

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Summary & Background

Summary & Background

RENAISSANCE CHARTER SCHOOL

343000860822

SUMMARY & BACKGROUND

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 ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

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 allocation returned to the United States Department of Education.

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APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Submission Instructions

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 – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

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LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

ARP-ESSER LEA Base 90% Allocation - Intent to Apply

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- 1. Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

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

- 2. 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	Denise Hur	denisehur@rencharter.org	11/5/2021
LEA Board President	Monte Joffee	mjjoffee@gmail.com	11/5/2021

ARP-ESSER Allocation - Construction-Related Costs

- 3. Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

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); 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, children who are incarcerated, and other underserved students.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.

TRCS' plan for using ARP funds was developed with the input and involvement of key members of our school community, including school leadership, faculty and parents. TRCS will continue to engage stakeholders from across the school community as it implements the plan.

TRCS' campaign to obtain community input occurred over several months and included Zoom meetings, opinion surveys and personal contacts via email and telephone. The campaign began with a series of well-attended town hall events in Spring and Summer 2021 in which members of the school community learned about the ARP funding and discussed preliminary ideas about how TRCS planned to invest its ARP allocation. These town hall events also introduced the school community to surveys that TRCS has used to enable parents and teachers to share their thoughts, concerns and recommendations regarding ESSER and ARP funding and the ARP spending plan. Surveys were made available online in English and Spanish to parents throughout the school. Each survey included a brief description of the ARP and a series of questions about what respondents considered the school's primary needs and how respondents felt the ARP funds should be spent. Each survey also included an open-ended question that enabled respondents to write at length about their expectations and recommendations for ARP fund spending. TRCS also engaged teachers in a zoom poll regarding the survey questions during and following a staff meeting.

The key proposed investments of ARP funds outlined in this application and in TRCS' ARP Spending Plan are based on and supported by the ideas, input and recommendations we received during the above-described community outreach process. For instance:

- Parent Input: The overwhelming percentage of parents responding to the survey requested that TRCS make the investments discussed in the Plan. Regarding our investment of ARP funds in academic programming, 91% of parent respondents requested that funds be spent to expand tutoring in small groups and nearly all parent respondents requested funding for targeted supports for students who are at-risk. Also, nearly all parent respondents supported our approach to supporting students as they return to full-time in-person instruction, saying that funds should be invested in adjusting teaching and learning to "meet students where they are post-pandemic." Regarding our investment in social-emotional learning, a sizable majority of parent respondents supported the use of ARP funds to increase counseling and support students' social, emotional and mental health.
- Teacher Input: Nearly all the teachers responding to the poll agreed that ARP funds should be invested in improving academic programs and 62% of teacher respondents supported spending ARP funds on after-school programs. Regarding our investment of ARP funds to support students social, emotional and mental health, 90.5% of teacher respondents supported such investments and 86% believed that such investments should result in more counselor/social worker time and resources.

TRCS will continue to engage students, parents, teachers and other stakeholders in reviewing, revising and implementing the ARP Spending Plan. The ARP Spending Plan is posted on the school's website and will be shared in hard-copy with any member of the school community upon request. One key way that TRCS will engage stakeholders in implementing the school's plan for using ARP funds is the required six-month reviews of the school's ARP and school reopening plans. TRCS will facilitate a review of the ARP Spending and school re-opening plans at least every six months to assess how well they are being implemented, gauge their impact, solicit public comment and input and, if necessary, make revisions and adjustments. The School Management Team (SMT) will oversee these reviews, in coordination with the Board, the Parent Association, teachers and students to ensure that TRCS gets formal public feedback regarding the Plan. The results of each review will be summarized in writing and will guide us in implementing ARP-supported initiatives.

Our efforts to secure ongoing public feedback about our ARP spending and implementation of ARP-supported initiatives will also include public discussions about the ARP Spending Plan and ARP-supported initiatives during TRCS' monthly Town Hall meetings, which are attended by parents, staff members and other school stakeholders and which provide Spanish-language translation services to encourage and support participation by diverse members of the school community. By integrating ARP-related discussions into our Town Hall meetings, TRCS will ensure that a diversity of stakeholder viewpoints will be considered during and beyond the term of ARP funding.

In addition, TRCS will use Facebook (<https://www.facebook.com/friendsorenaisancecs/>) and other social media, along with its monthly digital newsletter, to keep the school community informed about the status of ARP spending and initiatives and to engage school stakeholders in the implementation of ARP-supported initiatives.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

2. **In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan 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.**

TRCS' draft ARP-ESSER Plan ("ARP Spending Plan") has been posted on the school's website and can be found at the following URL:

<https://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2021/11/Renaissance-CS-ARP-Spending-Plan-Final.pdf>

Once approved by the New York State Education Department, we will post the Spending Plan and ARP application, along with the FS-10 budget and budget narrative, on our website and notify the school community for review and ongoing feedback.

We will also make the plan available in non-digital formats for parents and others upon request. We are prepared to provide versions translated into Spanish and, to the degree practicable, other home languages of students and families.

Once this application is approved, TRCS will post it, along with its budget and budget narrative, online on the school's website. We will use the school's monthly newsletter and Parent Association (PA) to notify parents and other school stakeholders that they can review the application online.

We will also translate the application into Spanish and, to the degree practicable, other languages spoken by our students and families.

ARP-ESSER LEA Base 90% Allocation - Program Information

3. **In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

TRCS will continue to implement health and safety protocols and guidance established by the DOH, the CDC, NYSED and the New York State Governor's Office. Our health and safety policies and practices are described in the Health and Safety Plan sections of our School Reopening Plan as amended, which is posted on our website (<https://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2020/08/AddendumReopening8-14-2020.pdf>) and incorporated by reference into our Plan for spending ARP funds. The school's policies and strategies regarding health, safety and prevention/mitigation in the wake of COVID-19 were also shared with parents in a letter from TRCS' Principal in August 2021, which discussed the school's reopening plan and its approach to keeping the school community safe through promoting vaccination and implementing CDC-recommended health and safety protocols. (<https://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2021/08/Renaissance-Letter-to-Families-08-2021.pdf>)

TRCS intends to use ARP funds to promote the health and safety of our students and staff as we engage in in-person instruction through extensive COVID-19 testing. Specifically, we will use \$27,800 in ARP funds (roughly 4% of our ARP allocation) to recover money we provided to Access Nursing Services to provide COVID testing from April through June 2021. In addition, we will use \$12,084 (roughly 1.75% of our ARP allocation) to compensate Access Nursing Services for COVID testing services during Summer 2021. Access Nursing Services is a Joint Commission-accredited healthcare organization and NY State DOH licensed home care agency that has provided comprehensive nursing services to schools and medical facilities for over 36 years. TRCS selected Access Nursing Services because of its record of effectiveness in providing services and information during the COVID-19 disruption. (See its COVID-19 information blog at <https://blog.accessnursing.com/tag/covid-19>.)

We recognize that the Health and Safety Plan and the School Reopening Plan will likely be revised to comply with new legislative and regulatory guidance in the months to come. We also recognize that protocols and guidance may change as information about COVID-19 and effective health and safety measures evolve. Accordingly, we will monitor the guidance provided by these agencies on an ongoing basis and amend our policies, practices and spending as needed to conform to new health and safety requirements and recommendations. In the event that these changes require us to modify our use of ARP funds, we will notify and seek appropriate approvals from NYSED.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.

TRCS uses data from NYS ELA, Math and Science assessments and Fountas and Pinnell (F&P) assessments, along with NWEA, Achievement Network and internal assessments to identify student needs and monitor student progress. TRCS systematically reviews and evaluates assessment data for each student to design and implement differentiated instructional strategies and interventions to address his or her academic needs. TRCS is investing \$43,000 (roughly 6% of our ARP allocation) to expand our use of Achievement Network (A-Net) assessments to diagnose individual student needs and target interventions to address them. TRCS has used A-Net assessments effectively to collect and analyze data regarding which learning standards students have mastered and which learning standards students are still trying to achieve. Our use of A-Net assessments and the process of *Testing* followed by the development of "*Re-teach Plans*" followed by *Re-Testing* to measure improvements in student learning has been highly effective, as measured internally by TRCS student growth annually on A-Net tests. For instance, in 2018, TRCS' Math students in grades 2-8 grew at an average rate of 53% on Standards assessed on A-Net tests from the first quarter of the year to the last. Additional evidence of effectiveness, including demonstrations of how TRCS student academic growth has far outpaced the average of schools in the nation-wide A-net network, is available upon request. TRCS will use ARP funds to work with A-Net Coaches and refine its implementation of A-Net assessments and its analysis of A-Net data. A key objective of this work will be to better target the interventions in each student's Re-teach plan to address specific learning gaps and needs for each student and to better align TRCS' use of A-Net with that of partner school TRCS 2. Such alignment will support collaboration between educators at the two schools to improve academic interventions and outcomes.

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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

5. In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.

TRCS will use more than \$500,000 of its APR funds (i.e., roughly two-thirds of its overall ARP allocation) to accelerate student learning and address the impact of lost instructional time through a variety of means, focusing primarily on in-person instruction. In March 2020, in response to the COVID-19 pandemic, TRCS pivoted from in-person instruction on-site in our school building to a remote learning model in which students engaged in school online from their homes. While our remote learning programs provided continuity in instruction, it was challenging for many of our students and families. We recognize that in-person instruction has many benefits over remote instruction ranging from more direct teacher-to-student time in a structured learning environment to greater opportunities for student social interaction with teachers and peers. The value of in-person learning in accelerating learning during and following the COVID-19 disruption is confirmed by the U.S. Department of Education, which wrote that “Data collected before and during the COVID-19 pandemic have shown that in-person learning, on the whole, leads to better academic outcomes, greater levels of student engagement, higher rates of attendance, and better social and emotional well-being, and ensures access to critical school services and extracurricular activities when compared to remote learning.” (<https://www.ed.gov/coronavirus/supporting-students-during-covid-19-pandemic>) Accordingly, we are committed to establishing permanent in-school academic programs, re-engaging all our students and addressing the impacts of lost instructional time. We intend to invest ARP funds in the following strategies to promote learning acceleration, including:

- **Summer Academic Programming**—We engaged students in all grades, K-12, in intensive in-person academic instruction in summer school programs during this past Summer 2021. The summer programming was overseen and implemented by our school’s leadership and faculty with support and participation by school partners. Our ARP fund investments will be coordinated with spending from other revenue sources, including our general budget and ESSER 2. Specifically, we will invest \$14,063 in ARP funds (roughly 2% of our ARP allocation) to help compensate TRCS and DOE teachers contracted to provide instruction in the summer program, along with 82nd Street Academics, our Summer academic programming provider partner, for our in-person elementary grade Summer program. We will invest \$9,824 in ARP funds (roughly 1.3% of our ARP allocation) to compensate TRCS and DOE teachers contracted to provide instruction in the summer program, along with 82nd Street Academics, for our in-person middle school Summer program. We will invest \$93,887 in ARP funds (roughly 13% of our ARP allocation) to compensate TRCS and DOE teachers contracted to provide instruction in the summer program, along with 82nd Street Academics, for our in-person high school program. Our Summer academic programming partner for all grades is 82nd Street Academics, an experienced educational organization that focuses on building students’ academic and social-emotional skills and that has partnered with TRCS for years. TRCS and 82nd Street Academics have worked together to ensure that the summer programming is supportive of TRCS’ school-year academic programs and that it uses a data-informed approach to differentiate instruction and address each student’s needs.

Our use of ARP funds to support summer academic programming is consistent with the ARP objective of maximizing in-person instruction and addressing the impact of the COVID-19 disruption on student learning. Summer academic programs are one of the primary evidence-based strategies recommended by the U.S. Education Department to accelerate student learning and recover from the impacts of the COVID-19 disruption. (*ED COVID-19 HANDBOOK Roadmap to Reopening Safely and Meeting All Students’ Needs, Volume 2*, pages 31-32 and research cited therein <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>) Our summer program adopted the effective practices endorsed in the Handbook by the U.S. Department of Education including voluntary, extensive (several hours per day) and rigorous instruction in ELA and Math delivered by experienced and certified teachers.

- **After-School Programming and Tutoring**—We will use ARP funds to provide intensive in-person tutoring and instruction in partnership with 82nd Street Academics. TRCS’ after-school program will emphasize high-intensity tutoring. We are investing \$15,433 in ARP funds (roughly 2% of our ARP allocation) to support our after-school program and another \$6,120 for direct tutoring services provided in May and June 2021.

Our use of ARP funds to support high-intensity tutoring in an after-school program is consistent with the ARP objective of maximizing in-person instruction and addressing the impact of the COVID-19 disruption on student learning. High-intensity tutoring is one of the key evidence-based strategies recommended by the U.S. Education Department to accelerate student learning and recover from the impacts of the COVID-19 disruption. (*ED COVID-19 HANDBOOK Roadmap to Reopening Safely and Meeting All Students’ Needs, Volume 2*, pages 29-30 and research cited therein, <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>). Our high-intensity tutoring program will adopt the effective practices listed in the “Evidence-informed Tutoring Practices Checklist” endorsed in the Handbook by the U.S. Department of Education including:

- **Using trained educators as tutors**—TRCS teachers and other certified teachers will provide tutoring. Also, 82nd Street Academics-trained and approved tutors will provide tutoring with oversight by TRCS’ School Management Team (SMT).
- **Conducting tutoring sessions during after school programming**—The Handbook states clearly that “after school tutoring programs have been shown to have positive effects” and that “To promote the best results, ensure these (after school and out-of-school-time) programs provide high-dosage tutoring.” (Page 30) Our tutoring program will provide intensive tutoring in ELA and Math during designated periods in after-school sessions.
- **Providing high-dosage tutoring each week**—Our approach to tutoring and after-school programming does not consist of infrequent, “drop-in” or “scattershot” sessions but, rather, provides an integrated series of tutoring sessions targeted to address student needs and delivered over a period of several weeks.

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- *Using an evidence-based program and practices*—Our tutoring program has adapted the evidence-based strategies and practices of 82nd Street Academics, aligned with TRCS curricula, to address the specific needs of our students. We employ the effective tutoring practices endorsed by the U.S. Department of Education in the Handbook (Pages 29-30), including quizzing, asking deep explanatory questions, spacing learning over time, incorporating worked example solutions with problem-solving exercises and connecting and integrating abstract and concrete representations of concepts.

In addition, we will invest ARP funds in the following areas to improve instruction, accelerate learning and address the impact of interrupted instruction on student learning:

- **\$63,038 in ARP funds (roughly 8.4% of our ARP allocation) to support salaries for two paraprofessional positions.** These paraprofessionals will work closely with teachers to support instruction, address individual students' academic needs and help students overcome the impacts of interrupted learning during the COVID-19 disruption. TRCS will use the ARP-supported paraprofessionals to provide instructional, behavioral, and other support to students in and outside of the classroom, including tutoring for individual and small groups of students. TRCS' use of ARP funds to hire paraprofessionals to support our teaching staff is supported by research—e.g., see *New Study Reveals Positive Impacts of Paraeducators on Student Achievement*, Education Policy April 2021 (<https://www.newamerica.org/education-policy/edcentral/new-study-reveals-positive-impacts-of-paraeducators-on-student-achievement/>). TRCS will use ARP funds to pay .46124 FTE salary for one instructional paraprofessional and 1 FTE salary for a second instructional paraprofessional. These costs are recurring, and TRCS has committed to sustaining these positions following the ARP funding period with funds from its general operating budget.
- **\$186,073 in ARP funds (24.8% of our ARP allocation) to support salaries for two instructional specialists.** Specifically, TRCS will use ARP funds to hire:
 2. An English as a New Language (ENL) specialist who will support our growing ENL student population. The COVID-19 disruption has been especially hard on ENL students, who have not only experienced greater “learning loss” than non-ENL students but also are more likely to have experienced negative health and/or economic circumstances as a result of the pandemic. (see *How COVID-19 Is Impacting ELL and Immigrant Families* by Lydia Breiseth (2020), which discusses multiple research studies about the effect of COVID-19 on ENL and immigrant families. (<https://www.colorincolorado.org/covid-ell>) TRCS will use ARP funds to pay for the 1 FTE salary of an ENL instructional specialist who will work with the school's instructional leadership and ENL and general education staff to support ENL students.
 3. A Response to Intervention (RtI) teacher who will provide targeted instruction to accelerate learning for our at-risk students. Research indicates that the initial COVID interruption from March to September 2020 alone may have erased as much as one-third of typical yearly reading growth and nearly two-thirds of typical math growth from the skill set of the average learner. (Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J., 2020. *Projecting the potential impacts of COVID-19 school closures on academic achievement*. Retrieved from Annenberg Institute at Brown University: <https://www.edworkingpapers.com/ai20-226>). The goal of TRCS' RtI is to address this learning loss, accelerate learning, support the high academic achievement of all students and provide the necessary supports to help them reach their fullest potential. The ARP-supported RtI specialist will provide direct intervention services to students and will work with TRCS' instructional leadership and special education and general education teachers to support at-risk students. TRCS will use ARP funds to pay for the 1 FTE salary for an RtI specialist teacher.

These costs are recurring, and TRCS has committed to sustaining these positions following the ARP funding period with funds from its general operating budget.

- **\$62,500 in ARP funds (roughly 8.3% of our ARP allocation) to provide stipends for outstanding educators who assume instructional leadership positions.** A key design element of TRCS is its culture of collaboration, in which it creates opportunities for teachers and other school stakeholders to take on a variety of leadership responsibilities and empowers them to succeed in these roles. TRCS' mission to “develop leaders for the renaissance of New York” applies equally to staff members as to students. TRCS's commitment to “building leadership from within” is consistent with its history and culture, which was the subject of a 2014 Schoolbook article entitled *What Happens When Teachers Are at the Helm of a School?* which described TRCS' democratic leadership model and detailed how science teacher Daniel Fanelli served as liaison to the administration and spearheaded development of a teacher-driven peer evaluation system. (<https://www.wnyc.org/story/teachers-helm/>) Mr. Fanelli has since become TRCS' Assistant Executive Director and Assistant Principal, and Assistant Executive Director of TRCS' partner school TRCS 2. TRCS' support for building teacher capacity to assume leadership responsibilities is also supported by organizational leadership research—e.g., *The Advantages of Promotion From Within*, which describes how supporting employee growth and promoting from within helps keep productivity high. (<https://work.chron.com/good-openended-questions-ask-interview-internal-promotion-1712.html>). Specifically, TRCS will use ARP funds to hire:
 2. Six Cluster Coordinators for Teaching and Learning (2 each for grades pre-K-5, 6-8 and 9-12), who will collaborate with the School Management Team (SMT) to help to develop, plan and implement teaching and learning and school-wide instructional initiatives, including our Targeted Reading Program, our Advisory/Morning meeting, professional development, A-Net and interim assessments, cluster-wide goals and school culture initiatives. Teachers in particular clusters with strong leadership and administrative skills are eligible to apply for this position. In addition to the above-listed responsibilities, the Cluster Coordinators will coordinate data collection and reporting for their respective clusters and advise the SMT regarding grading and promotion policies; after-school and tutoring programs and student support services. Consistent with TRCS school policy, the Cluster Coordinators will receive an annual stipend for their service. ARP funds will be used to pay for these stipends in 2021-22.
 3. Three Advisory Coaches (1 each for grades K-5, 6-8 and 9-12), who will support the envisioning, planning and teacher support for our Morning

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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

Meetings (grades pre-K-4) and Advisories (5th to 12th). TRCS' Advisory Program is a core academic and social-emotional support program that provides a "safe space" where trained advisors can: a) monitor each student's progress towards achieving academic growth goals, help identify areas of need or challenge and support each student's academic growth b) support each student's social-emotional development. TRCS' advisories have been effective in supporting student growth and achievement, especially as the percentages of ENLs, SWDs, and other at-risk students in its student population has grown over the past two charter terms. Research supports the use of advisories to help students succeed. (see *The Challenge of Advisory and Why it's Worth the Effort*, Association for Middle Level Education, <https://www.amle.org/the-challenge-of-advisory-and-why-its-worth-the-effort/>). Consistent with TRCS school policy, the Advisory Coaches will receive an annual stipend for their service. ARP funds will be used to pay for these stipends in 2021-22.

4. Two Co-Facilitators of the Collaborative School Governance Committee (CSGC), who will be recruited from the TRCS faculty and who will help engage the school community in the work of the CSGC, facilitate CSGC meetings and coordinate the work of the CSGC with that of the Board and SMT. The CSGC is a core element of TRCS' model of collaborative and shared leadership, and it comprises Board members, school administrators, teachers, parents and other key school stakeholders. The CSGC's responsibilities include developing and/or reviewing goals as part of TRCS' Charter School Comprehensive Education Plan, which helps to set the school's priorities for the following year. The CSGC meets regularly as a whole group or in committee to monitor progress towards achieving the priorities and develop strategies for school improvement. Last year, as the school established its overall plans and programs to address students' academic needs during the COVID-19 disruption, many members of the school community requested that the CSGC explore issues of diversity, inclusion, acceptance and anti-bias and implement action plans to establish new restorative approaches that address them. As shown by research, these issues became even more critical during the pandemic, and using restorative approaches to address students' academic and social-emotional growth, and restorative approaches to equitable education. (Learning Policy Institute, *A Restorative Approach for Equitable Education*, 2021, <https://learningpolicyinstitute.org/product/wce-restorative-approach-equitable-education-brief>, which provides that "**Based in the science of learning and development, restorative approaches support students' academic, cognitive, and social-emotional growth; their physical and mental health and well-being; and the promotion of their distinct individual identities.**" TRCS is a "welcoming school" that has established comprehensive policies and practices to support minority, female, LGBTQ and other students from marginalized groups, including integration of culturally relevant curricula across all grades and disciplines and extensive professional development to help teachers establish safe, supportive and inclusive classrooms. The ARP-supported CSGC co-facilitators will help TRCS enhance and expand these policies and practices and, by so doing, improve educational outcomes for all students.
5. Three Response to Intervention (RtI) Coordinators (two for grades preK-5 and one for grades 6-8) and one RtI Facilitator (for grades 9-10), who will be recruited from the TRCS faculty and who will help the school address and meet the needs of its at-risk students in each grade cluster. Our commitment to strengthening RtI at TRCS, along with references to research supporting the effectiveness of high-quality RtI programs, is described earlier in the discussion of the ARP-supported RtI teacher position. The RtI Coordinators and Facilitator will manage all RtI initiatives in their respective clusters including: a) researching and identifying appropriate curriculum-based measurement tools including formative assessments to provide frequent monitoring of students' progress; b) participating in the development, planning, and implementation of school-wide initiatives as they relate to RtI; c) planning and delivering ongoing staff development for teachers and paraprofessionals and other school staff with respect to RtI; d) collecting and analyzing data to support improvement of student outcomes; e) overseeing data collection and analyses; f) using data to help teachers plan whole and small group instruction and identify and address individual student needs; g) providing professional development to teachers regarding RtI and implementing interventions; h) leading weekly RtI Committee meetings; and i) collaborating with counselors and other staff to monitor behavioral assessments and intervention plans.

All of the above-listed costs are recurring, and TRCS has committed to sustaining these positions following the ARP funding period with funds from its general operating budget.

In addition, as noted earlier, we are investing \$43,000 (roughly 6% of our ARP allocation) to expand our use of Achievement Network (A-Net) assessments to diagnose individual student needs and target interventions to address them. TRCS has used A-Net assessments effectively to collect and analyze data regarding which learning standards students have mastered and which learning standards students are still trying to achieve. We also intend to use \$5,120 in ARP funds (roughly 1% of our ARP allocation) to expand our use of IKON Business Group (IKON), a proven technology solutions provider that has worked with TRCS for years, to provide on-site maintenance, repair and advice regarding our educational technology. Throughout the COVID-19 disruption—and especially during the period of exclusive remote instruction—TRCS increased its investment in and use of educational technology. As the school has returned to in-person learning, we will continue to integrate technology into classroom instruction, professional development and collaborative planning. IKON will provide on-site technical support to support this ongoing integration of instructional and other technologies. By so doing, IKON will help teachers deliver effective instruction and services to our students.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.

TRCS will spend its remaining ARP-ESSER funds to support the mental and social-emotional health of students and families by investing \$212,818 (roughly 25% of our ARP allocation) to support the salary of a social worker. Research has demonstrated the importance of social workers as schools adapt to meet student needs during and after the COVID-19 disruption—e.g., a 2020 study summarized in an article entitled *The role of social work in the field of education during COVID-19*, which said “The coronavirus pandemic has significantly increased the urgency of addressing the social needs of the population, and social workers play a very important role in this emergency context in all areas, including education.” The ARP-supported TRCS social worker will work in close coordination with teachers and counseling/student support staff to help students adjust to and succeed in full-time in-person instruction, to promote students’ positive social and emotional health and to connect students and families with appropriate school-based and community-based supports. Specifically, TRCS will use ARP funds to pay the salary for a full-time social worker (i.e., ARP funds will be used to pay the .6 FTE salary of the social worker for work done from January through June 2021 and the 1 FTE salary for the social worker for work done from July 2021 through June 2022.

All of the above-listed costs are recurring, and TRCS has committed to sustaining these positions following the ARP funding period with funds from its general operating budget.

7. In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and 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.

TRCS will enact a school-wide approach to ensuring that the ARP-supported interventions are addressing the academic, social, emotional and mental health needs of all students, including an initial review by the SMT immediately following approval of the ARP-ESSER application, to deconstruct the ARP Spending Plan (e.g., Health and Safety, academic acceleration, social-emotional wellness) and assign responsibilities for monitoring the implementation of specific parts of the plan to particular members of the school community. The SMT review will include rubrics for assessing the effectiveness of each part of the plan. The SMT will then oversee the ongoing monitoring of the implementation and impact of the initiatives and interventions in the plan on all students, with particular emphasis on students from economically disadvantaged families, students of color, ENL learners, SWDs and other students from marginalized groups. For instance, the SMT review will use TRCS’ staff evaluation measures, along with measures of progress towards specific performance targets and goals, to determine the effectiveness of the ENL specialist, whose work impacts our growing ENL student population and their families, and the ARP-supported RtI specialist, whose work impacts all at-risk student groups. This ongoing monitoring will provide data that the Board will use in its decision-making regarding oversight of ARP spending and that TRCS will use in its school-wide analysis at least every six months of the implementation of the Plan.

As discussed elsewhere in this application, TRCS will engage the entire school community in a formal review of the implementation and impact of ARP spending at least every six months. This review will result in a written report that will be used by the Board and SMT to guide future implementation of the plan’s initiatives and interventions and, when necessary, to inform revisions of the ARP-ESSER Plan. The written plan will be made available to parents and others in the school community on TRCS’s website, with links on its Facebook page and its monthly parent newsletter. School stakeholders will therefore have opportunities to provide feedback prior to enactment of any changes in the plan.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

ARP-ESSER Return to In-Person Instruction

RENAISSANCE CHARTER SCHOOL

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. 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://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2020/08/TRCS-Reopening-Plan-7-31-2020-final.pdf>

<https://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2020/08/AddendumReopening8-14-2020.pdf> (addendum)

<https://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2021/08/Health-and-Safety-Guide-for-the-2021-2022-School-Year.pdf> (back to school health and safety guide)

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

2. An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.

TRCS will review this Plan at least every six months. The purpose of this review is to: a) ensure that it is implemented with fidelity; b) measure and document the impact of ARP fund spending; and c) modify the plan, as appropriate, to improve the quality and outcomes of the programs, services and resources supported by ARP funds. The review will be coordinated by the SMT and will include input from teachers, parents, students and other school stakeholders. To this end, our school will engage stakeholders through use of public Town Hall meetings, social media and other means. We will also include input from our CSGC, which includes representatives of each key stakeholder group, as well as from the Parent Association. . The results of each review—including changes in ARP-funded services and activities—will be posted on our website and shared widely with the school community.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

RENAISSANCE CHARTER SCHOOL

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Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	751,760
Total Number of K-12 Resident Students Enrolled (#)	660
Total Number of Students from Low-Income Families (#)	479

ARP-ESSER Schools Served

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

ARP-ESSER LEA Base 90% Allocation - Use of Funds

RENAISSANCE CHARTER SCHOOL

343000860822

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

- Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs 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 COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA 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.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school 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 and youth in foster care.	0
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	751,760

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
Totals:	751,760

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

ARP-ESSER LEA Base 90% Allocation - Budget

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

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

- Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER LEA Base 90% Funds.**

Ren I - ARP ESSER FS-10 -Signed 2.pdf
 TRCS 2021-23 - ARP ESSER FS10 - rev 12.21.21.pdf

- Please upload a completed copy of the Budget Narrative for the ARP-ESSER LEA Base 90% Funds.**

TRCS 2021-2023 ARP ESSER Budget Narrative rev DH 1 Final.pdf
 TRCS 2021-2023 ARP ESSER Budget Narrative rev 12.21.21.pdf

- Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds (\$)
15 - Professional Salaries	436,315
16 - Support Staff Salaries	63,038
40 - Purchased Services	252,407
45 - Supplies and Materials	0
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	751,760