

Introduction/Instructions - Summary & Background

LEA Information

RENAISSANCE CHARTER SCHOOL 2 (THE) - 342400861128

QUEENS - 800000089571

EVERETT BOYD - PRINCIPAL

60-02 MASPETH AVE

MASPETH, NY - 11378

Summary & Background

Background

On March 27, 2020, Congress passed, and the President signed into law the Coronavirus Aid, Relief, and Economic Security (CARES) Act. The CARES Act provides \$30.75 billion nationwide in an Education Stabilization Fund to prevent, prepare for and respond to the coronavirus, of which:

\$13.2 billion is for the Elementary and Secondary School Emergency Relief Fund (ESSER) to support the ability of local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation; and

\$2.95 billion is for the Governor's Emergency Education Relief Fund (GEER) which provides grants to Governors for the purpose of providing educational agencies with emergency assistance to address the impact of COVID-19.

Governor's Emergency Education Relief Fund (GEER)

New York State has been allocated \$164.2 million under the Governor's Emergency Education Relief Fund (GEER). The entirety of New York State's GEER funds were programmed by the Division of the Budget and the Legislature in the 2020-21 enacted New York State budget through the application of a "pandemic adjustment" to partially offset the state share of state aid to school districts. Pursuant to the direction of the Governor's Office and the Division of the Budget, GEER funding is being allocated to the State's 673 major school districts. GEER funds are not being allocated to LEAs that are charter schools, Special Act School Districts, or school districts employing fewer than eight teachers. These funds will be allocated to eligible school districts using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent fiscal year (2019-20).

Elementary and Secondary School Emergency Relief Fund (ESSER)

New York State has been allocated \$1.037 billion under the Elementary and Secondary School Emergency Relief Fund (ESSER). ESSER funds to school districts were programmed by the Division of the Budget and the Legislature in the 2020-21 enacted New York State budget through the application of a "pandemic adjustment" to partially offset the state share of state aid to school districts. ESSER funding is being allocated all LEAs, including charter schools and Special Act School Districts, that received 2019-20 Title I, Part A subgrants. Pursuant to the terms of the CARES Act, Local Educational Agency (LEA) allocations were calculated using the relative shares of grants awarded under Title I, Part A of the Elementary and Secondary Education Act (ESEA) for the most recent fiscal year (2019-20).

Project Period

March 13, 2020 to September 30, 2022.

Submission Deadline

Completed applications are due by August 15, 2020 (with extensions by request), and will be reviewed on a rolling basis.

Submission Instructions

Directions for Completing the Application:

LEAs must complete all sections and are *required* to answer questions marked with a *red asterisk*. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be *unable* to submit the application to NYSED for final review if a required question remains *unresolved*.

FS-10 Budgets and Budget Narrative forms should be completed in a manner that clearly identifies and aligns proposed expenses.

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: CARES Act Combined Funding Application
New York State Education Department
89 Washington Avenue
Albany, NY 12234.*

Deadline for Submitting the Applications:

The *CARES Act Combined Funding Application* is due by August 15, 2020, and will be reviewed on a rolling basis.

CARES Act Combined Funding Application - (CARES Act)

GEER Application - GEER Intent to Apply

Governor's Education Emergency Relief (GEER) - Intent to Apply

1. Does the LEA intend to apply for Governor's Emergency Education Relief (GEER) funding?

No, the LEA did not receive an allocation for Governor's Emergency Education Relief (GEER) funding.

CARES Act Combined Funding Application - (CARES Act)

ESSER Application - ESSER Intent to Apply

Elementary and Secondary School Emergency Relief (ESSER) - Intent of Apply

1. **Does the LEA intend to apply for Elementary and Secondary School Emergency Relief (ESSER) funding?**

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

CARES Act Combined Funding Application - (CARES Act)

ESSER Application - ESSER Assurances

Elementary and Secondary School Emergency Relief (ESSER) - Assurances

1. If the LEA uses one of the low-income student options for distributing ESSER funds for the provision of equitable services to students and teachers in non-public schools, the LEA assures it will not violate the Title I supplement-not-supplant requirement in section 1118(b)(2) of the Elementary and Secondary Education Act (ESEA). That is, the LEA will not divert state or local funds from its Title I schools because it receives CARES Act funds.

YES, the LEA provides the above assurance.
2. The LEA assures that ESSER funds are used for activities allowable under section 18003(d) of Division B of the CARES Act. As outlined by USDE guidance, the New York State Education Department generally does not consider the following to be an allowable use of ESSER funds, under any part of 18003: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEA or 2) expenditures related to local teacher or faculty unions or associations.

YES, the LEA provides the above assurance.
3. The LEA assures that it will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 of the ESEA, as determined through timely and meaningful consultation with representatives of non-public schools, as outlined in the Interim Final Rule published by the U.S. Department of Education on July 1, 2020.

 - The LEA will maintain control of funds for the services and assistance provided to a non-public school under the ESSER Fund.
 - The LEA will have title to materials, equipment, and property purchased with ESSER funds.
 - The LEA will ensure that services to a non-public school with ESSER funds will be provided by the LEA, or through contract with, another public or private entity.

YES, the LEA provides the above assurance.
4. The LEA assures that, to the greatest extent practicable, it will continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

YES, the LEA provides the above assurance.
5. The LEA assures that it will comply with all reporting requirements, including those in Section 15011(b)(2) of Division B of the CARES Act, and submit quarterly reports to the Commissioner at such time and in such a manner as the Commissioner may require. The Commissioner may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and non-public schools, the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.

YES, the LEA provides the above assurance.
6. 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.

CARES Act Combined Funding Application - (CARES Act)

ESSER Application - ESSER Assurances

7. 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.
8. 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.
9. 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.
10. The LEA assures that the LEA uses ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
- YES, the LEA provides the above assurance.
11. 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 3474.
- YES, the LEA provides the above assurance.
12. 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.
13. 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.

CARES Act Combined Funding Application - (CARES Act)**ESSER Application - ESSER Funding Distribution**

ESSER Funding Distribution

On July 1, 2020, the U.S. Department of Education (USDE) published in the Federal Register an Interim Final Rule (IFR) which outlines how LEAs are to calculate the amount of ESSER and GEER funds available for providing equitable services to students and teachers in non-public schools. The IFR was effective immediately, and NYSED intends to comply with the IFR.

The IFR provides two options for LEAs to choose from as they move forward with the implementation of CARES Act (ESSER and GEER) funding. One option is a proportional allocation that applies to all students attending within the district (public and private); the other is based on the relative proportions of low-income students attending.

1. Proportional: Under the IFR, if an LEA chooses to use CARES Act funding for students in all its public schools, it must calculate the funds for equitable services based on the proportionate number of students enrolled in private schools in the district.
2. Low-Income: If an LEA chooses to use CARES Act funding only for students in its Title I schools, it has two options:
 - Calculate the funds for equitable services based on the total number of low-income students in Title I and participating private schools; or
 - Calculate the funds for equitable services using the LEA's Title I, Part A share from the 2019-2020 school year.

The IFR further states that, if an LEA uses one of the low-income student options, the LEA must not violate the Title I supplement-not-supplant requirement in section 1118(b)(2) of the Elementary and Secondary Education Act (ESEA). That is, an LEA cannot divert state or local funds from its Title I schools because it receives CARES Act funds.

1. How does the LEA intend to distribute ESSER funds equitably?

- **Proportional Method - If an LEA chooses to use CARES Act funding for students in all its public schools, it must calculate the funds for equitable services based on the proportionate number of students enrolled in private schools in the district;**
- **Low Income - Current Enrollment Method - If an LEA chooses to use CARES Act funding only for students in its Title I schools, it may calculate the funds for equitable services based on the total number of low-income students currently enrolled in Title I and participating private schools; or**
- **Low Income - Title I, Part A 2019-20 Share Method - If an LEA chooses to use CARES Act funding only for students in its Title I schools, it may calculate the funds for equitable services using the LEA's Title I, Part A share from the 2019-2020 school year.**

Charter Schools - does not apply because the LEA does not have an equitable services obligation

ESSER Application - ESSER Program Information

Elementary and Secondary School Emergency Relief (ESSER) - Program Information

Required questions are marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. When completing fiscal charts, it may be necessary to click on either the 'Save' or 'Save & Continue' button to complete automatic calculations.

Section 18003 of Division B of the CARES Act requires that grants awarded under the Elementary and Secondary School Emergency Relief (ESSER) Fund be used to support the ability of local educational agencies (LEAs) to continue to provide educational services to their students. Please answer the following questions to describe the LEA's needs, timeline, and remote learning plans.

1. **In the space provided below, please describe how the LEA will determine its most important educational needs as a result of COVID-19 (150 words or less).**

The factors affecting the determination of Renaissance Charter School II most important educational needs as a result of COVID 19 are based on the conversion from the continuation of in-school education to remote and hybrid models. These factors are covered in the school's re-opening plan. The most important needs include: 1. The ensure equity, the need to acquire and distribute education technology to students, and staff members, and to ensure every child and family is reached remotely; 2. The need to ensure in-school learning is safe, and protocol-driven; 3 The need to ensure teachers and other staff members are supported through professional development so they can provide effective instruction; and 4. The need to ensure parents are linked to their children's education and are assisted so they can support them.

2. **Does the LEA intend to use ESSER funds to promote or support remote learning?**

Yes, the LEA intends to use ESSER funds to promote remote learning.

- 2a. **Please select all that apply.**

- Hardware (e.g. tablets, laptops, wireless router, hot spot, etc.)
- Internet/connectivity services
- Software licenses
- Professional development
- Other costs related to promoting remote learning (e.g. installation, distribution, insurance, technical support, etc.)

3. **In the space below, please describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services (150 words or less).**

The Renaissance Charter School II is assessing and addressing student learning gaps resulting from the disruption in educational services by expanding to an effective and equitable posture where safe remote, face-to-face, and hybrid learning approaches are effective as demonstrated by student and teacher performance. TRCS II is purchasing educational technology (including hardware, software, and connectivity) for remote learning for face-to face learning to aid the regular and substantive educational interaction between students and their instructors. The design includes provisions for low-income students, English language learners, and students with disabilities where assistive technology or adaptive equipment may be required. TRCS II is committed to professional development and other resources which prepare and support teachers as they shift to the pandemic and post pandemic teaching and learning environments. Finally, TRCS II will support for parents so they can participate effectively in their children's education.

CARES Act Combined Funding Application - (CARES Act)

ESSER Application - ESSER Use of Funds

Elementary and Secondary School Emergency Relief (ESSER) - Use of Funds

Required questions are marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. When completing fiscal charts, it may be necessary to click on either the 'Save' or 'Save & Continue' button to complete automatic calculations.

- Please complete the chart below by identifying the funds being used to support allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. The figures in this chart should represent BOTH public and private school funds.**

	PUBLIC Funding Amounts (\$)	PRIVATE School Funding (\$)
1 - Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (Section 18003(d)(1)).	0	0
2 - Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus (Section 18003(d)(2)).	0	0
3 - Providing principals and others school leaders with the resources necessary to address the needs of their individual schools ((Section 18003(d)(3)).	0	0
4 - Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population ((Section 18003(d)(4)).	0	0
5 - Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies (Section 18003(d)(5)).	0	0
6 - Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases (Section 18003(d)(6)).	0	0
7 - Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency (Section 18003(d)(7)).	0	0
8 - Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements (Section 18003(d)(8)).	0	0
9 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment (Section 18003(d)(9)).	44,329	0
10 - Providing mental health services and supports (Section 18003(d)(10)).	0	0
11 - Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care (Section 18003(d)(11)).	0	0
12 - Other activities that are necessary to maintain the operation of and continuity of services in the local educational agencies and continuing to employ existing staff of the local educational agency (Section 18003(d)(12)).	0	0

CARES Act Combined Funding Application - (CARES Act)

ESSER Application - ESSER Use of Funds

	PUBLIC Funding Amounts (\$)	PRIVATE School Funding (\$)
Totals:	44,329	0

CARES Act Combined Funding Application - (CARES Act)

ESSER Application - ESSER Budget

Elementary and Secondary School Emergency Relief (ESSER) - Budget

1. Upload a completed and signed copy of the FS-10 Budget for the Elementary and Secondary School Emergency Relief (ESSER) Fund.

TRCS II 2020-21 ESSER FS10 3.pdf

2. Upload a completed copy of the Budget Narrative for the Elementary and Secondary School Emergency Relief (ESSER) Fund.

TRCS II - 2020-21 ESSER Budget Narrative.docx

3. Please complete the following table by providing proposed expenditures by budget code for both PUBLIC school and PRIVATE school funding in relation to the Elementary and Secondary School Emergency Relief (ESSER) Fund. This information should match the Budget Summary page of the FS-10 budget form.

	Total Funds (\$)
15 - Professional Salaries	0
16 - Support Staff Salaries	0
40 - Purchased Services	0
45 - Supplies and Materials	44,329
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	44,329

CARES Act Combined Funding Application - (CARES Act)

Equitable Services Consultation - Equitable Services Consultation

Equitable Services

1. For EACH private school listed below (located inside of the district, serving district resident students), please indicate whether the private school is participating in one or more CARES Act program (participating or declining). Additionally, please upload a completed "CARES LEA Affirmation of Private School Consultation 2020-21" form. If a private school was not responsive to the LEA's attempts to consult, please provide copies of outreach conducted by the LEA.

Institution Name	BEDS Code	GEER Participation	ESSER Participation	Upload Written Affirmation of Consultation Form
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

2. Please complete the chart below detailing:
 1. Approved 853 schools and 4201 schools located within the district;
 2. Private schools located within the district that do not have a BEDS code; and/or
 3. Any other private school located within the district otherwise not included in the chart above.
 Please indicate whether the private school is participating in one or more CARES Act program, and upload a completed "CARES LEA Affirmation of Private School Consultation 2020-21" form. If a private school was not responsive to the LEA's attempts to consult, please provide copies of outreach conducted by the LEA.

Private School Name	BEDS Code (Optional)	GEER Participation	ESSER Participation	Upload Written Affirmation of Consultation Form
N/A	N/A	Non-Repsonsive	Non-Repsonsive	(No Response)