

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

Summary & Background

ST HOPE LEADERSHIP ACADEMY CS

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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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Introduction/Instructions - Summary & Background

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 Act

Introduction/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.

ARP-ESSER Application: Part 2 - ARP Act

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	Meghann Persenaire	mpersenaire@sthopeharlem.org	9/23/21
LEA Board President	Ankur Dalal	ankurdalal@gmail.com	9/23/21

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.

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

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.

- 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.**

In developing a plan to use these funds, our LEA engaged families, students, and staff via multiple virtual town halls. In addition, our LEA engaged the school's leadership team and Board of Trustees through numerous meetings. Based on feedback received from these stakeholders, we adjusted our plan. For example, teachers and staff asked that we prioritize mental health of all members of our community and, as a result, we added an additional school counselor and funds for external therapy. We intend to continue to host town halls, while also continuing to regularly meet with the school's leadership team and Board of Trustees, while we implement our plan.

- 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.**

https://www.sthopeleadershipacademy.org/apps/pages/index.jsp?uREC_ID=509996&type=d

In addition to our LEA's website, hard copies will continue to be provided to people who request it.

ARP-ESSER LEA Base 90% Allocation - Program Information

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & 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.**

Federal coronavirus relief funds (ESSER I and ESSER II) have been used to purchase an abundant supply of 3-ply and KN95 masks in both child and adult sizes, air purifiers for each classroom, replacement air filters, Clorox wipes, hand sanitizer, and temperature screeners. We will use this next tranche of funds to subsidize weekly COVID testing for teachers, staff and students in order to continue the identification and contact tracing of cases that is essential to safely remaining open.

- 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.**

Our LEA will identify student needs in ELA and Math with a baseline NWEA MAP assessment administered in September that will provide individual and aggregate student mastery data on appropriate grade-level standards. In addition, our LEA will administer a level set in Achieve 3000 during the first week of September to determine individual student non-fiction reading levels. Our LEA will monitor student progress as a result of planned interventions in ELA and Math with a mid- and end-line NWEA MAP assessment, in addition to interim assessments in both subjects in October and January and monthly Achieve 3000 progress reports. This is all in addition to regular weekly and bi-weekly teacher-based assessments that also align with grade-level standards and are closely monitored by teachers and coaches.

A key strategy our LEA uses to address the social, emotional and mental health impact of the pandemic is through the implementation of our daily advisory program, a program where every student meets with their advisor each morning in a group of no more than 10 students. These advisory groups typically remain together throughout the students' three-year tenure at St HOPE to ensure that every scholar has an adult in the building who is their advocate and go-to person, as well as a group of peers who serve as a trusting support group. In advisory, students complete a WOOP each week through which they identify a Wish, which is an academic or social-emotional goal for the week, an Outcome, an Obstacle, and a Plan. Students, with their advisor, check-in on the progress towards their WOOP each Wednesday, and then reflect on their WOOP each Friday. Advisors collect this data weekly in an effort to prioritize the wellness of every child. In addition, the setting and discussing of a social-emotional goal enhances mental health literacy and reduces the stigma of mental health. It is through our advisory program that we are able to identify students who may benefit from further planned interventions including, but not limited to, crisis counseling or long-term counseling. As more than 90% of our students qualify as low-income and we have a significant number of students experiencing homelessness, we also use advisory to immediately respond to any issues of hunger or other immediate crises that arise. In addition to advisory, our Students With Disabilities set specific academic and social-emotional goals during their annual IEP meetings that are monitored by their teachers and our Director of Student Support Services with quarterly progress reports provided to students and families.

To further embed strategies that promote positive social-emotional learning, our entire staff received training in August on Trauma-Informed Teaching Practices. As part of that training, our staff learned how to identify trauma responses in students and various ways to respond that both acknowledge the trauma and provide teachers and students with short-and long-term strategies to ensure that learning continues. Our staff was also trained on how to set and uphold community agreements, a more trauma-informed approach to classroom management. Our staff continues to receive monthly coaching on trauma-informed teaching practices. Our LEA also uses Education Modified, an online platform that allows for collaboration between teachers in the planning and implementing of academic interventions for each student. With Education Modified, teachers share what's working for students and what strategies and interventions help students attain their goals. While we have confidence in our internal resources, we are also exploring other programs and platforms that are new to the market such as Aperture Education that might improve our ability to track social-emotional goals and student growth in this area. Our goal is to have a fully integrated framework of academic, social, emotional and behavioral-health support that will benefit all of our scholars.

- 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.**

Our LEA will address the academic impact of lost instructional time through the implementation of evidence-based interventions. Specifically, our LEA offered to all students a summer learning and enrichment program via the St HOPE Summer Spark Program and we plan to offer this extended program again next summer. We are also increasing our afterschool program offerings to include programs that both support students academically and from a social and emotional perspective including, but not limited to, Debate, Reading Enrichment, Coding and Robotics, Yoga and Mindfulness, and Math Enrichment. Additionally, our LEA added an additional Achieve 3000 teacher to be able to offer Achieve 3000 to students in all grades one period per day. Achieve 3000 is an evidence-based non-fiction reading program that drives improved reading skills. Finally, our LEA added an Intervention Specialist to our math team who will track student progress and work directly with teachers to target interventions.

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.

The majority of our ARP ESSER funds will be spent on evidence-based strategies and programs that will continue to identify and mitigate learning loss. This includes the additional Achieve 3000 teacher, the new Math Intervention Specialist position, the expanded afterschool program, Achieve3000 program costs, and the classroom sound systems to improve student access to instruction described in Response 5 and Response 7. We are also extending the external mental health supplement all staff receive to a second year because staff asked that this continue be a priority. We will also spend significant ARP funds on weekly COVID testing for staff, teachers and students in order to continue the identification and contact tracing of cases that is essential to safely remaining open. ARP funds will also be used to purchase licenses, warranties and cases for the new Chromebooks that will be purchased using ESSER II dollars. Staff time to manage the significant coordination required with local and state Departments of Health and Departments of Education amid ever-changing COVID conditions and requirements will round out the budget.

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

- 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.**

Our LEA will address the academic impact of lost instructional time through the implementation of evidence-based interventions. Specifically, our LEA offered to all students a summer learning and enrichment program via the St HOPE Summer Spark Program and we plan to offer this extended program again next summer. We have also significantly increased our afterschool program offerings to include programs that both support students academically and from a social and emotional perspective including, but not limited to, Poetry, Spoken Word, Math Club, Coding, Book Club, Celebrating Muslim Women, Cooking Club and Plant Club. Additionally, our LEA added an additional Achieve 3000 teacher to be able to offer Achieve 3000 to students in all grades one period per day. Achieve 3000 is an evidence-based non-fiction reading program that drives improved reading skills. In addition, our LEA plans to better support our students with hearing impairments through Lightspeed Technologies, a system that gives each teacher a microphone and an enhanced sound system for both students in the classroom and students learning remotely due to COVID exposure. Finally, our LEA added an Intervention Specialist to our math team who tracks student progress and works directly with teachers to target interventions.

Our LEA monitors academic interventions through monthly benchmark assessments in Math and monthly Lexile reading growth as measured through Achieve3000. These benchmarks provide teachers and coaches with individualized student data on progress made towards grade-level standards in both ELA and Math. Teachers then make individualized instructional decisions based on this data, including placement in targeted teaching groups. Benchmark data is then supplemented with interim assessment data that is gathered in ELA and Math in October and January as well as NWEA MAP assessments in both subjects implemented in September, January, and May. In 6th grade ELA, students at or below the 40th percentile on the baseline NWEA MAP Assessment in ELA receive instruction in Lexia, an adaptive blended learning program that accelerates literacy skills. This is in addition to a daily period dedicated to Achieve 3000 for students in 6th, 7th, and 8th grades. In Math, all of our students have two dedicated periods for Math, and one of those periods is a dedicated small group academic intervention period where students are placed in small groups with no more than 10 students per teacher. In those small groups, students receive targeted teaching based on their individualized "ready to learn" academic standards. Our English Language Learners also set specific ELL goals with their ELL teacher who monitors progress throughout the year, with quarterly progress reports provided to students and families. Students complete the NYSESLAT each spring to measure annual progress. Through their annual IEP meetings, our Students With Disabilities set specific academic and social-emotional goals that are monitored by their teachers and our Director of Student Support Services with quarterly progress reports provided to students and families. Our LEA also uses Education Modified, an online platform that allows for collaboration between teachers in the planning and implementing of academic interventions for each student. With Education Modified, teachers share what's working for students and what strategies and interventions help students attain their goals.

Our LEA gathers data on the social, emotional and mental health impact of the pandemic through the implementation of our daily advisory program, a program where every student meets with their advisor each morning in a group of no more than 10 students. These advisory groups typically remain together throughout the students' three-year tenure at St HOPE to ensure that every scholar has an adult in the building who is their advocate and go-to person, as well as a group of peers who serve as a trusting support group. In advisory, students complete a WOOP each week through which they identify a Wish, which is an academic or social-emotional goal for the week, an Outcome, an Obstacle, and a Plan. Students, with their advisor, check-in on the progress towards their WOOP each Wednesday, and then reflect on their WOOP each Friday. Advisors collect this data weekly in an effort to prioritize the wellness of every child. In addition, the setting and discussing of a social-emotional goal enhances mental health literacy and reduces the stigma of mental health. It is through our advisory program that we are able to identify students who may benefit from further planned interventions including, but not limited to, crisis counseling or long-term counseling. As more than 90% of our students qualify as low-income and we have a significant number of students experiencing homelessness, we also use advisory to immediately respond to any issues of hunger or other immediate crises that arise.

To further embed strategies that promote positive social-emotional learning, our entire staff received training in August on Trauma-Informed Teaching Practices. As part of that training, our staff learned how to identify trauma responses in students and various ways to respond that both acknowledge the trauma and provide teachers and students with short-and long-term strategies to ensure that learning continues. Our staff was also trained on how to set and uphold community agreements, a more trauma-informed approach to classroom management. Our staff continues to receive monthly coaching on trauma-informed teaching practices. Our LEA also uses Education Modified, an online platform that allows for collaboration between teachers in the planning and implementing of academic interventions for each student. With Education Modified, teachers share what's working for students and what strategies and interventions help students attain their goals. While we have confidence in our internal resources, we are also exploring other programs and platforms that are new to the market such as Aperture Education that might improve our ability to track social-emotional goals and student growth in this area. Our goal is to have a fully integrated framework of academic, social, emotional and behavioral-

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

health support that will benefit all of our scholars.

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ARP-ESSER Return to In-Person Instruction

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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://www.sthopeleadershipacademy.org/apps/pages/index.jsp?uREC_ID=457187&type=d

In addition to our LEA's website, it will be made available via our LEA's weekly parent newsletter and, if requested, hard copies will continue to be provided to people who request it.

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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.

Our LEA will continue to host regular Town Hall meetings for students, parents, and staff. Our LEA will continue to review our plan with the LEA's leadership team and seek feedback from the Board of Trustees, as well as regular consultation with our schoolwide Building Council. Responding to feedback received via these Town Hall, leadership and Board of Trustee meetings, and changing CDC guidance, we will regularly revise and post our updated plans.

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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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 (\$)	1,253,470
Total Number of K-12 Resident Students Enrolled (#)	300
Total Number of Students from Low-Income Families (#)	290

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

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

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

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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 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.	59,200
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	105,614
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.	111,843
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	400,231

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.	552,877
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.	23,705
Totals:	1,253,470

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.

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

ARP Signed FS10.pdf
 SHLA ARP FS 10 signed 11.12.21.pdf

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

ARP Budget_Narrative_FY21_SHLA.docx
 ARP Budget_Narrative_FY21_SHLA rev.docx

- 3. 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	687,320
16 - Support Staff Salaries	0
40 - Purchased Services	450,251
45 - Supplies and Materials	25,868
46 - Travel Expenses	0
80 - Employee Benefits	66,326
90 - Indirect Cost	23,705
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,253,470