

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

---

Page Last Modified: 01/21/2022

**Background Information**

CATSKILL CSD - 190401060000

**Summary and Background Information**

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund.

The federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the **ARP ESSER Allocations Chart** (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved **ARP ESSER State Plan**, NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

**RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.**

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

**Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups).

Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

**Tier 2 - Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence standards with reservations. The studies use large, multi-site samples. No

## ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

Page Last Modified: 01/21/2022

other studies show that this strategy negatively impacts an outcome.

**Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies that can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

**Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that address the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

**Project Period**

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

**Project Number**

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

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

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

**Submission Deadline**

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

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

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

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

Introduction/Instructions - Background Information

---

Page Last Modified: 01/21/2022

**ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Submission Instructions

---

Page Last Modified: 01/21/2022

**Submission Instructions**

CATSKILL CSD - 190401060000

**Directions for Submitting the Application:**

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

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

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

*Office of ESSA-Funded Programs - Rm 320 EB*

*RE: ARP-ESSER Application – State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

**Deadline for Submitting the Application:**

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

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

Page Last Modified: 01/21/2022

**ARP-ESSER State Reserve: Assurances**

1. **The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.**  
 YES, the LEA provides the above assurance.
2. **The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:**
  1. **data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;**
  2. **LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;**
  3. **LEA uses of funds to sustain and support access to early childhood education programs;**
  4. **impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);**
  5. **student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;**
  6. **requirements under the Federal Financial Accountability Transparency Act (FFATA); and**
  7. **additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.** YES, the LEA provides the above assurance.
3. **The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).**  
 YES, the LEA provides the above assurance.
4. **The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.**  
 YES, the LEA provides the above assurance.
5. **The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.**  
 YES, the LEA provides the above assurance.
6. **The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).**  
 YES, the LEA provides the above assurance.

## ARP-ESSER Application: State Reserves - ARP State Reserves

## Assurances - Assurances

Page Last Modified: 01/21/2022

7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- YES, the LEA provides the above assurance.
12. The LEA assures that:
1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
  2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
  3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
  4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
  5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
- YES, the LEA provides the above assurance.

## ARP-ESSER Application: State Reserves - ARP State Reserves

## Assurances - Assurances

Page Last Modified: 01/21/2022

13. The LEA assures that:
1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
  2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
  3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
  4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- YES, the LEA provides the above assurance.
14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- YES, the LEA provides the above assurance.
15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.
- YES, the LEA provides the above assurance.
16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- YES, the LEA provides the above assurance.

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

**ARP-ESSER State Reserves - State Reserves Intent to Apply**

Page Last Modified: 01/21/2022

**ARP-ESSER State Reserves: Intent to Apply**

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

- 1. Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?**

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

- 2. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

- 3. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

- 4. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Lissa Jilek	ljilek@catskillcsd.org	10/20/21
LEA Board President	Deborah Johnson	djohnson@catskillcsd.org	10/20/21



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

Page Last Modified: 02/10/2022

**ARP-ESSER State Reserve: Consultation**

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

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

The Catskill City School District engaged in meaningful consultation with stakeholders, including students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; unions; civil rights organizations; stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system and other underserved students. Catskill CSD solicited instructional staff and administrators ideas via online collaborative planning and needs assessments via Google-docs, ongoing meetings with constituent groups, and a public planning meeting to address the use of ARP-ESSER funds. Catskill CSD initiated and continues to consult with stakeholder committees in order to address implementation and improvement.

- 2. In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

The Catskill City School District will post the State Reserves plan on the following website: <https://catskillcsd.org/> upon approval. The plan will also be available in print and translated versions and provided to the general community, students, parents, school staff and any of the other stakeholder groups above who request it. Requests may be made by letter, e-mail, or phone.

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

The Catskill City School District intends to amplify engagement with parents and families via individualized contact and the development of personalized support systems to meet the needs of each learner. An increased presence of Crisis Intervention and other Social Work staff, as well as the district-wide coordination and alignment of curriculum and instructional strategies, and expanded after school and summer offerings will provide for a strengthened approach to impacting student success. The district will utilize grade level and team meetings to review student data and monitor progress, and to develop specific strategies to encourage student attendance, identify needs within the family that make engagement difficult, and creating positive school support systems to increase parent participation and student success.

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

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

---

Page Last Modified: 02/10/2022

**ARP-ESSER State Reserve: Comprehensive Needs Assessment**

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

The Catskill City School District will ensure that all students (including those from low income families, students of color, ELLs, children with disabilities, students experiencing homelessness, children in foster care, and migratory students) will have the opportunity to participate in the planned intervention of after school and summer school and summer STEAM enrichment programs. A team of Social Workers and Crisis Intervention Workers and a Curriculum Coordinator and Technology Coordinator will support classroom and content area teachers in working with students and families. Grade level teams will work together to review student data to make recommendations for appropriate class placements, including alternative settings as appropriate, and will structure AIS and summer programming based on individual and/or subgroup needs. Student progress will be monitored and adjustment made as appropriate. Catskill CSD will specifically review the records of those students disproportionately impacted by the pandemic and provided personalized supports via parent/family contact, weekly monitoring of student academic and socio-emotional needs, and will devise plans and interventions as appropriate.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/15/2022

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

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

The Catskill City School District will use the 5% State Level Reserves, in coordination with ARP ESSER II, CARES, CRYSSA, ESSA and other funding streams to provide a substantial and comprehensive 4-6 week summer learning program at each of the three district buildings. The LEA selected this intervention based on an analysis of student attendance, academic achievement based on local testing as well overall progress at the classroom level. Grade level and content area teachers met to identify students who could most benefit from support during the summer months. These funds will be used in conjunction with ESSA and ARP ESSER II to provide for remedial services, academic enrichment, SEL and family engagement supports for students.

In addition, 5% State Level Reserves funds will be used to support a full time Literacy/ELA coach who will work with teachers at each building to strengthen instructional techniques and identify specific strategies for working with students in need of additional supports. Data analysis (as noted above)found there to be learning loss in Literacy/ELA skills among students throughout the district . A trained literacy coach will use this data to work with teachers at all grade levels to focus on identifying and utilizing targeted instructional strategies to improve student outcomes in this area. These funds will compliment instructional coaching in other content areas throughout the district as funded by ARP ESSER and ESSA.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Summer Learning and Enrichment Activities	352,087	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The Catskill City School District has planned a district-wide summer program (inclusive of enrichment components funded via other sources) to address the learning needs of students identified for these programs. In order to do so, the district will review grade level data to determine which students might best benefit from the 4 week intensive elementary program, and the 6 week intensive secondary program . The 4 week program will take place for 4 days a week, 5 hours a day, with the 6 week program occurring for 4 days a week and 6 hours daily. Both will be inclusive of transportation and meals (other sources) and will include an emphasis on both increased confidence and ability with content and skills.
Other Evidence-Based	147,909	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners	A K-12 ELA/Literacy Coach will work with K-12 teachers throughout the school year to provide embedded coaching and workshops (as appropriate)

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

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

Page Last Modified: 02/15/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Intervention (Tier I, II, III, or IV)		<input type="checkbox"/> Elementary School <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	to staff in order to support instruction to best meet the needs of the students within each classroom. It is expected that the coach will be able to turn-key instruction to grade level and department chairpersons in order to further develop staff skills and to provide supports to educators.

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

The Catskill City School District will hold twice monthly grade level and content area meetings during the school year to monitor student progress and to identify students social, emotional, mental health and academic needs. Data will be gathered and reviewed by the administrative team and Instructional coaches to identify commonalities as well as outliers in the information received by the teams. In May of each year, teams of teachers will generate lists of related recommendations for students who would benefit from supplemental instruction, and parents will be contacted. The summer program implementation will be evaluated by similar strategies, as well as a weekly review of anecdotal and class data to identify any necessary changes to the student program or course of instruction.

The effectiveness of the embedded Literacy/ELA coach will be monitored by direct observation, teacher feedback and surveys, and teacher self assessment of improvement.

Any changes to the program plan will be shared at Board of Education meetings, communicated on the district website, and announced at meetings such as PTA. Feedback on program implementation and potential changes will be encouraged and accepted from all stakeholders via e-mail or other written correspondence, as well as via routine surveys.

**5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal Information**

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

Office of ESSA-Funded Programs – Rm 320 EB  
 RE: ARP-ESSER Application - State Reserves  
 New York State Education Department  
 89 Washington Avenue  
 Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

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

4. Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

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

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

---

Page Last Modified: 02/15/2022

	Amount
LEA Allocation	499,996
Anticipated Number of Students Served	1319
Anticipated Number of Schools Served	3

- 5. **Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding. The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.**

[Signed ARP Esser Reserves 5 Learning Loss final 2 10 2220355.pdf](#)

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

[Budget Narrative- Catskill CSD- State Reserves 5 Learning Loss.docx](#)

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

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

Page Last Modified: 02/15/2022

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

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

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

The interventions to be provided by the 1% ARP ESSER State Reserve funding will supplement the primary program supported by other funding streams and will provide for Social Worker facilitation of K-12 SEL programming, individualized and group counseling, and family and student engagement resources for K-12 students. This intervention was selected to best meet the needs of students who have been struggling with attendance and school engagement based upon a review of student absences, academic achievement and related records. Grade level, content area and building level teams reviews possible options to support student engagement in learning and reinforcement in core content. Other funding sources (ESSA and local funds) support after school teachers for students, but are not inclusive of a social worker to meet with students or families directly. This individual will work with after school and school day staff to foster direct connections with students and families, will utilize needs assessments and skill groups to identify areas of need, and will develop programs, workshops and meeting groups as appropriate as well as working with students and families on school attendance and connections to local resources.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Integrated Social Emotional Learning	100,002	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The K-12 After School Social Worker will coordinate with school day and after school program staff to identify and deliver individualized counseling, small group counseling, student, parent and family workshops and will coordinate interest inventories/needs assessments in order to gather additional information about what school day and/or after school curriculum and resources are necessary to support student and family needs.

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

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

Page Last Modified: 02/15/2022

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

The Catskill City School District will monitor and evaluate the effectiveness of the K-12 After School Social work component by obtaining feedback via evaluations/surveys from students, staff and families as well as a self evaluation conducted by the social worker. This information will be gathered quarterly throughout the year in order to identify strengths, needs and to determine if the interventions implemented have effectively responded to students social, emotional, mental health and academic needs. any changes to the plan will be shared with stakeholders on the district website; at BOE meetings; via building level communications; and/or by direct phone or e-mail contact.

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

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

*Office of ESSA-Funded Programs – Rm 320 EB*

*RE: ARP-ESSER Application - State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

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

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

	Amount
LEA Allocation	100,002
Anticipated Number of Students Served	1319
Anticipated Number of Schools Served	3

- Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

**The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.**

Signed FS10 ARP Esser Reserves 1 After School final 2 10 2220356.pdf

- Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

Budget Narrative- Catskill CSD- State Reserves - 1 After School.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/17/2022

**1% State-Level Reserve - Summer Learning and Enrichment: Program Design**

Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Schools and districts should design programs that work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. These characteristics include: programs are voluntary, full-day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

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

The Catskill City School District will utilize the resources available via the 1% State Level Reserve for elementary level teachers to provide evidence based summer school instruction to accelerate learning. This was determined following a review of student data by grade level, content and building level teams. This data review pointed to the need for additional instruction and enrichment during the summer to expand student learning and maintain engagement throughout a portion the traditional vacation period. Teachers will be employed at all elementary grade levels, inclusive of educators to provide speech and OT/PT. Both General and Special Education teachers will be employed in order to better support the needs of a diverse group of learners. The 1% Summer Learning and Enrichment funds will be coordinated with other school improvement initiatives, as well as funding such as State Reserve, ARP II, ESSA, SIG and other local and grant funds in order to actualize a summer program of positive impact to students and families within the Catskill community. A portion of the 5% Learning Loss and some ESSA funds will also be utilized to create a comprehensive summer program.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	100,002	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Funding via this source is focused on elementary school students in grades K-5 for 5 hours a day, 4 days a week, for 4 weeks. Resources will cover K-5 teachers, an OT/PT a Speech Pathologist, and busing. Students will be identified based upon school -year data review and resulting recommendations, and weekly review of progress throughout the summer intervention period will occur.



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

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

Page Last Modified: 02/17/2022

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

The Catskill City School District will monitor and evaluate the effectiveness of the summer program outlined by conducting weekly assessments and anecdotal data from teachers and short- survey/evaluation data from parents and students to identify the progress of students who are participating as well as their outcome at the conclusion of the summer program. The summer team will work to evaluate not only student outcomes but programmatic and instructional changes necessary to increase achievement or otherwise alter summer program success. The Catskill City school district will communicate any changes made to the program to all stakeholders via direct e-mails , newsletters and website updates. Changes to individual student programs will also be communicated directly, in person when possible, to parents and students.

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

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

*Office of ESSA-Funded Programs – Rm 320 EB*  
*RE: ARP-ESSER Application - State Reserves*  
*New York State Education Department*  
*89 Washington Avenue*  
*Albany, NY 12234*

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

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

4. **Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

	Amount
LEA Allocation	100,002
Anticipated Number of Students Served	1319
Anticipated Number of Schools Served	3

5. **Please upload a completed and signed copy of the FS-10 Budget the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding. The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.**

Signed FS10 Esser Reserves - 1 Summer Final 2 10 2220354.pdf

6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

Budget Narrative-Catskill CSD- State Reserves - 1 Summer Enrichment.docx