

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

Summary & Background

YOUNG WOMEN'S COLLEGE PREP CHARTER

260501861020

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	Roberta McInnis	rmcinnis@youngwomenscollegeprep.org	8/27/2021
LEA Board President	Jennifer Allen	jnadineallen@gmail.com	8/29/2021

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

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

YOUNG WOMEN'S COLLEGE PREP CHARTER

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

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

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

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

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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

Young Women's College Prep Charter School (YWCP) stakeholders include: students, families, classroom teachers, special education teachers, ELL teacher, counselors, social worker, instructional coaches, principal, assistant principals, special education coordinator, student support staff, other support staff (clerical, health, security, cafeteria and IT), school business officials and community support staff and liaisons. YWCP does not employ designated as paraprofessionals. YWCP is a single entity LEA, and, as such, serves as its own district. YWCP does not have unions.

Young Women's College Prep Charter School used a combination of in-person and electronic methods to engage a diverse and representative set of stakeholders in developing a plan to use and implement funds, which included: stakeholder surveys/polls, presentations, board meetings, specialized committee meetings with broad stakeholder representation, meetings for families and students, faculty and staff meetings and comprehensive and consistent communication with stakeholders (newsletters, direct mailings, website, remind app, 1 to 1 calls).

- Stakeholders received an E-survey to identify their highest priorities.
- Discussion and analysis of needs were undertaken in the Finance Committee, Parent Engagement Committee, Education Committee, Leadership Team, and the full Board of Trustees.
- Information was synthesized by administration and a draft plan was shared with stakeholders.
- Every parent, student and staff member received an email and e-survey that described the ARP-ESSER Draft Plan and included an opportunity to respond with feedback. This included families, students and staff directly associated with programming and initiatives for students with disabilities, ELL students, homeless students and foster students. It should be noted that there are no tribal organizations in our area. We also do not have any migratory students or students who are incarcerated enrolled in our school at this time.
- Outreach, communication, and input solicitation will continue in February and August 2022 & 2023. This will be accomplished using the same methods and opportunities utilized for the initial application.

In addition, the YWCP Board of Trustees discussed the plan at the August board meeting. The various board committees, that include parent representation, met to discuss appropriate use of funds for the plan. Committees then drafted and presented proposals for the use of funds. Every parent, student and staff member received an e-mailed survey that described the ARP-ESSER Plan and had the opportunity to respond with ideas and preferences. The school principal and school business official met on numerous occasions to discuss the needs of the school, the feedback of stakeholders and allowable expenditures. The Finance Committee of the Board of Trustees reviewed a detailed outline that articulated the proposed initiatives and related costs. The Board President and Board Treasurer are members of the Finance Committee.

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.

Once the plan is approved it will be posted on our website: www.youngwomenscollegeprep.org

Individuals requesting a copy of the plan will be directed to the website, if they have access to the internet, or will be sent an email copy, if they have access to email, or will be mailed a printed copy.

ARP-ESSER LEA Base 90% Allocation - Program Information

ARP-ESSER Application: Part 2 - ARP Act

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

3. **In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

Parents, students and staff are being advised that, **"We are returning to school five days a week. All students (vaccinated or not) should arrive at YWCP with a mask and be prepared to wear a mask while at school.** We will provide masks for any student who does not have one. We are excited to have all students returning for in-person learning. We will of course be prepared to "go remote" if circumstances change, but at this point, we don't expect to have to utilize a remote option and expect to return to what looks like a relatively normal year.

Daily Health Screenings: Unlike last year, **a daily health screen is not required for students and staff. Instead, people are strongly advised to track their symptoms and, if sick, stay home.** To protect everyone, we must diligently monitor our health and take action as needed. Students and staff are directed to remain home until all symptoms of illness subside and to see their physician or pediatrician. Your doctor will direct whether you or your child will require a COVID-19 test. We believe the greatest success against COVID -19 infection is to be vaccinated. Vaccination reduces the risk of serious illness or hospitalization. Any person 12 years old and over can be vaccinated at their nearest pharmacy or you can contact your primary physician for more information."

In addition, we have secured additional cleaning time from our facilities maintenance provider to ensure that all areas of the building are properly cleaned and sanitized each day. Grant funds will be utilized to support the need for additional staff to have additional time on task.

Funding from other grants have been utilized to purchase furniture to allow for appropriate distancing, and to continue to purchase cleaning supplies and materials that protect people from viral infection.

Staff is being required to either present proof of vaccination or be tested by our school nurse at least once a week.

By instituting the prevention and mitigation strategies described above, we believe it will allow us to continue the safe operation of our school for in-person learning. Sanitation efforts and availability of preventative supplies and materials support a return to in-person learning. As new information regarding other strategies becomes available we will update our practices and procedures to continue to provide the safest environment possible for our students.

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.**

In addition to New York State Assessments, Young Women's College Prep Charter School (YWCP) uses the following assessments to determine the on-going needs of students in order to meet State academic achievement standards and to provide information to teachers, coaches, parents and students on the progress toward meeting those standards:

- Scholastic Reading Inventory,
- NWEA,
- Locally developed math assessments that are linked to NYS standards for math outcomes,
- Locally developed ELA assessments that are linked to NYS standards for math outcomes,
- PSAT for grades 8 – 11.

Other indicators that YWCP uses include student interim progress report data and report card data. YWCP uses outcomes-based grading practices and all outcomes are connected to NYS Common Core Standards for the appropriate grade level. Students who are identified as not perform independently or consistently on grade level will receive interventions during an extended, 8-hour instructional school day after school and through summer programs. Students meeting or exceeding standards receive enrichment opportunities during instructional time and in after-school programs, as well.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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

YWCP will use the funds it reserves for learning loss and recovery with the implementation of summer and after-school programs.

Summer Programs

Our summer programs will be four-five weeks in length, operating five days a week for 4-5 hours a day. The programs will be designed for learning recovery and enrichment. Certified YWCP teachers will be hired to provide data-driven instruction in the core academic areas of ELA, math, science and social studies. A school social worker, school counselor or mental health counselor will be on-site, as well, to help address the social-emotion needs of students that specifically impact learning. Transportation and breakfast and lunch will be provided.

Afterschool Programs

Our afterschool programs will operate for an hour and a half daily, for 35 weeks of the school year. The programs will be designed to meet the specific learning needs of those students who are participating in other after-school activities and events. One target group will be student athletes and students participating in after-school clubs and activities. For this group tutoring and/or instructional sessions will be held prior to practice, games and meetings. The goal is to provided learning loss recovery and enrichment while concurrently encouraging students to participate in other aspects of school life. The second target group would be students who need academic support, but who do not necessarily wish to participate in other activities. For either group and program, individual students needs will be regularly assessed and YWCP teachers will provide the instruction in identified areas of need.

Extended Day

It should be noted that YWCP, as a result of the provisions of its charter, already has an extended day. Students are on-site and receiving instruction from 7:30 - 3:30 Monday-Thursday and 7:30-12:30 on Friday. We will not request ESSER funds to support this, as it is already currently part of our program. But it is an important component for learning loss and recovery and will help support our ESSER-funded afterschool and summer programs.

ARP-ESSER Application: Part 2 - ARP Act

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

6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.

To support the allowable activity of planning for coordinating and implementing long-term closures we plan to use funds to:

- Provide a stipend to a YWCP teacher to serve as a Virtual Learning Coordinator. This individual will plan for and implement our virtual learning needs whenever long-term closures become warranted.

To support the allowable activity of purchasing educational technology for students we plan to use funds to:

- Purchase a software license, BUZZ, a learning platform, that helps staff and students coordinate various learning initiatives, strategies and curricula, so that instruction becomes more seamless and the technology is more manageable.
- Purchase Chromebooks for students so that they are issued a personal one for home and one is also always available for use in school.

To support the allowable activity of providing mental health services and supports we plan to use funds to:

- Purchase a mental health assessment tool, Paramount, for students and staff. Confidential information gather from this assessment will help the mental health team develop programs and strategies to support students and staff.
- Hire or contract with a community-based organization to obtain the services of a certified mental health counselor for students, families or staff with identified needs.
- review and realign our student support programs. We will use funds to hire a consultant to work with our counselors and advisors to realign our curriculum to better suit the changing needs of our students.

To support the allowable activity of planning and implementing summer learning and supplemental after school programs we plan to use funds to:

- Conduct four years of summer programs that include teaching in the CORE subject areas that will help support learning recovery for students and will provide transportation and food service so that all students have equal access to this opportunity.
- Conduct three years of after-school programs that include teaching in the CORE subject areas that will help support learning recovery for students and will provide transportation and food service so that all students have equal access to this opportunity.

To support the allowable activity of addressing the academic impact of lost instructional time among our students we plan to use funds to:

- Purchase licensing for a dashboard that will synthesize all the data available, assessment, achievement, social-emotional considerations, attendance, etc., on each student to help formulate the best individual plan for learning recovery
- Work with the Board of Trustee committees of Culture, Climate, Student and Family Engagement Committee and the committee to create events, activities, information, assistance and outreach initiatives that help parents and families effectively support students.
- Improve the use of technology as an effective communication tool for students, parents and families, particularly during school closure, via an update of the school's website.

To support the allowable activity of developing strategies and implementing public health protocols we plan to use funds to:

- Acquire additional custodial services needed to sanitize and clean our facility. We will utilize funding to support the need for additional custodial time required to meet CDC guidelines for cleaning and sanitation.

To support the allowable activity of other activities that are necessary to maintain the operation of and continuity of services and to employ existing staff we plan to use funds to:

- Hire an additional Spanish teacher to support the foreign language program, particularly because of learning loss and the need for recovery.
- Hire an additional science teacher to support the science program, particularly because of learning loss and the need for recovery.
- Purchase licensing for on-line learning courses to support the unique individual academic needs of students and/or to allow the offering of courses in which it is difficult to obtain qualified teachers.

7. In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our school, YWCP, is a school that is comprised of a student body that has a current enrollment of 387 students. Of this number 92.5% meet the criteria for being designated as Economically Disadvantaged, 87.6% identify as a person of color, 9.5% are English learners, 14.98% are students with disabilities, 6.4% are experiencing homelessness and 5% are students with 504 plans. As a result of the make-up of our student population and because it is a tenet of our school's mission, all of our academic and social-emotional programs, initiatives and strategies are designed to address the impact of lost instructional time on students disproportionately impacted by the COVID-19 pandemic.

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

ARP-ESSER Return to In-Person Instruction

YOUNG WOMEN'S COLLEGE PREP CHARTER

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

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

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

<https://youngwomenscollegeprep.org/wp-content/uploads/2021/12/Fall-21-Reopening-Information.pdf>

Individuals requesting a copy of the plan will be directed to the website, if they have access to the internet, or will be sent an email copy, if they have access to email, or will be mailed a printed copy.

ARP-ESSER Application: Part 2 - ARP ActLEA 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) it's plan for in-person instruction, including a description of how public comment will be collected.

YWCP intends to seek public comment and review and/or revise the plan on a bi-annual basis. This will be accomplished via surveys, public meetings, board meetings and board committee meetings. The target times for conducting such meetings and surveys are as follows:

- February, 2022
- August, 2022
- February, 2023
- August, 2023

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,526,820
Total Number of K-12 Resident Students Enrolled (#)	387
Total Number of Students from Low-Income Families (#)	358

ARP-ESSER Schools Served

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

ARP-ESSER Application: Part 2 - ARP Act

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

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

YOUNG WOMEN'S COLLEGE PREP CHARTER

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	30,000
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.	68,220
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	189,500
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.	570,498
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	84,500

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	174,310
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.	409,792
Totals:	1,526,820

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.

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

FS10 for ARP Revised and Signed.pdf

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

Budget Narrative ARP-ESSER Application Revised.pdf

- 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	737,716
16 - Support Staff Salaries	0
40 - Purchased Services	518,310
45 - Supplies and Materials	97,518
46 - Travel Expenses	0
80 - Employee Benefits	107,324
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	65,952
Totals:	1,526,820

= Required Field

Local Agency Information			
Funding Source:	ARP_ESSER		
Report Prepared By:	Barbara Hasler		
Agency Name:	Young Women's College Prep Charter School of Rochester		
Mailing Address:	133 Hoover Drive		
	Street		
	Rochester	NY	14615
	City	State	Zip Code
Telephone # of Report Preparer:	585-967-8343	County: Monroe	
E-mail Address:	bhasler@youngwomenscollegeprep.org		
Project Funding Dates:	<u>3/13/2020</u> Start	<u>30-Sep-24</u> End	

INSTRUCTIONS
<ul style="list-style-type: none"> 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/.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$737,716
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Spanish Teacher 21-22	1.00	\$45,000	\$45,000
Spanish Teacher 22-23	1.00	\$46,575	\$46,575
Spanish Teacher 23-24	1.00	\$48,205	\$48,205
Science Teacher 21-22	1.00	\$55,073	\$55,073
Science Teacher 22-23	1.00	\$57,834	\$57,834
Science Teacher 23-24	1.00	\$61,612	\$61,612
2021 Summer Program Teacher - AD	1.00	\$2,187	\$2,187
2021 Summer Program Teacher -JB	1.00	\$1,819	\$1,819
2021 Summer Program Teacher LB	1.00	\$1,147	\$1,147
2021 Summer Program Teacher BM	1.00	\$1,234	\$1,234
2021 Summer Program Teacher AM	1.00	\$1,449	\$1,449
2021 Summer Program Teacher TL	1.00	\$1,962	\$1,962
2022 Summer Program Teacher	1.00	\$4,800	\$4,800
2022 Summer Program Teacher	1.00	\$4,800	\$4,800
2022 Summer Program Teacher	1.00	\$4,800	\$4,800
2022 Summer Program Teacher	1.00	\$4,800	\$4,800
2022 Summer Program Teacher	1.00	\$4,800	\$4,800
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2023 Summer Program Teacher	1.00	\$4,800	\$4,800
2023 Summer Program Teacher	1.00	\$4,800	\$4,800
2023 Summer Program Teacher	1.00	\$4,800	\$4,800
2024 Summer Program Teacher	1.00	\$4,800	\$4,800
2024 Summer Program Teacher	1.00	\$4,800	\$4,800
2024 Summer Program Teacher	1.00	\$4,800	\$4,800

2024 Summer Program Teacher	1.00	\$4,800	\$4,800
2024 Summer Program Teacher	1.00	\$4,800	\$4,800
2024 Summer Program Teacher	1.00	\$4,800	\$4,800
2024 Summer Program Teacher	1.00	\$4,800	\$4,800
2024 Summer Program Teacher	1.00	\$4,800	\$4,800
2022 Summer Program Coordinator	1.00	\$5,000	\$5,000
2023 Summer Program Coordinator	1.00	\$5,000	\$5,000
2024 Summer Program Coordinator	1.00	\$5,000	\$5,000
21-22 After-school Program Teacher	1.00	\$8,400	\$8,400
21-22 After-school Program Teacher	1.00	\$8,400	\$8,400
21-22 After-school Program Teacher	1.00	\$8,400	\$8,400
21-22 After-school Program Teacher	1.00	\$8,400	\$8,400
21-22 After-school Program Teacher	1.00	\$8,400	\$8,400
22-23 After-school Program Teacher	1.00	\$8,400	\$8,400
22-23 After-school Program Teacher	1.00	\$8,400	\$8,400
22-23 After-school Program Teacher	1.00	\$8,400	\$8,400
22-23 After-school Program Teacher	1.00	\$8,400	\$8,400
22-23 After-school Program Teacher	1.00	\$8,400	\$8,400
23-24 After-school Program Teacher	1.00	\$8,400	\$8,400
23-24 After-school Program Teacher	1.00	\$8,400	\$8,400
23-24 After-school Program Teacher	1.00	\$8,400	\$8,400
23-24 After-school Program Teacher	1.00	\$8,400	\$8,400
23-24 After-school Program Teacher	1.00	\$8,400	\$8,400
Mental Health Counselor 22-23	1.00	\$62,100	\$62,100
Mental Health Counselor 23-24	1.00	\$65,319	\$65,319
Virtual Learning Teacher Coordinator 21-22	1.00	\$10,000	\$10,000
Virtual Learning Teacher Coordinator 22-23	1.00	\$10,000	\$10,000
Virtual Learning Teacher Coordinator 23-24	1.00	\$10,000	\$10,000

PURCHASED SERVICES			
Subtotal - Code 40			\$518,310
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Transportation Summer Program 2021	First Student	2 buses @ \$600/day for 15 days	\$9,000
Transportation Summer Program 2022	First Student	2 buses @ \$600/day for 20 days	\$12,000
Transportation Summer Program 2023	First Student	2 buses @ \$600/day for 20 days	\$12,000
Transportation Summer Program 2024	First Student	2 buses @ \$600/day for 20 days	\$12,000
Transportation for After-school program 2021	Rochester Regional Transit Authority	\$3 bus pass x 75 students/day x 4days a week x 35 weeks	\$31,500
Transportation for After-school program 2022	Rochester Regional Transit Authority	\$3 bus pass x 75 students/day x 4days a week x 35 weeks	\$31,500
Transportation for After-school program 2023	Rochester Regional Transit Authority	\$3 bus pass x 75 students/day x 4days a week x 35 weeks	\$31,500
Transportation for After-school program 2024	Rochester Regional Transit Authority	\$3 bus pass x 75 students/day x 4days a week x 35 weeks	\$31,500
Food Service for Summer 2021 Program	Julia K Caterers	\$100/day for 15 days	\$1,500
Food Service for Summer 2022 Program	Julia K Caterers	100 students/day x \$8/day x 20 days	\$16,000
Food Service for Summer 2023 Program	Julia K Caterers	100 students/day x \$8/day x 20 days	\$16,000
Food Service for Summer 2024 Program	Julia K Caterers	100 students/day x \$8/day x 20 days	\$16,000
Food Service for After School Program Snack 2021	Julia K Caterers	75 students/day x \$2/day x 4 days/ week x 35 weeks	\$21,000
Food Service for After School Program Snack 2022	Julia K Caterers	75 students/day x \$2/day x 4 days/ week x 35 weeks	\$21,000
Food Service for After School Program Snack 2023	Julia K Caterers	75 students/day x \$2/day x 4 days/ week x 35 weeks	\$21,000

Food Service for After School Program Snack 2024	Julia K Caterers	75 students/day x \$2/day x 4 days/week x 35 weeks	\$21,000
Consultant to support redesign of advisory program and counseling curriculum and program	Breakthrough Learning	\$15,000.00	\$15,000
Web Designer to update YWCP website to further home/school communication	equaTEK Interactive	\$20,004.00	\$20,004
Refreshments for bi-monthly parent/community meetings	Julia K Caterers	18 meetings x \$250/meeting	\$4,500
Increased custodial time needed for cleaning and sanitizing building	Flower City Charter Services	\$4587/month x 38 months	\$174,306

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$97,518
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Dell Chromebook 3100 for 21-22	75.00	\$222.87	\$16,715
Dell Chromebook 3100 for 22-23	75.00	\$222.87	\$16,715
Dell Chromebook 3100 for 23-24	75.00	\$222.87	\$16,715
Google Chrome Education Upgrade 21-22	25.00	\$31.00	\$775
Google Chrome Education Upgrade 22-23	25.00	\$31.00	\$775
Google Chrome Education Upgrade 23-24	25.00	\$31.00	\$775
Data Dashboard Yearly Subscription	3.00	\$4,000.00	\$12,000
Annual cost for Monthly home-school communications via e-blasts and mailings for 408 families	408.00	\$81.00	\$33,048

Employee Benefits	
Subtotal - Code 80	
\$107,324	
Benefit	Proposed Expenditure
Social Security	
Retirement	New York State Teachers
	New York State Employees
	Other - Pension
Health Insurance	\$107,324
Worker's Compensation	
Unemployment Insurance	
Other(Identify)	

EQUIPMENT			
Subtotal - Code 20			\$65,952
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Learning Management System Licensing from BUZZ for 3 years	3.00	\$5,250.00	\$15,750
Data Dashboard for synthesizing student data	1.00	\$14,952.00	\$14,952
Fuel Ed on-line learning courses for 22-23 and 23-24	2.00	\$7,500.00	\$15,000
Purchase Liscensing and Support for assessing and implementing plans for individual student social emotional needs	3.00	\$6,750.00	\$20,250

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$737,716
Support Staff Salaries	16	
Purchased Services	40	\$518,310
Supplies and Materials	45	\$97,518
Travel Expenses	46	
Employee Benefits	80	\$107,324
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	\$65,952
Grand Total		\$1,526,820

Agency Code: **260501861020**

Project #: **5891-21-xxxx**

Contract #: _____

Agency Name: **Young Women's College Prep Charter School of Rochester**

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____
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).

12/14/21 *Barbara F. Zelazny*
 Date Signature

BARBARA F. ZELAZNY
PRINCIPAL/SUPERINTENDENT
 Name and Title of Chief Administrative Officer

BUDGET NARRATIVE

LEA: Young Women's College Prep Charter School	FOR TITLE: ARP-ESSER Funds
BEDSCODE: 260501861020	

**** 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>	YWCP will use the funds it reserves for learning loss and recovery to provide staffing for four years of summer programs, three years of after-school programs, a virtual learning coordinating teacher, if/when needed, a mental health counselor and a Spanish and science teacher. These positions are to help us staff research-based, proven interventions to assist students with mental health issues that interfere with learning and to support learning recovery from time lost due to Covid.
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	A major obstacle to enticing students and families to enroll in summer and after-school programs is a lack of transportation. Funds will be used to provide transportation for our summer and after-school programs along with food service to support students' nutritional needs. As a result of Covid and CDC guidelines, home-school communication via technology has become the standard. We will utilize funding to enhance our website to provide instant communication and further understanding of the ever-changing rules and guidelines as they relate to schools. Also, the time needed to sanitize and clean our facility has increased. WE will utilize funding to support the need for additional custodial time required to meet CDC guidelines for cleaning and sanitation. The pandemic has appeared to alter the needs of students in the traditional classroom setting. Our advisory and counseling programs have always been a strong foundation for the support that we give students in our school. As a result of the pandemic we recognize a need to review and perhaps realign these programs. We will use funds to hire a consultant to work with our counselors and advisors to realign our curriculum to better suit the changing needs of our students. Parents may be reluctant to return to in-person meetings when guidelines allow for in-person meetings to be held. An important initiative to support student learning will be the continued involvement of parents and families. When appropriate we would like to invite parents to in-person meetings and offer refreshments to parents and families as a way to create a welcoming and collegial environment. The time needed to sanitize and clean our facility has increased. We will utilize funding to support the need for additional custodial time required to meet CDC guidelines for cleaning and sanitation.
Code 45 <i>Supplies and Materials</i>	Funds will be allocated to support Home/School Communications for mailings and e-blasts. This is to try to recover the amount of family participation that has waned because of Covid. A portion of the budgeted funds will be used to continue to upgrade and improve technology as well as a data dashboard yearly subscription all of which will provide additional targeted support for virtual and in-school learning. This will help support learning loss and recovery as well as helping to prepare for possible future shutdowns that will prevent in-school learning.
Code 46 <i>Travel Expenses</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this title)</i>
Code 80 <i>Employee Benefits</i>	Funds will be used to support the payment of a portion of the health insurance premiums paid for by YWCP for the employees hired to support social /emotional needs and learning loss and recovery.
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	Funds will be allocated in order to purchase licenses for an on-line assessment of individual student social emotional needs. This information will be used, confidentially, to support the creation and implementation of programs and strategies to support students negatively impacted by Covid. A portion of the budgeted funds will be used to continue to upgrade and improve technology for virtual and in-school learning (learning management system) on-line courses, data organization and preservation (data dashboard). This will help support learning loss and recovery as well as helping to prepare for possible future shutdowns that will prevent in-school learning.