

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

Summary & Background

IVY HILL PREP CHARTER SCHOOL

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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.

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

Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Ambrosia Johnson	ajohnson@ivyhillprep.org	9/30/21
LEA Board President	Adam Jimenez-Schulman	a.jiminez.schulman@gmail.com	9/30/21

ARP-ESSER Allocation - Construction-Related Costs

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

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

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

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

The LEA meaningfully engaged the following stakeholders to ensure the plan presented represented the opinions of the following groups:

1. School Leadership Team: The School Leadership team closely analyzed the needs of Ivy Hill Preparatory Charter School upon the school's re-opening and created a list of multiple areas of high need. The School's Leadership Team subsequently shared this list with other constituency groups to garner their feedback as well as additional suggestions from the following groups:
 1. Parents: Parents provided their opinion on the proposed allocation of funds and provided additional feedback. Aspects of the additional feedback were incorporated in the school's final grant proposal.
 2. Community Members: Community members provided their opinion on the proposed allocation of funds and provided additional feedback. Aspects of the additional feedback were incorporated in the school's final grant proposal.
 3. Board of Trustees: The school's Board of Trustees provided their opinion on the proposed allocation of funds and provided additional feedback. Aspects of the additional feedback were incorporated in the school's final grant proposal.

To ensure the LEA continuously receives input and feedback from all stakeholders, the LEA will discuss areas of strength, areas for growth, and opportunities for advancement with the following stakeholders:

1. School Leadership Team: Monthly, the School's Leadership Team will review areas of strength and identify any applicable opportunities for growth within the plan. After analysis, the School's Leadership Team will share these notes at the LEA's Parent Meeting in February and at the February Board Meeting with the Board of Trustees. During both the Parent Meeting and the Board Meeting, the LEA will garner feedback and input from both constituency groups and make updates as needed.

ARP-ESSER Application: Part 2 - ARP Act

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

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

Ivy Hill Prep’s LEA ARP-ESSER Plan will be publicly posted at the following address:
<https://www.ivyhillprep.org/public-documents>

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.

According to the most recent CDC guidance on reopening schools, students are not encouraged to share materials with one another: this includes curricular tools, writing utensils, technology, etc. If students do share materials, the CDC suggests that students should wash their hands before, during, and after using any shared materials.

As an elementary school, we firmly believe that we can mitigate the spread of COVID-19 within our school community by ensuring students do not share the technology that they use each day.

Ivy Hill Prep intends to utilize a portion of ARP funds to ensure Ivy Hill Prep can maintain one-to-one computing. Students will have their own Chromebooks that will be sanitized daily. Other instructional materials will be sanitized as well, such as P.E. equipment. PPE will also be purchased with grant funds. In addition, blinds and air conditioning units will be purchased to control temperature and improve circulation and ventilation in the building.

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.

To identify student needs and monitor student progress as a result of planned interventions, Ivy Hill Prep will utilize Math Interim Assessments, the nationally normed NWEA Assessment, and University of Chicago’s STEP Assessment for Literacy to assess student mastery and progress across subject areas.

Upon review and after analysis, teachers will complete in-depth assessment analyses to identify strengths and remaining academic gaps. After all gaps have been identified, teachers will create 6-week Instructional Plans that will outline their detailed plan to close the academic gaps presented in the data.

At the conclusion of assessment rounds for literacy and mathematics, teachers and staff will close academic gaps utilizing the following planned interventions:

1. Response to Intervention: During RTI Blocks, teachers and support staff will use their Instructional Plans to focus on a small group of skills per week in a small group setting. Spearheaded by our DCI’s, these small group settings will allow students to receive additional instruction, increased support, and more opportunities to master standards and question types that are areas of growth and development.
2. Daily Spiral Review: At the conclusion of all math assessments, teachers and their instructional coaches (Principal and DCI’s) will analyze performance and identify the lowest performing standards. Teachers will engage in daily Spiral Review to specifically target 2-3 standards or question types per week.
3. After School & Saturday School for 3rd Grade: In preparation for the 3rd Grade State Test, Ivy Hill Prep will utilize After School and Saturday School to close academic gaps present due to the loss of learning time as a result of COVID-19.

To continue to address learning loss, Ivy Hill Prep intends to use a portion of ARP funds to cover the stipends for both Summer School, After School, and the salary for the Lower Elementary Dean of Curriculum & Instruction. Summer School and After School will both strategically and intentionally close academic gaps that are present. In conjunction, the Lower Elementary Dean of Curriculum & Instruction will work closely with instructional staff to analyze, strategically plan, and execute high-quality instruction to close academic gaps.

ARP-ESSER Application: Part 2 - ARP Act

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

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

To continue to address learning loss, Ivy Hill Prep intends to use a portion of ARP funds to cover the stipends for both Summer School and After School teachers. Summer and after school instruction is aligned with the school's overall Instructional Plans. Summer School and After School will both strategically and intentionally close academic gaps that are present through targeted, differentiated instruction. Instructional leaders will work closely with summer and after school staff to analyze, strategically plan, and execute high-quality instruction.

- 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.**

Ivy Hill Prep intends to use the remaining ARP ESSER funds for the following:

- 1. Technology:** Ivy Hill Prep intends to purchase staff laptops for instructional and non-instructional staff. The LEA also intends to purchase projectors for all classrooms, which will aid in daily instruction execution. Finally, Ivy Hill Prep intends to purchase four Poster Printers for the LEA. Poster Printers will allow teachers to enhance their instruction daily.
- 2. Professional Development:** Ivy Hill Prep intends to utilize additional ARP ESSER funds to cover the cost of Professional Development for Literacy Specialists, Special Education improvements, and Executive Coaching for the Head of School.
- 3. Furniture:** Ivy Hill Prep intends to utilize the remaining ARP ESSER funds to furnish office spaces for the Office Manager, School Nurse, Middle School Placement Coordinator, and Lower Elementary Dean of Curriculum & Instruction. Ivy Hill Prep also intends to purchase blinds for all classrooms across the building, which will decrease the heat in classrooms and allow for better air ventilation, as advised by the CDC.
4. Classroom materials: ARP funding will be used to implement programming to support the development of the whole child and mitigate the adverse impacts of missing physical education during the COVID-19 pandemic. In addition, activity rugs ensure that young students have the opportunity for movement during academic in-person instructional time as well as during P.E

- 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 Lifelong Learners Curriculum and the partnerships with the Collaborative for Inclusive Education and Walker Group will respond to the academic and social-emotional impact of lost instructional time and remote learning as a result of COVID-19. The Lifelong Learners Curriculum contains multi-tiered literacy inventions for students across the school. In addition to curriculum materials tailored to serve the needs of all students, it also incorporates additional resources and materials to support the unique needs of students with disabilities. Furthermore, it incorporates a variety of texts that feature diverse characters, which mirrors the student population at Ivy Hill. The Collaborative for Inclusive Education membership allows our teachers and leadership members to attend monthly training to increase our knowledge and practice across multiple topics to better support our students and families. Examples of this year's topics include Teaching Math to MLLs/ELLs, Intentionally Modeling SEL for Students, and the Importance of Sociocultural Competence in Serving Diverse Communities. This represents just a segment of the professional development opportunities available for staff members to further their teaching practice and inform the creation and implementation of programs to support students. Lastly, the Walker Group will provide ongoing support for the development of a cultural and age-appropriate behavior management system for upper elementary students rooted in restorative justice and social-emotional learning. Through the lens of teaching students how to become aware of their emotions and identify positive coping strategies, students will learn appropriate ways to express feelings of frustration or sadness, which might have been exasperated due to federally mandated quarantine. Ultimately, the reserved 20% of LEA funds will be dedicated to addressing learning loss and the emotional effects of COVID-19.

At Ivy Hill Prep Charter School, approximately 87% of our students are from low-income families. Therefore, all of our planned intervention strategies to address learning loss and other uses of the ARP funding will serve a population of students who have been disproportionately impacted by COVID-19.

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.**

Ivy Hill Prep's most recent re-opening plan is located at the following link:

<https://www.ivyhillprep.org/covid-19-updates>

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.

To ensure the LEA will review and regularly update our plan for in-person instruction, Ivy Hill Prep will commit to the following action items to ensure continuous input from multiple constituency groups:

- School Leadership Team: The Head of School will regularly review CDC protocols to update school systems and protocols to ensure compliance with the CDC guidelines, and state and federal regulations. The School Leadership Team will meet weekly to assess systems, protocols, and overall effectiveness by analyzing positive adult and student COVID cases. The School Leadership Team will analyze areas of strength to ensure continue, and will analyze areas for development. The School Leadership Team will ensure all areas of development are communicated to the appropriate parties and changes are made as soon as possible.
- Ivy Hill Prep Staff: The School Leadership Team will report updates to staff weekly re: safety systems and protocols pertaining to in-person instruction. Staff will have the opportunity to provide feedback to the School's Leadership Team every 6 weeks during a survey which asks specific questions that garner feedback regarding in-person instruction and the safety protocols in place. All staff members meet with their Direct Managers weekly. This is an additional opportunity for staff to raise concerns and make suggestions regarding systems and protocols that impact in-person instruction and the safety of staff and students.
- Parents: The School Leadership Team will report back to parents monthly at the LEA's Monthly Parent Chat & Chew Meeting. The reports will consist of final updates and changes to systems made by the School's Leadership Team with the input of staff. In addition to sharing updates enforced by the LEA, parents will have an open forum to share thoughts and opinions regarding areas of strength and any areas for continued growth. Parents will have the opportunity to provide feedback to the LEA and provide suggestions to systems and protocols.
- Board of Trustees: After consulting with all constituency groups, the Head of School will make necessary changes to Board approved protocols for final approval and adoption of the Board of Trustees. The Board of Trustees might also provide thoughts and feedback to improve systems and protocols to ensure compliance with CDC requirements.

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

- 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 (\$)	662,953
Total Number of K-12 Resident Students Enrolled (#)	240
Total Number of Students from Low-Income Families (#)	209

ARP-ESSER Schools Served

- 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

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	88,842
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	280,596
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	35,000
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.	115,000
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	80,000

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	6,100
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.	35,655
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.	21,760
Totals:	662,953

ARP-ESSER Application: Part 2 - ARP Act

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

ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

ARP proposed budget FS-10 - Ivy Hill Prep - EXECUTED.pdf
 ARP proposed budget FS-10 - Ivy Hill Prep - EXECUTED rev.pdf

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

Ivy Hill ARP Budget narrative final.pdf
 Ivy Hill ARP Budget narrative final rev.docx

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

	Total Funds (\$)
15 - Professional Salaries	115,000
16 - Support Staff Salaries	0
40 - Purchased Services	138,000
45 - Supplies and Materials	409,953
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	662,953

LEA: Ivy Hill Preparatory Charter School	FOR: ARP - ESSER Funds
BEDSCODE: 331800861146	

BUDGET NARRATIVE

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 <i>Professional Salaries</i>	<p><i>To address learning loss, Ivy Hill Prep will provide additional instructional hours after school and during the summer break. ARP funding will be used to cover stipends provided to teachers for this work.</i></p> <p><i>2024 Summer School - \$5,000/teacher x 8 teachers = \$40,000</i> <i>2023-24 Afterschool - \$5,000/teacher x 15 teachers = \$75,000</i></p> <p><i>Total = \$115,000</i></p>
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	<p><i>ESSER funding will be used to cover the following purchased services:</i></p> <p><i>Professional development focused on literacy instruction provided by Lifelong Readers (100% of contract for 2023-24 = \$20,000)</i></p> <p><i>Professional development and support focused on special education remote services, provided by The Collaborative for Inclusive Education (100% of Annual Contract = \$23,000)</i></p> <p><i>Professional development focused on trauma responsiveness provided by the Walker Group (100% of contract for 2021-22 = \$35,000).</i></p> <p><i>Coaching for the school’s leaders to support the effective oversight and implementation of the school’s reopening plans and academic initiatives to address learning loss, provided by the Noble Story Group (\$20,000/year x 3 years = \$60,000)</i></p> <p><i>Total = \$138,000</i></p>

Code 45
Supplies and Materials

The following technology will to be purchased to improve the effectiveness of instruction and ensure 1:1 Student to Chromebook ratio:

- *Student Chromebooks: 714 @ \$300.28 = \$214,401*
- *Staff laptops: 33 @ \$1,296.80 = \$42,795*
- *Poster printers: 4 @ \$2,100 = \$8,400*
- *Projectors: 11 @ \$1,363.64 = \$15,000*

ARP funding will be used to purchase the additional office furniture needed to maintain recommended social distancing for staff members, as follows:

- *Office Desks: 4 @ \$525 = \$2,100*
- *Office Chairs: 4 @ \$200 = \$800*
- *Filing Cabinets: 8 @ \$300 = \$2,400*
- *Book cases: 8 @ \$350 = \$2,800*
- *Storage Cabinets: 4 @ \$975 = \$3,900*
- *Folding Chairs (set of 6): 3 @ \$174 = \$522*

The school will also purchase blinds (94 windows at \$212.76 each = \$20,000) to decrease the heat in classrooms and allow for better air ventilation, as advised by the CDC, as well as air purifiers (10 @ \$230 = \$2,300) and filters (10 @ \$80 = \$800).

ARP funding will be used to purchase 6-7 months of masks (190 @ \$10 = \$1,900) and hand sanitizer (300 @ \$4.11 = \$1,233) to prevent the spread of COVID-19 in the school building (\$1,000 per month x 6.76 months = \$6,755), as well as air conditioning units to improve air circulation during warm months (5 units x \$600 = \$3,000).

ARP funding will be used to implement programming to support the development of the whole child and mitigate the adverse impacts of missing physical education during the COVID-19 pandemic. In addition, activity rugs ensure that young students have the opportunity for movement during academic in-person instructional time as well as during P.E:

- *Physical Education uniforms: 1,299 @ \$50.69 = \$65,842*
- *Assorted balls: 200 @ \$25 = \$5,035*
- *Jump ropes: 80 @ \$10 = \$800*
- *Hula Hoops: 80 @ \$10 = \$800*
- *Game equipment: 60 x \$50 = \$3,000*
- *Cones: 30 @ \$50 = \$1,500*
- *Storage carts: 4 @ \$1,250 = \$5,000*
- *Activity rugs: 75 @ \$75 = \$5,625*

Total = \$409,953

Code 46
Travel Expenses

Code 80 <i>Employee Benefits</i>	
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	

= Required Field

Local Agency Information		
Funding Source:	ARP - ESSER	
Report Prepared By:	Brian Andre	
Agency Name:	Ivy Hill Preparatory Charter School	
Mailing Address:	475 East 57th Street	
	Street	
	Brooklyn	11203
	City	Zip Code
Telephone # of Report Preparer:	917-648-3098	County: Kings
E-mail Address:	bandre@ivyhillprep.org	
Project Funding Dates:	3/13/2020	9/30/2024
	Start	End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

PURCHASED SERVICES			
Subtotal - Code 40			\$138,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Professional Development focused on literacy	Lifelong Readers	100% of contract for 2023-24	\$20,000
Coaching for school leaders, focused on implementation of school improvement strategies	Noble Story Group	\$20,000/year x 3 years	\$60,000
Special Education Support Services	Collaborative for Inclusive Education	Annual Fee	\$23,000
Professional development focused on responsiveness to trauma	The Walker Group	100% of contract for 2021-22	\$35,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$409,953
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Chromebooks	714.00	\$300.28	\$214,401
Staff Laptops	33.00	\$1,296.82	\$42,795
Poster Printers	4.00	\$2,100.00	\$8,400
Projectors	11.00	\$1,363.64	\$15,000
Blinds	94.00	\$212.76	\$20,000
Office Desks	4.00	\$525.00	\$2,100
Office Chairs	4.00	\$200.00	\$800
Filing Cabinets	8.00	\$300.00	\$2,400
Folding Chairs - package of 6	3.00	\$174.00	\$522
Bookcases	8.00	\$350.00	\$2,800
Storage Cabinets	4.00	\$975.00	\$3,900
Physical Education Uniforms	1299.00	\$50.69	\$65,842
Air conditioning units	5.00	\$600.00	\$3,000
Assorted balls	200.00	\$25 average	\$5,035

Jump ropes	80.00	\$10.00	\$800
Hula hoops	80.00	\$10.00	\$800
Activity rugs	75.00	\$75 average	\$5,625
Game equipment	60.00	\$50 average	\$3,000
cones	30.00	\$50.00	\$1,500
Storage carts	4.00	\$1,250.00	\$5,000
Air purifiers	10.00	\$230.00	\$2,300
Air purifier filters	10.00	\$80.00	\$800
Hand Sanitizer	300.00	\$4.11	\$1,233
Disposable Masks - 50 pack	190.00	\$10.00	\$1,900

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$115,000
Support Staff Salaries	16	
Purchased Services	40	\$138,000
Supplies and Materials	45	\$409,953
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$662,953

Agency Code: **331800861146**

Project #: **5880-21-5620**

Contract #: _____

Agency Name: **Ivy Hill Preparatory Charter School**

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Voucher #	First Payment	

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

09/30/21 _____
Date Signature

Ambrosia Johnson, Head of School
Name and Title of Chief Administrative Officer

Finance: Logged _____

Approved _____

MIR _____