\$64.00	\$128,000
Science and Health Lab Kits for grades K-6	70	\$1,250.00	\$87,500
Science and Health Comprehensive student bundles (print and digital) Grades 7-8	600	\$87.80	\$52,680
Science and Health Lab Kits for grades 7-8	30	\$1,450.00	\$43,500

Science comprehensive student bundles (print and digital) for Living Environment (300), Earth Science (300), Chemistry (150) Physics (50)	800	\$125.00	\$100,000
Science comprehensive Lab Kits for Living Environment, Earth Science, Chemistry, Physics	60	\$2,500.80	\$150,048
Science Teacher print and digital bundles	85	\$750.00	\$63,750
Supplies for new high school elective courses textbooks/digital subscriptions	300	\$75.00	\$22,500
Instructional supplies for Tech Trep program ACER chromebooks	600	\$400.00	\$240,000
Instructional supplies for Tech Trep program robotics kits Lego Boost Creative Toolkit	200	\$160.00	\$32,000
Instructional supplies for Tech Trep program robotics kits Makeblock mBot	200	\$72.35	\$14,470
Instructional supplies for Tech Trep program robotics kits Sphero Mini	200	\$50.00	\$10,000
Print materials for family welcome center: brochures	3000	\$2.00	\$6,000
Print materials for family welcome center: resource workbooks for parents	3000	\$10.00	\$30,000

Employee Benefits		
Subtotal - Code 80		\$938,650
Benefit		Proposed Expenditure
Social Security		\$146,000
Retirement	New York State Teachers	\$292,500
	New York State Employees	
	Other - Pension	
Health Insurance		\$409,100
Worker's Compensation		\$60,800
Unemployment Insurance		\$30,250
Other(Identify)		

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$1,399,988
Support Staff Salaries	16	\$1,155,000
Purchased Services	40	\$2,339,940
Supplies and Materials	45	\$1,309,222
Travel Expenses	46	
Employee Benefits	80	\$938,650
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$7,142,800

Agency Code:	280208030000
Project #:	5884-21-XXXX
Contract #:	
Agency Name:	Roosevelt Union Free School District

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

2/14/22 
Date Signature

Dr. Deborah L. Wortham, Superintendent
Name and Title of Chief Administrative Officer

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
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MIR _____

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)

= Required Field

Local Agency Information		
Funding Source:	ARP ESSER State Reserves After School	
Report Prepared By:	Dr. Elizabeth Ten Dyke	
Agency Name:	Roosevelt Union Free School District	
Mailing Address:	240 Denton Place	
	Street	
	Roosevelt	NY 11575
	City	State Zip Code
Telephone # of Report Preparer:	516-345-7074	County: Nassau
E-mail Address:	etendyke@rufsd.org	
Project Funding Dates:	3/13/2020	9/30/2024
	Start	End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$526,500
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Administrative supervision of after school programs	3 administrators x 150 days x 3 hrs per day x 3 years	\$50/hour	\$202,500
After school teachers	6 teachers x 150 days x 3 hrs per day x 3 yrs	\$40/hour	\$324,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$232,200
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teaching Assistants for after school program	3 TAs x 3 hrs per day x 150 days x 3 years	\$22/hour	\$89,100
Security for after school program	3 security x 3 hrs per day x 150 days x 3 yrs	\$22/hour	\$89,100
Nurse for after school program	1 nurse x 3 hrs per day x 150 days x 3 yrs	\$40/hour	\$54,000

PURCHASED SERVICES			
Subtotal - Code 40			\$322,500
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
After school literacy instruction	Scholastic Inc	\$145 per student, 300 students x 3 years	\$130,500
Transportation for SWDs for after school	Bus contractor "WE Transport"	\$213.33 per trip x 2 trips per day x 160 days x 3 years	\$192,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$347,400
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Consumable art supplies for after school program: paper, canvas, brushes, paint, markers, pencils	35 students per school x 5 schools x 3 years	\$24.57 per student	\$12,900
Trade books and consumable workbooks/subscriptions for Scholastic Inc After School Program "Lit League"	150 students per school x 3 schools x 3 years	\$50 per student	\$67,500
Supplies for after school wellness and health activities: volleyballs, volleyball nets, volleyball cart. Pinnies, soccer balls, basketballs, yoga mats, other yoga props	100 students per school x 5 schools x 3 years	\$58 per student	\$87,000
Chromebooks for after school Scholastic Lit League program	150 students per school x 3 schools	\$400 per student	\$180,000

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$526,500
Support Staff Salaries	16	\$232,200
Purchased Services	40	\$322,500
Supplies and Materials	45	\$347,400
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$1,428,600

Agency Code: **280208030000**Project #: **5883-21-XXXX**Contract #: Agency Name: **Roosevelt Union Free School District****FOR DEPARTMENT USE ONLY**

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

2,14,22 *Deborah L. Wortham*

Date

Signature

Dr. Deborah L Wortham, Superintendent
Name and Title of Chief Administrative Officer

Fiscal YearFirst PaymentLine #

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First Payment

Finance: Logged _____

Approved _____

MIR _____

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)

= Required Field

Local Agency Information

Funding Source:	ARP ESSER State Reserves Summer Learning		
Report Prepared By:	Dr. Elizabeth Ten Dyke		
Agency Name:	Roosevelt Union Free School District		
Mailing Address:	240 Denton Place		
	Street		
	Roosevelt	NY	11575
	City	State	Zip Code
Telephone # of Report Preparer:	516-345-7074	County:	Nassau
E-mail Address:	etendyke@rufsd.org		
Project Funding Dates:	3/13/2020	9/30/2024	
	Start	End	

INSTRUCTIONS

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SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$332,250
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Administrative supervision of summer programs	3 administrators x 25 days x 5 hrs per day x 3 yrs	\$50/hour	\$56,250
Teachers for summer learning and enrichment programs	15 teachers x 25 days x 4 hours per day x 3 years	\$40/hour	\$180,000
Professional staff for family welcome center	2 staff x 80 days x 5 hrs per day x 3 yrs	\$40/hour	\$96,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$166,200
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teaching Assistants for summer learning	6 TAs x 25 days x 4 hrs per day x 3 yrs	\$22/hour	\$39,600
Security for summer learning	3 security x 25 days x 5 hrs per day x 3 yrs	\$24/hour	\$27,000
Nurse for summer learning	1 nurse x 25 days x 4 hrs per day x 3 yrs	\$40/hour	\$12,000
Clerical support for summer learning	3 clerical x 25 days x 5 hrs per day x 3 yrs	\$28/hour	\$31,500
Clerical support for family welcome center	1 clerical x 80 days x 5 hrs per day x 3 yrs	\$28/hour	\$33,600
Custodians for summer learning	3 custodians x 25 days x 5 hrs per day x 3 yrs	\$20/hour	\$22,500

PURCHASED SERVICES			
Subtotal - Code 40			\$720,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Summer literacy instruction	Scholastic Inc	200 students per site x 3 sites x 3 yrs x \$125 per student	\$225,000
Instruction and mentoring in health sciences	Mentoring in Medicine	300 students x 3 yrs x \$500 per student	\$450,000
Transportation for SWDs for summer learning	Bus contractor "WE Transport"	3 routes per day x \$200 per route x 25 days x 3 yrs	\$45,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$210,150
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Supplies for summer learning: consumable workbooks, trade paperbacks, subscriptions	600 students per summer x 3 summers	\$50.00	\$90,000
Supplies for family welcome center: four chromebooks	4	\$400.00	\$1,600
Supplies for family welcome center: printer	1	\$2,500.00	\$2,500
Supplies for family welcome center: ink, paper, pens, pencils, clips	\$85 per month x 12 months yr x 3 yrs	\$85.00	\$3,060
Supplies for family welcome center: flyers, brochures, consumable workbooks	1000	\$4.99	\$4,990
Supplies for Mentoring in Medicine program: student medical uniforms, stethoscopes, dissection materials, subscriptions, consumable workbooks	300 students per year x 3 yrs	\$120.00	\$108,000

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$332,250
Support Staff Salaries	16	\$166,200
Purchased Services	40	\$720,000
Supplies and Materials	45	\$210,150
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
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2/14/22 
 Date Signature

Dr. Deborah L. Wortham, Superintendent
 Name and Title of Chief Administrative Officer

Agency Code: 280208030000

Project #: 5882-21-XXXX

Contract #:

Agency Name: Roosevelt Union Free School District

FOR DEPARTMENT USE ONLY

Funding Dates: From To

Program Approval: Date:

Fiscal Year First Payment Line #

Voucher #

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Finance: Logged _____

Approved _____

MIR _____