

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

Summary & Background

CARDINAL MCCLOSKEY COMMUNITY 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.

ARP-ESSER Application: Part 2 - ARP Act

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.

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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 ActLEA 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	Jennifer Fedeles	jfedele@cmccs.org	9/29/21
LEA Board President	Phyllis Thorne	hughphyl@gmail.org	9/29/21

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.

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.**

Cardinal McCloskey Community Charter School (CMCCS) engaged a diverse group of stakeholders, including staff, families, and the broader school community, to determine how best to utilize the funds and implement the plan to effectively utilize the grant funding to best support the school's students. Working with the school's board, including non-voting members of the Academic & Sanctuary committee and the Finance committee, and the school faculty, CMCCS leadership identified pertinent goals and objectives to address the learning loss that occurred as a result of the pandemic. In addition to working with the board and staff, the administration worked with the finance team at CSBM and our technology provider Charter Technology Solutions to appropriately allocate the funds.

Parental and family support of the school's initiatives played a significant role in the plan that was adopted. Through virtual Town Hall meetings and ongoing parent engagement we were able to identify the needs of this important group of stakeholders. Town Hall meetings were held virtually an average of once a month to keep families informed and to gather their feedback on the ARP plan. These meetings were extremely useful in helping us determine our students and families' needs and concerns. In addition, family surveys gave us valuable information with regards to families' needs for reliable wifi and computers for their children's home use. Monthly PTO meetings also enabled us to gather parent feedback and suggestions regarding the needs of the school community.

To develop the plan, CMCCS also partnered with several community groups including Kipps Bay Boys and Girls Club and the NYPD 48th precinct. Officers from the 48th participated with us in discussions surrounding staff and student safety for planning purposes. Neighborhood Coordination Officers offered insights into community needs and concerns. Dean Deida, a community activist, worked closely with the administrative team at the school to highlight deficits that families were experiencing due to the COVID 19 pandemic. He collaborated with a CMCCS team that called every family to gather data about their concerns. This assisted us and helped direct our spending where it is most needed.

Throughout the grant period, CMCCS will review the Plan for Use of ARP and make any necessary programmatic and/or budgetary changes. To ensure that the needs of the school community are being considered and met, we will continue to use Town Halls, staff and Board meetings, surveys and partnerships with community organizations to gather information and feedback that will inform any changes in the 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.**

The LEA APR-ESSER plan will be posted at <https://www.cmccs.org/policies/>

If someone does not have access to the internet, a hard copy can be printed and mailed to their home address.

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.**

CMCCS is eager to engage our students with an in-person learning experience to mitigate the learning loss that occurred the previous school year. To ensure that we are compliant with the most recent CDC guidance, ARP funds will be used to purchase ample sufficient cleaning supplies and hand sanitizers as well as additional furniture to accommodate CDC spacing guidance. The funds will also be used to employ additional custodial experts to ensure that all sanitation requirements are met and that CDC recommendations are met.

In the area of technology, the school will purchase additional devices such as laptops to use in the classroom as well as software to enrich the learning experience. In addition, the school will purchase headphones for each student so they will not have to share personal items.

ARP-ESSER Application: Part 2 - ARP Act**LEA 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.

CMCCS will utilize assessments to collect meaningful data that will enable the administration and instructional staff to identify areas of academic strength and areas for academic development. Assessment data will be based on the NWEA MAP Growth, a norm referenced test as well as curriculum based assessments.

The NWEA MAP Growth Assessment will be conducted three times throughout the school year to obtain baseline data and monitor student growth. The NWEA MAP Growth Assessment will provide data in Math and Reading and will provide instructional staff with tangible evidence of student progress. Based on this assessment, instructional staff will be able to target standards-aligned instruction for individual students and groups of students who are performing below grade level, at grade level and above grade level. The insights provided by the NWEA MAP Growth reports will further allow teachers to develop differentiated instruction and develop interventions for students who are struggling to make progress. In addition, NWEA MAP Growth reports will enable the administration to analyze subsets of data to determine the needs of specific populations of students. Through these reports, the administration and instructional staff will be able to identify school wide progress, grade level progress, classroom progress and individual student progress. By utilizing data subsets, the administration team will be able to further analyze data for special populations including Students with Disabilities, English Language Learners and students eligible for Free and Reduced Lunch.

Through the use of curriculum based assessments, CMCCS will assess how well students are progressing based on the instruction that has been delivered. Curriculum assessments will include assessments provided by the school's research based reading program, Preventing Academic Failure (PAF). The PAF program provides two types of tests which will be utilized throughout the year. Each student will be assessed three times during the year on the PAF Alphabet test which assess student's automaticity with the sound-symbol relationship for each letter in the alphabet, and the Test of Single Word Reading which assesses a student's accuracy and automaticity decoding words based on specific subtests. The initial assessment, conducted in the first weeks of school will enable the instructional staff to identify targeted instructional groups based on skill level. The second and third round of assessments with these tests will provide progress and growth monitoring for teachers. The second set of assessments, PAF Proficiency tests, assess students' skills of recently taught material. Based on these assessments, the administration and instructional staff will be able to assess student progress at the group and individual level. This data will inform student grouping and provide insights into skills that have been developed and determine what students are ready to learn next.

In addition to the PAF curriculum assessments, instructional staff will utilize curriculum assessments from the following curriculums: Eureka Math, EngageNY's Listening and Learning, and Amplify Science. These assessments, including their mid-module assessments, will guide instructional staff on the pacing of the instruction as well as specific areas for reinforcement at the grade, class, and student level.

Through the analysis of data provided by the NWEA MAP Growth and curriculum assessments, the administration and instructional staff will work together to codify areas of strength and areas for development. This analysis will inform instructional practices at the grade, class and student level. Specifically, this data will be used to identify specific content and concepts to be focused on during our extended day enrichment period. Furthermore, results of the assessments will be shared with the after school program, Kipps Bay Boys & Girls Club, so they can target specific areas for instruction with the students who will be participating in the program.

ARP-ESSER Application: Part 2 - ARP ActLEA 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.**

The Cardinal McCloskey Community Charter School is committed to providing students with a well- rounded education that caters, not only to their academic needs, but also embraces and cares for their social emotional well-being. This caring begins in our school community and extends outward towards our families and ultimately encompasses the entire community in the surrounding area of the school.

During times of crisis, and in particular, during this recent pandemic, our school worked very hard to continue the learning experience for students in an attempt to minimize learning loss. Now that we have returned to in person learning, it is our ultimate goal to have students working at their highest level of achievement. To support this effort, our staff has also increased in size and range, and ARP funding has aided this effort by covering some of the additional recruitment costs incurred. We have added an ARP-funded Reading Specialist to our staff along with a Dean of School Culture. Both of these individuals will be spending time in our classrooms helping to support and mentor our teachers. In addition, the Reading Specialist will be working with our students directly in order to identify and mitigate learning losses in ELA. The Dean of School Culture will work directly with students who are having social-emotional issues/behavioral concerns that are adding an additional barrier to learning.

During this past summer, we opened up our school for summer instruction. Due to COVID restrictions, we were not able to offer this opportunity to all of our students. However, based on our last NWEA scores, we offered this opportunity to our most academic needy students. The main focus of the summer program was reinforcement in the PAF program, an evidence based phonics/reading program, and mathematics. Next summer it is our goal to offer summer instruction to a larger group of students. NWEA assessments will again be used to identify students for participation in the program and to monitor their progress.

Additionally, our school has recently contracted with, and is paying for the large majority of, an afterschool program. This program offers families an academic based after school program. The cost to parents is minimal-\$40.00 per week. This program will afford us with an additional area of academic support for our students.

- 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 Cardinal McCloskey Community Charter School intends to use the funds provided to measure academic achievement and/or learning loss through the use of NWEA testing. We will use the results of these tests to look for commonalities and gaps to adjust instruction that will target specific learning losses. Students will receive extra interventions to support their growth and achievement. Additional software will be purchased to supplement the curricula used for these interventions.

The PAF Program itself will assist us with addressing learning loss in that it is an intensive multi-sensory phonics based program. This program will support our efforts to mitigate learning loss as it will be used for all students across all grade levels. Therefore, students started school with us this year or who are returning to us after the pandemic will have an equal opportunity to master the basic skills required to become strong readers. This program is based on individual student achievement and levels are fluid so that student who are showing improvement move to the next level. But, students who show signs of great struggle can revisit the previous level until they have achieved mastery. The PAF program is used with all students in our school who are missing the foundational skills necessary to read. The school is also participating in a new, evidenced based computer program that works in conjunction with the PAF reading program. This program is another important reading intervention that will assist us with closing gaps in reading decoding and comprehension. Subscriptions for additional reading materials will be purchased as a component of this program.

Social emotional concerns will be addressed through the implementation of the Sanctuary Model and services and supports provided by a Social Worker and a Counselor. The Sanctuary Model will support our efforts to offer instruction and support to our students, staff and families in a trauma sensitive environment. In addition, our school Social Worker and our Counselor meet with struggling students on a regular basis to create and support the implementation of behavior plans. These supports assist students with moving forward academically in spite of social emotional challenges. ARP funding will also cover the cost of a Physical Education and Health Teacher.

We have also committed additional funds to ensure that we have enough computers stored in house in the event that students will need to participate in class remotely should their class be temporarily quarantined; or in the event that there is another full school closure.

Finally, the funds will be used for support with other new, supplemental operating costs related to the pandemic including fees for a virtual AP systems, additional grants management services, and the cost of a more extensive audit needed due to the increased expenditure of federal funds.

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.**

The administrative team at CMCCS meets weekly to discuss, plan and implement changes and/or new programs that enhance the Academic, Social Emotional and the Mental Health of our students. Using NWEA and PAF data, we develop individual Growth for Success Plans for every student, based on the learning standards of each student's grade level to produce a clear picture of an individual child. These plans create a comprehensive profile of each student. This includes conversations with families of our students. Administrators and teachers can use this information to modify instruction that is tailored to the individual student's needs. Comparing the plans over time will show areas of growth and need.

The Cardinal McCloskey Community Charter School is located in district 10 in the Bronx in a high needs community, and we serve a number of students experiencing homelessness as well as children in the foster care system. Given the demographics of our community, we recognize that many of our families face economic challenges. We will ensure that the interventions being implemented are responding to the needs of this population by speaking with individual students' families. During interviews conducted as part of the development of Growth Plans, families are encouraged to discuss personal needs and challenges. If families are in need of extra support, we can offer several options. One of these options is to refer them to our partner agency to discuss available community resources. In addition, our social worker and guidance counselor, when appropriate, will meet with families to offer extra support and guidance. This gives the social worker the chance to offer extra help to families who are struggling financially or emotionally, or whose children are struggling academically. When appropriate, and with parental consent, the social worker will provide counseling as a building level service to students in need of the extra social emotional support. Our social worker also reaches out on a regular basis to our families who are living in shelters, or who are part of the foster care system. Additionally, the social worker keeps close contact with the families of students who are struggling with tardiness and attendance issues, as well as those who may be receiving preventive services.

To ensure that interventions being implementing are responding to the needs of students of color (almost 100% of our enrollment), classroom teachers meet regularly with members of the admin team to review progress. Students in need of additional support will have the opportunity to receive supplemental instruction/interventions from the Reading Specialist and other academic intervention teams as well as to participate in the Summer and Afterschool programs for tutoring.

For Students with Disabilities and English Language Learners, academic progress is discussed on a regular basis by the ICST (Individual Child Study Team). RTI, ELL and IEP students receive additional support and small group instruction during a 45 minute enrichment period four days a week. In addition, these students work with the I-Ready program, a program which offers differentiated instruction, based on student abilities.

For all students, we will ensure that the interventions being implemented are addressing learning loss through the ongoing monitoring of assessment data. The NWEA research based test is given to students three times throughout the school year. The first test will give educators a baseline for measuring future growth. Each subsequent administration will be compared to the prior one to ascertain student achievement. Assessments which are embedded in the PAF program, a research based phonics reading program are given to students on an ongoing basis to ascertain the level of proficiency in decoding and reading. These assessments are used to place students in appropriate reading groups to facilitate instruction at the proper level. Reading groups are fluid and students can be moved from level to level as their abilities change. Administration will monitor results and use this information to drive future academic planning.

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

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.**

The reopening plan will be posted at <https://www.cmccs.org/policies/>.

If someone does not have access to the internet, a hard copy can be printed and mailed to their home address.

ARP-ESSER Application: Part 2 - ARP Act

LEA 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) its plan for in-person instruction, including a description of how public comment will be collected.

Cardinal McCloskey Community Charter School operates in accordance with New York City Department of Education directives as well as Center for Disease Control mandates for all in-person instruction guidelines. Upon newly-issued directives by either of these agencies, CMCCS adjusts in-person instruction guidelines to reflect that of these agencies.

The frequency of updating CMCCS in-person instruction guidelines currently varies from day-to-day or week-to-week due to the dynamic nature of the pandemic and of the need to attune our policies to the most recently issued directives of the NYC Department of Education and CDC.

Daily, weekly or monthly updates notwithstanding, CMCCS will also reevaluate in-person instruction policies every six months to ensure proper protocols are current and in accordance with those of the NYC Department of Education and CDC.

This reevaluation will take place under an administrative review process whereby a select group of CMCCS administrators will convene, review current CMCCS in-person instruction policies against current guidelines set forth by the NYC Department of Education and CDC and make updates and adjustments where necessary to reflect prevailing policy.

Consistent with section 2001(i) of the ARP Act, public input will be sought during this review process and upon recommendation, further adjustments will be made to in-person learning so long as they fall within the guidelines of the determining agencies. The primary source by which public input will be garnered will be through a web-based survey in both English and Spanish being that a large percentage of our public base is Spanish speaking.

ARP-ESSER Application: Part 2 - ARP Act**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 (\$)	1,325,176
Total Number of K-12 Resident Students Enrolled (#)	275
Total Number of Students from Low-Income Families (#)	270

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

CARDINAL MCCLOSKEY COMMUNITY CS

321000861130

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.	14,500
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.	49,343
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.	7,500
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.	66,438
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	246,713
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.	288,726
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	237,665

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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.	38,960
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.	177,633
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.	197,698
Totals:	1,325,176

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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 FS-10 template_CMCCS rev.pdf
ARP FS-10 template_CMCCS signed.pdf

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

CMCCS ARP budget narrative rev.docx
CMCCS ARP budget narrative.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	677,500
16 - Support Staff Salaries	162,000
40 - Purchased Services	322,266
45 - Supplies and Materials	82,398
46 - Travel Expenses	0
80 - Employee Benefits	81,012
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,325,176