

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

DOLGEVILLE CSD - 211003040000

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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

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standards with reservations. The studies use large, multi-site samples. No 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. There 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 the 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 which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align to 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

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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.

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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 – 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.

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Assurances - Assurances

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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.

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Assurances - Assurances

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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.
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.

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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.**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.

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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.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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ARP-ESSER State Reserves: Intent to Apply

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**.

- 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	Jessica Radley	jradley@dolgeville.org	8/17/2021
LEA Board President	Scott Hongo II	shongo@dolgeville.org	8/17/2021

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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 Dolgeville Central School District's LEA (Local Educational Agency) has taken several steps to ensure a well-rounded and represented group of school community stakeholders were included in developing a plan for the use of ARP-ESSER funds; including the inventory of needs, possible best matches of resources, the transition and planned implementation and monitoring of such plan, and doing so with clearly guided objectives and action plans. The Dolgeville CSD LEA, in an effort to include all school community stakeholders, used several platforms to invite parents, students, community members, teaching and non-teaching units, administration, and the school board. Through our website, parent-square platform, district Facebook, building and district newsletters, and community opportunities, the district sought information related to the realities of the pandemic and how it has impacted our students and school community as a whole. This meaningful consultation with each of these stakeholders helped the Dolgeville Central School District's LEA initiate a well thought plan that attempts to meet the direct needs of our students and the supportive resources in this objective, and with a focus on learning loss, academic, social and emotional needs, and mental health concerns. As we continue to move forward with our working plan, we will continue to keep open lines of communication to ensure we are closely monitoring our progress toward our objectives, and to make certain we continue to hear all voices as we work toward closing the multitude of gaps due to the long-standing pandemic. As a measure of progress and continued engagement throughout the implementation of the plan, the district will conduct both internal and external periodic surveys to gather stakeholder feedback and reflections regarding implemented programs addressing the variety of needs found in our students. We will include student feedback as well, our greatest resource, and intended audience for such supportive resources. Through this collaborative approach, we will be able to include the lens of all stakeholders with a common goal to focus on student's needs in the areas of SEL, Academic Growth, with an understanding we will see gaps in all students, regardless of established foundation for learning, ability and motivation. We will look to address all gaps, of all learners. Through this work we will continue to initiate action plans to meet the continuous needs of our students.

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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 Dolgeville Central School District LEA ARP-ESSER plan will be made available to and directly communicated to multiple platforms to allow for clearly articulated information to students, parents/guardians, school staff, and other school community stakeholders. The plan will be publicly posted through the following: <http://www.dolgeville.org>, and will be accessible through the Dolgeville Central School Facebook website, and Parent Square (which is a direct messaging system that connects the school district with parents/guardians, school staff, and students). The LEA will include details of the district's Opening School Year Plan, which includes guidance from NYSED (New York State Education Department), the CDC (Center for Controlled Diseases), and AAP (American Academy of Pediatrics). The LEA ARP-ESSER plan will be made available to anyone who requests a copy, by mailing or direct pick-up at the school district.

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 Dolgeville CSD, in partnership with our family and community supports, will engage in creating a positive, connected, inclusive, and safe environment to embrace ALL learners through the development of a social emotional learning framework that empowers: Relationship Skills, Responsible Decision-Making, Self-Management, Self-Awareness, and Social Awareness. In addition, acknowledging diversity is foundational in building capacity for our social and emotional awareness while sustaining an intentional focus on equitable access and academic success. Dolgeville CSD will be allocated ESSER funds to provide mental and social & emotional learning supports to students and staff. These supports include the following: Evidenced based trauma informed training for all staff, Cognitive Behavioral Intervention for Trauma in Schools (CBITS) training for select staff, and trauma focused training/therapy for select staff. Also, ESSER funds will provide mental health and social & emotional supports through mental health professional development and training as well as professional development at each school/level provided by school-based health and curriculum. The stakeholders and beneficiaries of this menu of services includes individuals who represent students from the most vulnerable populations: children experiencing homelessness, children in foster care, students with disabilities, migratory students, English learners, and other underserved populations. Stakeholder feedback and input will be sought and utilized.

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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 Dolgeville CSD is a poor rural school with more than 65% of families qualifying for free lunch, though our school currently qualifies for the Community Eligibility Provision (CEP) program that feeds all children in the district. Though 98% of our student population is white, and has an extremely limited ELL student population, we have over 20% of students who are classified as SWD's (students with disabilities), a percentage we at Dolgeville are very proud of. The Dolgeville CSD has a history of providing students with needed services and through the ARP-ESSER funds we will continue to enhance and explore additional opportunities for our students and their families to promote student development in all areas. Dolgeville has a large population of displaced students/families that need constant help and guidance, and as a result, the district is finalizing services with the United Way of the Mohawk Region to hire a full-time FSN (Family School Navigator), along with creating a Universal Pre-K program for four year olds. The district, as a result of ARP-ESSER funds will continue with both Catholic Charities and Community Schools, as well as enter into contract with the Neighborhood Center. Each of these programs directly impact students and families, with a focus on addressing social needs, emotional needs, and mental health. And finally, the district will continue, thanks to grant funding, a relationship with the local police agency and contract for a SPO (School Patrol Officer) who will also provide academic programming. Dolgeville CSD "will not discount any programs or interventions" that will help our students and families.

The Dolgeville CSD, in partnership with our family and community supports, will engage in creating a positive, connected, inclusive, and safe environment to embrace ALL earners through the development of a social emotional learning framework that empowers: Relationship Skills, Responsible Decision-Making, Self-Management, Self-Awareness, and Social Awareness. In addition, acknowledging diversity is foundational in building capacity for our social and emotional awareness while sustaining an intentional focus on equitable access and academic success. Dolgeville CSD will be allocated ESSER funds to provide mental and social & emotional learning supports to students and staff. These supports include the following: Evidenced based trauma informed training for all staff, Cognitive Behavioral Intervention for Trauma in Schools (CBITS) training for select staff, and trauma focused training/therapy for select staff. Also, ESSER funds will provide mental health and social & emotional supports through mental health professional development and training as well as professional development at each school/level provided by school-based health and curriculum. The stakeholders and beneficiaries of this menu of services includes individuals who represent students from the most vulnerable populations: children experiencing homelessness, children in foster care, students with disabilities, migratory students, English learners, and other underserved populations. Stakeholder feedback and input will be sought and utilized.

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

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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 Dolgeville CSD holds a core initiative that strives to maintain daily in person teaching and learning for our entire student population. The core of our plan and resources is to enhance our staffing to meet the direct needs of our students in all phases of their continued development. These interventions include creating smaller class sizes, offering enriched activities and programs, providing more social and emotional support, transition development opportunities and maintain a rich curriculum and instructional practices by our staff. The evidence-based interventions that Dolgeville CSD is using to identify these student needs as found in the ED COVID-19 Handbook, <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf> include, an extensive look at high-quality diagnostic assessments to inform instruction, and project-based, and experiential learning opportunities that meet the individualized needs of our students. To provide students with a safe and healthy learning environment we looked at **chronic absenteeism, discipline rates and the ratio of students to counselors, social workers and psychologists to integrate support services.**

Funding will be coordinated with existing school initiatives and goals that are currently supported by the district's general fund (local funding). By infusing some new opportunities to identify these evidence-based interventions with some of our old interventions that have worked well for students in the past the district believes that we can continue to offer safe, healthy and highly educational supports to help with Lost Instructional Time.

- 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
Other Evidence-Based Intervention (Tier I, II, III, or IV)	138,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High	<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	Investment and incorporation of a Dean of Students to support children and families of the district, while working closely with administration, teaching staff, and support staff.

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School	<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	
Other Evidence-Based Intervention (Tier I, II, III, or IV)	108,000	<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	DCS hired a new School Psychologist position to directly address the needs of all students and their social, emotional and mental health. This position has been and will remain a priority for our district.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	88,000	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input 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 DCS LEA recommended securing an additional 2nd Grade Teacher to allow for smaller class sizes and to improve the teacher/student ratio that was historically found in the district. This position has allowed for much smaller class sizes to address and enhance academic learning opportunities for the entire grade level, as well as assist with the social, emotional and mental health of all students.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	88,000	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input 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	The Dolgeville LEA recommended the retainment of a grade level teacher (Science) for Grade 8. Though this class was a smaller group, numbers wise, the LEA felt it was important to provide all student in this grade with a designated grade level teacher with a focus in science.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	
Other Evidence-Based Intervention (Tier I, II, III, or IV)	117,000	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input 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 Dolgeville LEA hired an additional Grade 1 Teacher to provide the grade level with a fourth section, thus reducing the student/staff ratio so to allow for more individualized attention to students and their needs in all areas.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	166,000	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input 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 Dolgeville LEA recommended the hiring of an additional Kindergarten Teacher to provide a smaller student/teacher ratio so that all students in Kindergarten are provided with opportunity to gain more individualized instruction and care in the areas of academic growth, social, emotional and mental health. And of course, with natural transition to full day school.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	87,000	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" 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	At the secondary level, increased support for student with disabilities includes additional support by a designated special education teacher. This resource supports primarily our SWD population, in all areas, with their academic, social, emotional and mental health needs.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> None of the Above	
Other Evidence-Based Intervention (Tier I, II, III, or IV)	125,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input 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	Emphasizing the importance of technology education, the Dolgeville CSD LEA supports the enhanced support of students with additional instructional technology. This is especially important with the increase of such instructional technology inbedded in daily curriculum and instruction, and in remote learning when necessary during quarantines.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	22,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input type="checkbox"/> All Students <input checked="" 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 Dolgeville CSD LEA supports additional services provided and supported by a full-time Teacher Assistant in the classroom. This collaborates with teaching staff and directly supports students in all areas of growth.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	58,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" 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 checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Speech Therapy services have been secured to address an increased need. These services, which are anticipated each year, were found to be in greater need now and deemed to continue in the future.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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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 Dolgeville LEA will continue to monitor and evaluate programs, resources, and specifically designated staffing, and measure the impact on student needs in the areas of academics, transitions, social, emotional and mental health initiatives, and do so quarterly through grade reports, team meetings, continues curriculum mapping, and supportive instructional practices. The LEA will compare the impact of new staff compared to previously designated staffing and measure the outcomes for students in each of the categories mentioned (academic growth, social, emotional, and mental health), and with an honest understanding of where students are presently, not where they may normally be expected, due to the pandemic constraints of lost teaching and learning.

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.**

	Amount
LEA Allocation	1006499
Anticipated Number of Students Served	800
Anticipated Number of Schools Served	1

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.

ARP-ESSER 5 State Lost Time REVISED 2.1.22 Signed02012022.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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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.**

ARP-ESSER Budget_Narrative - State Alloc 5 learning.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/21/2022

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 initiatives for Dolgeville CSD are directly imbedded in program and supported by increased staffing throughout the district. Comprehensive After School Programs include Study Den at the 7-12 levels, Extended Skills at grades k-6, offering intramurals for students to promote health and wellness, which is so desperately needed as an outlet to combat the grind of the pandemic for our youth. The evidence-based interventions that Dolgeville CSD is using to identify these student needs as found in the ED COVID-19 Handbook, <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf> include using **high-quality assessments**, such as **diagnostic and formative assessments** found in School Tool that provide timely information to help our educators know where to focus and to target the need of additional support. Use **certified teachers** to deliver the after normal hour instruction and send appropriate referrals to the school Guidance team. The district will engage the students using **experiential instruction** that incorporates hands-on activities such as field trips.

The district plans to use these state reserve funds for comprehensive afterschool programming and also coordinate and align funding with the **ESSER State Reserve 5%** for lost instructional time programming and the **ESSER Sate Reserve 1% for Summer School** based programming. The funding will continue to support previous grant funded opportunities from **CARES, CRRSA and SIG** expenses.

- 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
Other Evidence-Based	100,652	<input type="checkbox"/> Primary <input type="checkbox"/>	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities	Study Den, clubs, and exta curricular programs are a daily opportunity for all students after school hours to

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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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 <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<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	not only have a place to work collaboratively with peers on academics, but also a safe place to seek tutoring and guidance from both peers and certified staff. Clubs and extra curriculums provide team building, educational outlets and a learning environment outside of the normal instructional day. Students have the ability to learn in a non traditional setting and have fun doing so.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	100,563	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input 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	Essential Skills is offered to elementary level students and with a focus on foundational skill development, organization skills, communication, problem solving and collaboration skills, and doing so through academic development. extra curriculums provide team building, educational outlets and a learning environment outside of the normal instructional day. Some programs include a running club and STEM/Robotics opportunities to mention just a few.

3. 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 Dolgeville CSD currently and will continue to evaluate these after school program throughout the 2021-2022 school year, and with a focus on social, emotional, mental and academic needs of all children. Student participation is well documented, rotated to ensure all students have access and supported by certified staff.

Dolgeville CSD **will communicate** these changes to the program plan with our stakeholders, with use of our **social media account, website, and parent/student notification system, Parentsquare.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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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.

4.

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	201305
Anticipated Number of Students Served	800
Anticipated Number of Schools Served	1

5. **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.

ARP-ESSER 1 After School REVISED 2.1.22 Signed02012022.pdf

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

ARP-ESSER Budget_Narrative - State Alloc 1 After School.docx

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

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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.

- 1. 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 Dolgeville CSD LEA began to address the academic impact of lost instructional time through evidenced based interventions that include a K-8 Summer Learning Enrichment program during the month of July and early August, 2021. This Summer Learning Enrichment program was designed to allow professional staff to address teaching and student learning loss and help address the evident student loss in the areas of academics, social and emotional growth, with a focus on reading across the curriculum. The specific K-8 Summer program included direct instruction by certified teachers across all grade levels, with a focus on reading, writing, and math, in an attempt to bridge the anticipated gap of learning since the start of the pandemic. These programs were offered to all children K-8, were staffed by certified professionals, included field trips, virtual field trips, Kindergarten Camp for orientation and to gauge student foundation skills, and an extended day program with a focus on healthy lifestyles and recreation. At the secondary level, several 9-12 enrichment courses were offered to all students, as well as in-house summer credit recovery opportunities for students in core courses counting toward graduation requirements. And in addition, a school psychologist was hired and assigned to work with all students throughout the summer program.

The evidence-based interventions that Dolgeville CSD is using to identify these student needs as found in the ED COVID-19 Handbook, <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf> include, an extensive look at **high-quality diagnostic assessments** to inform instruction using the school software SchoolTool and other platforms. Using **project-based**, and **experiential learning opportunities** that meet the individualized needs of our students. In order to provide students with a safe and healthy learning environment we looked at **chronic absenteeism**, **discipline rates** to come up with sound summer programming to engage students. We also are working with our **community programs** and a new **Early Warning Indicator (EWI) system** called LINK, to help students and their families in the community.

Funding will be coordinated with existing school initiatives and goals that are currently supported by the district's general fund (local funding). It is very fortunate that these grants allow for flexibility to **supplant expenses**, not just your supplement expenses. This enables the school to make **scheduling changes** or **additional programming** during a normal work day to improve upon our current mission and goals.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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2. 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
Community Schools Model Programming	1,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input 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 Community Schools Program serves all students and families in our summer enrichment program. Interventions include family assistance with parenting skills, living resources, and helping families connect with other regional agencies throughout the Mohawk Region.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	50,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input 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	Interventions include specific reading strategies to all students in attendance at the primary, elementary and middle level. Reading interventions include "close reading" strategies and exposure to build on where students are presently; and not assuming where they should be. Designated reading specialists were hired to work with certified staff to focus on text analysis, comprehensive skills, and implementing reading strategies for understanding across the curriculum
Other Evidence-Based Intervention (Tier I, II, III, or IV)	50,305	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input 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	Kinder Kamp was created to assist students age ready for Kindergarten. This "Kamp" included three or four of our regular Kindergarten teachers, and focused on assessing where students were socially, emotionally, and academically; so to determine a foundation and plan for best practices for this group

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School	<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	of incoming students.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	50,000	<input checked="" type="checkbox"/> Primary Elementary School <input type="checkbox"/> Middle School <input 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	Summer Recreation Program included all students in the summer academic program, plus, any student in the Dolgeville CSD that did not participate in the morning academic summer enrichment program. This program was open to all students, focused on fitness, health, and well-being. Individual and cooperative games were included, as well as mental wellness activities for all students involved.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	50,000	<input type="checkbox"/> Primary Elementary School <input 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	Summer enrichment courses ranging from theatre, science, engineering, and math were offered and welcomed by students throughout the summer. These offerings were instructed by certified teachers in the district throughout the summer.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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- 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 Dolgeville LEA did monitor and will continue to monitor the effectiveness of selected summer learning and enrichment strategies using direct observation, polling students, staff, parents, with an honest objective ear to grow areas of strength and work to enhance any areas in need of growth. Additionally, using the collected data and through the direct observation provided, compare summer programs year to year using constructive action plans. **Dolgeville CSD will communicate these changes to the program plan with our stakeholders, with use of our social media account, website, and parent/student notification system, Parentsquare.**

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.

- 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	201305
Anticipated Number of Students Served	800
Anticipated Number of Schools Served	1

- 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.

ARP-ESSER 1 Summer REVISED 2.1.22 Signed02012022.pdf

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

ARP-ESSER Budget_Narrative - State Alloc 1 Summer..docx