

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Background Information

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Background Information

CATO-MERIDIAN CSD - 050401040000

Summary and Background Information

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

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

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

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

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

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

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

Tier 1 - Strong Evidence: Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

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

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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 can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

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

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

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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.

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.

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Assurances - Assurances

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

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Assurances - Assurances

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

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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 intend to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Elizabeth H Kupiec	ekupiec@catomeridian.org	12/20/2021
LEA Board President	Paul Byrne	pbyrne@catomeridian.org	12/20/2021

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ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

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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.

Cato-Meridian Central Schools used a variety of means to elicit Public Comment on proposed spending plans. All plans were aligned with the Cato-Meridian Strategic Plan which was completed in the 2019-2020 school year with multiple stakeholders (including students, parents, community members, administrators, teachers and other school employees). The Strategic Plan indicated the following areas of focus for the district:

1. Academic Success For All:
 1. CM will improve ELA outcomes for all children
 2. CM will utilize technology to improve student learning and performance
 3. CM will provide diversity of K-12 programming
2. Operations
 1. Improve the climate and comfort of our buildings
3. Wellness
 1. Identify and provide universal supports for SEL needs of students
 2. Reduce number of bullying incidents
 3. Reduce number of students engaging in substance abuse related behaviors

In addition, the Cato-Meridian used the following methods to meaningfully engage a diverse and representative set of stakeholders to develop its plan to address the impacts of lost instructional time, summer learning and enrichment and to support comprehensive after school activities using State-Level Reserve Funds.

Cato-Meridian surveyed the Community, Non Instructional Staff, Instructional Staff, and Administration to allow for a diverse and representative input in the development of the plan. Results of the survey were shared with the public through Board of Education meetings, as well as through Staff and Faculty Meetings. The survey results were utilized to develop the Federal Stimulus Plan through meaningful input with our School Improvement Teams.

The Cato-Meridian School Improvements Teams (Elementary/Jr. Sr. High) consist of Teachers, Administrators, Students, Paraprofessionals as well as Community Members. The plan was further discussed with stakeholders representing the needs of students with disabilities (CSE/CPSE Chairperson), children experiencing homelessness (ESSA Coordinator and McKinney Vento Liaison), children in foster care (Foster Care Liaison), ELLs and migratory students (ELL Coordinator and ELL Teacher).

In addition, ongoing public comment is available through regular review (every 6 months at BOE meetings) and through the following email address: arp@catomeridian.org.

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.**

<https://www.catomeridian.org/domain/25>

The hard copy of the plan is also available upon request by contacting the district office at 315.626.3439 ex.5001 or by emailing gmarriam@catomeridian.org.

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- 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.**

Cato-Meridian will support ongoing engagement with families and families through structures such as School Improvement Teams (SIT), Parent Teacher Organizations, Sports Boosters, Backpack Program and regular parental support such as Parent Teacher Conferences.

In addition, the Multi Tiered System of Support Teams (MTSS) at each building will continue to support families by providing the structure to ensure that families are actively engaged in discussions related to identified student needs and gains. To support awareness of student strengths and areas of challenges, CM engages in benchmarking assessment for reading and math. This year, SEL will also be benchmarked through the use of BIMAS.

The MTSS Team will support families in accessing available assistance such as: Community Supports, RTI Supports, After School Programming, Summer School Programing, access to CSE / CPSE, Migratory/ELL Supports, Homeless Supports.

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

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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.**

Academic Needs: All students (K-8) will participate in benchmark assessments a minimum of three times per year to determine the academic needs of all students. FastBridge, Heggerty, and Brigance (Pre-K only) are the initial universal screeners used in Pre-K through first grade, which provide a baseline of skills as well as measure progress over time. Additional information will be provided through teacher formative and summative assessments, psychological evaluations, CPSE/CSE progress monitoring and other related service assessments based on individual needs.

Students in second through eighth grade take the STAR assessment. High school students with disabilities also engage in the STAR assessment (9-12). The purpose of this benchmark is to assess student's performance in the Common Core standards and set learning goals for the following benchmark. Diagnostic assessments will be utilized for students performing below the benchmark which include Heggerty Assessments, Phonological Awareness Screening Test (PAST), and/or LETRS Phonics and Word-Reading Survey. Teacher formative and summative assessments will also be used to guide instructional decisions. In addition to these assessments, students with disabilities, ELLS, and migratory students will be progress monitored according to their individual needs (IEP Goal Progress, NYSLAT).

Students (grades 9-12) are monitored through teacher formative and summative assessments, NYSLAT, and Regents exams. Credit accrual, mid marking period and marking period grades are also utilized to identify areas of need in terms of student performance. Students with disabilities are also monitored through STAR Assessments and progress monitoring of goals. ELLs and Migratory students are monitored in addition through progress monitoring on NYSLAT standards.

All groups of individuals disproportionately impacted by COVID-19 (including students from low income families, students of color, ELLs, SWDs, students experiencing homelessness, children in foster care and migratory students) engage in these benchmarks designed to determine areas of strength and weakness. The results of these academic assessments are reviewed by our Curriculum Coordinator, Teacher Teams as well as the MTSS Teams at each building.

SEL: The social emotional and mental health needs of our students will be benchmarked three times yearly through the use of the BIMAS-2. Students and teachers will engage in this normed assessment that provides our support staff with tiered information regarding SEL indicators. The MTSS teams will review the benchmark assessments and work with families and staff to develop and implement appropriate interventions.

Additional information regarding student needs is elicited through: parent conferences, CSE and 504 Meetings, parent surveys, teacher report, school psychologist input, standardized academic and behavioral assessments (achievement testing, behavioral assessment), Child Protective Service Caseworkers, Early Intervention Liaison, Headstart Coordination, as well as through other engagement with community agencies supporting students and families.

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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

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

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1. **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.**

State Reserve Program Design

Cato-Meridian Schools selected evidence based interventions to address identified student needs by engaging with multiple stakeholders (including but not limited to the Multi Tiered System of Supports (MTSS) Committee, the Professional Development Committee, the Administrative Team as well as our School Based Intervention Teams which consist of Teachers, Parent, Students, Paraprofessionals, Administrators and Community Members. Cato-Meridian's Strategic Plan (developed in 2019-2020) reflected the need for focus on Literacy Development and Social Emotional Supports for students. The Comprehensive Needs Assessment completed as part of the development of the Federal Stimulus Plan reflected those needs as well.

The different groups identified the need to improve our teachers ability to respond to the varied impacts of lost instructional time. As a result, the State Reserve Program Design was focused on the following:

With the support of the State Reserve Grant we are implementing the following supports.

1. Professional Learning Communities (PLC): Cato-Meridian will be utilizing a portion of this money to empower teachers and administrators to work collaboratively in ongoing cycles within a PLC model. This will allow our teachers to work together more effectively to plan for student needs as identified by benchmarking, formative and summative assessments. The State Reserve Grant will fund the additional programmatic training and professional development for staff. All staff will be participating in this process which will directly impact students with disabilities, ELLS, as well as homeless students, low SES students and students within foster care.

This structure will be utilized to embed ongoing needed professional development for teachers moving forward. Engaging in cycles of learning such as analyzing data, goal setting and prioritizing standards while working collaboratively allows teachers to adjust and try new teaching practices to meet the needs of all learners. Embedded professional development with regular follow up results in the best results for changing teacher practice. Professional development will be provided around effective team meeting strategies, literacy development, strategies that support language acquisition as well as explicit instructional and management strategies. This structure will also be utilized to support teachers in developing interventions to support students who may be experiencing challenges in social emotional area

Professional development around literacy strategies, effective teaching practices as well curriculum has been embedded within our Title IIA, ESSER - 3 grants. The delivery of job embedded professional development will be provided by our Curriculum Coordinator and Literacy Coach. Both of these are positions that are funded through our ESSA, ESSER-3, and State Reserve Grants. Professional development will also be utilized to support our special education and ELL teachers improve their practice. This is in alignment with our IDEA and ESSA Title IIIA grant development.

1. Library Media Specialist: The State Reserve Grant will be utilized to support the addition of a Library Media Specialist to the Elementary School. This position allows us to support teachers and students with a teachers of information literacy, helping students become information consumers, producers and arbiters of content in all formats. School librarians collaborate in designing curricula, developing learning experiences, and providing technical infrastructure for all classrooms, including differentiated instruction, special programs, gifted students, and students with special needs. This position will support our PLC work.

b. Additional Instructional Materials to Support Literacy Development: Amplify Curriculum Improvements (6th grade), CKLA Curriculum. (Category: 45)

Supported Items:

- Curriculum Coordinator Salary and Benefits (Category: 15)
- Literacy Coach Salary and Benefits (Category: 15,80)
- Library Media Specialist and Benefits (Category: 15,80)
- Professional Learning Communities (PLC) After School Professional Development (Category: 15)
- PLC Conference and Staff Development (Category: 40,49)

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

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- Instructional Materials (Amplify, CKLA, UPK/Kindergarten Screening) (Category: 45)
- Master Teacher Stipends (Category: 15)

1. Multi Tiered System of Supports (MTSS): The State Reserve Grant was also utilized to further support the social emotional and academic deficits of our students. Professional development for our MTSS Committee will be provided through internal support (Curriculum Coordinator and Literacy Coach) funded through the ESSA, ESSER-3 and State Reserve Grants. This Committee directly supports teachers and students who are struggling with academic and behavioral challenges. The School Psychologist who coordinates this Committee is also supported through GEER, and State Reserves. To ensure that MTSS meets the needs of our homeless and foster student populations, the Coordinator of these programs will be included within the planning committee. The State Reserves Grant will support this need.

1. Social Emotional Benchmarking (BIMAS-2): CM has begun the process of benchmarking student's SEL functioning three times yearly through the BIMAS-2. The MTSS Committee will triage the data and work with teachers and families to support students in need of intervention. Intervention may include but is not limited to the following: referral for outside services, further assessment (lethality assessment), further academic assessment, targeted social skills training, small group counseling, individual school based counseling, dialectical behavioral therapy group.

A portion of the cost for this assessment will be supported by the State Reserve Grant. The salaries of our support staff (School Counselors and School Psychologists) are supported through the ESSA, CRSSA, ESSER-3 as well. This support allows us to maintain our current staffing despite declining enrollment.

Supported Items:

- MTSS Coordinator and Benefits (Category 15, 80)
- Homeless Coordinator Salary and Benefits (Category 15)
- Foster Care Coordinator Salary and Benefits(Category 15)
- School Psychologist Salary and Benefits (Category 15)
- BIMAS-2 (Category: 49)

1. Social Emotional Learning: The State Reserve Grant was also utilized to further support the SEL development of our students. CM's Strategic Plan in combination with the needs assessment completed identified this as an area of need for our students. To better support students, the following interventions/supports will be implemented. This initiative is also supported through our ESSA, CARES, ESSER-2, through maintaining high levels of support staff (School Counselors and School Psychologists).

1. K-6 Universal Social Emotional Learning Curriculum (Second Step): All students K-6 will receive universal instruction on social emotional competencies through the Second Step Curriculum. This curriculum will be delivered by support staff whose salaries are funded through the State Reserve Grant.

1. Responsive Classroom (SEL): The State Reserve Grant will be utilized to support professional development in the area of Responsive Classroom. This research based program is designed to help students and teachers create a set of social and emotional competencies as well as academic competencies.

Supported Items:

- School Counselors Salary and Benefits (Category: 15, 80)
- Professional Development Responsive Classroom (Category: 15, 49)
- Digital Curriculum (Second Step) (Category: 49)

5. Quarantine Teacher (K-6): Cato-Meridian has hired a certified teacher to provide direct instruction to our students on quarantine. This allows them additional support beyond asynchronous instruction during their time at home. This teacher plans collaboratively with the classroom teacher and

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

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provides small group instruction virtually. This helps mitigate the loss of instructional time that occurs due to quarantines due to COVID-19.

Supported Items:

- Quarantine Teacher Salary (Category:15)
- Cell Phone to support parent/guardian communication (Category: 40)
- Nurse Training (Category: 15, 40)

6. ELL Teacher: Support the position of our ELL teacher to allow additional inclusive instruction with the general education classroom for our ELL students. This allows for additional embedded vocabulary instruction and targeted skill development within the general education setting.

Supported Item:

- ELL Teacher Salary (Category: 15)

7. Special Education Teacher: Support the addition of an additional special education teacher at the elementary level. This position allows for a greater level of inclusive instruction for students with disabilities. This allows for greater differentiation and targeting of skills in need of development.

Supported Item:

- SPED Teacher Salary(Category: 15)

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
Tailored/Individualized Acceleration	95,375	<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 checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" 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	Quarantine Student Tutoring: 1. Quarantine Teacher K-6: Additional tutoring support provided to students who are on COVID-19 quarantine or isolation. Certified teacher works daily with those students to further support asynchronous instruction provided (Professional Salary) 2. Cell Phone for Teacher: District Cell Phone for Teacher to support communication with parents/guardians of students on quarantine. 3. Nurse Professional Development and COVID Resonse Training. This professional development supported the nurse in working with families whose students are in quarantine or isolation due to COVID-19.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	536,123	<input 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students	PLC Initiative: 1. Professional Development in the creation and functioning of PLC Teams (Travel). 2. Professional Development from Solution Tree for the faculty in the implementation of PLCs (BOCES) 3. Salaries of Instructional Leaders to support the

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School	<input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	creation and implementation of PLCs: Curriculum Coordinator, Literacy Coach and Library Media Specialist (Professional Salaries and Benefits). 4. Instructional Materials
Other Evidence-Based Intervention (Tier I, II, III, or IV)	231,002	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>1. <u>Multi Tiered System of Supports (MTSS)</u>: The State Reserve Grant was also utilized to further support the social emotional and academic deficits of our students. Professional development for our MTSS Committee will be provided through internal support (Curriculum Coordinator and Literacy Coach) funded through the ESSA, ESSER-3 and State Reserve Grants. This Committee directly supports teachers and students who are struggling with academic and behavioral challenges. The School Psychologist who coordinates this Committee is also supported through GEER, and State Reserves. To ensure that MTSS meets the needs of our homeless and foster student populations, the Coordinator of these programs will be included within the planning committee. The State Reserves Grant will support this need.</p> <p>1. <u>Social Emotional Benchmarking (BIMAS-2)</u>: CM has begun the process of benchmarking student's SEL functioning three times yearly through the BIMAS-2. The MTSS Committee will triage the data and work with teachers and families to support students in need of intervention. Intervention may include but is not limited to the following: referral for outside services, further assessment (lethality assessment), further academic assessment, targeted social skills training, small group counseling, individual school based counseling, dialectical behavioral therapy group.</p> <p>A portion of the cost for this assessment will be supported by the State Reserve Grant. The salaries of our support staff (School Counselors and School Psychologists) are supported through the ESSA, CRSSA, ESSER-3 as well. This support allows us to maintain our current staffing despite declining enrollment.</p> <p>Supported Items:</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<ul style="list-style-type: none"> • MTSS Coordinator and Benefits (Category 15, 80) • Homeless Coordinator Salary and Benefits (Category 15) • Foster Care Coordinator Salary and Benefits(Category 15) • School Psychologist Salary and Benefits (Category 15) • BIMAS-2 (Category: 49)
<p>Integrated Social Emotional Learning</p>	<p>160,909</p>	<p><input type="checkbox"/> Primary</p> <p><input checked="" type="checkbox"/> Elementary</p> <p><input checked="" type="checkbox"/> Middle School</p> <p><input type="checkbox"/> High School</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Students with Disabilities</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Students Experiencing Homelessness</p> <p><input checked="" type="checkbox"/> Students in Foster Care</p> <p><input checked="" type="checkbox"/> Migratory Students</p> <p><input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System</p> <p><input checked="" type="checkbox"/> Other Underserved Students</p> <p><input type="checkbox"/> None of the Above</p>	<p>1. <u>Social Emotional Learning</u>: The State Reserve Grant was also utilized to further support the SEL development of our students. CM's Strategic Plan in combination with the needs assessment completed identified this as an area of need for our students. To better support students, the following interventions/supports will be implemented. This initiative is also supported through our ESSA, CARES, ESSER-2, through maintaining high levels of support staff (School Counselors and School Psychologists).</p> <p>1. K-6 Universal Social Emotional Learning Curriculum (Second Step): All students K-6 will receive universal instruction on social emotional competencies through the Second Step Curriculum. This curriculum will be delivered by support staff whose salaries are funded through the State Reserve Grant.</p> <p>1. Responsive Classroom (SEL): The State Reserve Grant will be utilized to support professional development in the area of Responsive Classroom. This research based program is designed to help students and teachers create a set of social and emotional competencies as well as academic competencies.</p> <p>Supported Items:</p> <ul style="list-style-type: none"> • School Counselors Salary and Benefits (Category: 15, 80) • Professional Development Responsive Classroom (Category: 15, 49) • Digital Curriculum (Second Step) (Category: 49)
<p>Curriculum-Aligned Enrichment</p>	<p>195,951</p>	<p><input checked="" type="checkbox"/> Primary</p> <p><input checked="" type="checkbox"/> Elementary</p>	<p><input type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Students with Disabilities</p> <p><input checked="" type="checkbox"/> English Learners</p>	<p>6. <u>ELL Teacher</u>: Support the position of our ELL teacher to allow additional inclusive instruction with the general education classroom for our ELL</p>

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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
Activities		tary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	students. This allows for additional embedded vocabulary instruction and targeted skill development within the general education setting. Supported Item: <ul style="list-style-type: none"> • Special Education Teacher Salary and Benefits (Category: 15) 7. <u>Special Education Teacher</u> : Support the addition of an additional special education teacher at the elementary level. This position allows for a greater level of inclusive instruction for students with disabilities. This allows for greater differentiation and targeting of skills in need of development. Supported Item: <ul style="list-style-type: none"> • ELL Teacher Salary and Benefits (Category: 15)

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.

Cato Meridian will monitor and evaluate the effectiveness of the identified strategies through the following means: The Professional Development Committee, School Improvement Teams, MTSS and Administrative Teams. These teams will review student data quarterly as well as at the end of the school year. The data reviewed will include but will not be limited to the following: student academic assessment data (benchmarking, summative and state assessments), student behavioral assessments (BIMAS-2), discipline data, attendance data, quarantine data (student absences as well as quarantine instruction participation), parent survey and anecdotal information, teacher survey information as well as feedback from our community. In addition to these means, the teams will review Free and Reduced Lunch numbers, initial referrals to CSE, homeless student numbers as well as ELL assessment results.

From this yearly review, the Teams will determine if adjustments are needed in our Federal Stimulus Plan to better address areas of concern. Any needed changes will be made to the plan following this review. Any changes to said plan will be communicated to faculty and staff through faculty meetings, parents through modifications to the plan posed on the website as well as through Board of Education reviews.

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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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	1219360
Anticipated Number of Students Served	840
Anticipated Number of Schools Served	2

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.

(No Response)

6.

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

Budget_Narrative State Reserve Grant.docx

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: 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 Cato-Meridian Central Schools developed an extended day program to support students in the Elementary and Jr. Sr. High School buildings. The Elementary Program was designed to support students in need of targeted skill development as well as enrichment. Students were identified for participation based on a comprehensive assessment of their benchmarking assessments, attendance history, quarantine history, teacher reports, parent reports and social emotional benchmarking. The students will participate in a 30 week before school program within teacher groups of 10:1.

The following interventions will be implemented within the program: Really Great Reading and Souday Systems. Two interventions that are research based and provide explicit phonetic instruction to struggling readers. In addition, funding was utilized to support the purchase of decodeable readers to provide students with opportunities to improve their reading fluency.

The Curriculum Coordinator will provide targeted professional development to the teachers delivering the program. They will also support the student selection process as well as development of enrichment activities.

At the Jr. High School Level, the extended day program model is high dosage tutoring/acceleration. Teachers will provide targeted credit recovery and tutoring support to students who are in danger of not passing their courses. Grades and the results of benchmark assessments will be utilized to identify students in need of intervention. Credit recovery will be delivered through in person tutoring as well as with the use of an online tool. The Curriculum Coordinator will support teachers in developing appropriate instructional focuses and in accessing and developing appropriate materials. The School Counselor will assist teacher teams in identifying students in need of intervention.

This extended day initiative is further supported by the PLC Initiative supported by the State Reserves Grant and by the support of our instructional personnel who are funded through the ARP-ESSER 2 and Title 1A and Title 2A fund sources. The instructional personnel who are funded provide all teachers with direct professional development including those who work with ELLs, SWDs and other student groups such as low SES, migrant and foster care.

Supported Items:

Elem: Teacher Stipends and Teacher Retirement Contributions (Category: 15,8)

Curriculum Coordinator Salary and Retirement Contributions (Category: 15,80)

Instructional Materials (Really Great Reading, Decodeables) (Category: 45)

Jr. Sr. High: Teacher Stipends and FICA (Category: 15,80)

Curriculum Coordinator Salary and FICA (Category: 15, 80)

School Counselor Salary and FICA (Category: 15, 80)

- 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.**

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
Curriculum-Aligned Enrichment Activities	182,729	<input 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 checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	30 week extended day program that provides targeted students with targeted research based literacy intervention in addition to enrichment activities to support skill development.
Tailored/Individualized Acceleration	61,150	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Credit Recovery tutoring with certified teachers. Tutoring is specifically designed to support students understanding of specific content in addition to recover credit. Teacher Stipends and a portion of the salaries of Curriculum Coordinator and School Counselor (7-12) were included to support this initiative. The School Counselor will work with teachers to identify students in need of credit recovery. The Curriculum Coordinator will support Teachers in designing and implementing appropriate instruction.

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 effectiveness of the selected programs will be monitored every six months to ensure that the interventions implemented respond to students' social emotional, mental health and academic needs. At the Elementary School Level, student benchmarking assessments as well as formative assessment collected within the program will be utilized to monitor student progress. In the event that students are not making instructional growth, the Curriculum Coordinator will work with teachers to adjust instructional focuses and interventions. At the end of each year, student attendance, parent surveys, student assessment data and teacher surveys will be collected and evaluated. Information regarding the programmatic impact will be shared through the following means: Faculty Meetings, School Improvement Teams, MTSS Meetings, PLC Meetings, BOE Meetings. In addition, public comment will be available at all times through ARP@catomeridian.org.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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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	243879
Anticipated Number of Students Served	100
Anticipated Number of Schools Served	2

- 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.

FS 10 Comprehensive After School .pdf

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

CM Budget Narrative _ Extended Day Programming.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.**

Summer Learning and Enrichment

Cato-Meridian Central Schools will be delivering a full day summer learning and enrichment program for students at the elementary level. The program will consist of academic focus and enrichment in the morning with a focus on social emotional learning, creative arts and physical activity in the afternoon. This program will provide students with a 10:1 student teacher ratio. Students will receive targeted reading instruction (Really Great Reading, Heggerty and Souday Systems) as well as math instruction (Bridges in Math Intervention). Enrichment and STEM activities will be integrated through by the library media specialist. The program will also engage students in field trips tied to curriculum and visiting artists. This program was designed to support students in all groups, including students with disabilities, ELLS, foster care and homeless students. Transportation will be provided as will meals. Students will all receive a tshirt to allow for the development of a sense of shared community as well as to support easy identification and safety of students during field trip activities.

In addition, a summer learning transition program will be embedded to support students in transitioning from sixth grade to seventh grade. The Link Crew program will be utilized to support freshmen in their transition to high school. Link Crew's goal is to provide schools with a structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education. Through this program, freshmen learn that people at school care about them and their success and leaders experience increased self esteem as well as overall character development. Link Crew is the high school transition program that will increase attendance, decrease discipline referrals and improve academic performance at your school. Students will all receive tshirts to increase the sense of community and belonging as well as to allow for greater recognizability and build recognition for the program.

Cato-Meridian will continue to offer a summer school for 9-12th grade students through a partnership with BOCES. This program will be supported through traditional revenues sources. This program is in alignment with the initiatives laid out in the State Reserve Plan. The focus is on the development of academic and social emotional skills whil increasing the capacity of our staff to support all children more effectively.

- 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.**

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
Tailored/Individualized Acceleration	6,903	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <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 checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>In addition to this, the Summer Learning and Enrichment plan will be utilized to support Regents Review for students in 9-12 to support those students in need of targeted tutoring prior to the Regents assessments in August.</p> <p>In addition, the Link Crew program will be utilized to support students entering 9th grade in their transition to high school. Link Crew's goal is to provide schools with a structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education. Through this program, freshmen learn that people at school care about them and their success and leaders experience increased self esteem as well as overall character development. Link Crew is the high school transition program that will increase attendance, decrease discipline referrals and improve academic performance at your school.</p> <p>Supported Items:</p> <ul style="list-style-type: none"> • Teacher Stipends Regents Review (Category 15) • Link Crew Stipends (Category 15) • Incentive Materials Link (Category 45)
Curriculum-Aligned Enrichment Activities	236,976	<input 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Cato-Meridian Central Schools will be delivering a full day summer learning and enrichment program for students at the elementary level. The program will consist of academic focus and enrichment in the morning with a focus on social emotional learning, creative arts and physical activity in the afternoon. This program will provide students with a 10:1 student teacher ratio. Students will receive targeted reading instruction (Really Great Reading, Heggerty and Sondag Systems) as well as math instruction (Bridges in Math Intervention). Enrichment and STEM activities will be integrated through by the library media specialist. The program will also engage students in field trips tied to curriculum and visiting artists. This program was designed to support students in all groups, including students with disabilities, ELLS, foster care and homeless students. Transportation will be provided as will meals.</p> <p>A summer learning transition program will be embedded to support students in transitioning from</p>

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
				<p>sixth grade to seventh grade. Students at the middle school level (grades 7 and 8) will have the opportunity to participate in a skill development summer school program designed to support their transition. Students will be engaging in academic intervention and academic success strategy instruction (example AVID Strategies). Social emotional support, STEM and enrichment activities will be embedded within this program.</p> <p>Supported Items:</p> <ul style="list-style-type: none"> • Teacher Stipends and FICA (Category: 15, 80) • Supplies for Transition Program (Category: 45) • Professional Development Teacher Pay (Category 15) • SEL Middle School Program (Category: 49)

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

Monitor Effectiveness / Ongoing Communication

The effectiveness of the selected programs will be monitored at the end of each summer school session to ensure that the interventions implemented respond to students' social emotional, mental health and academic needs. Student benchmarking assessments as well as formative assessment collected within the program will be utilized to monitor student progress. In the event that students are not making instructional growth, the Curriculum Coordinator will work with the Administrative Team and Teachers to adjust instructional focuses and interventions.

At the end of each year, student attendance, parent surveys, student assessment data and teacher surveys will be collected and evaluated. Information regarding the programmatic impact will be shared through the following means: Faculty Meetings, School Improvement Teams, MTSS Meetings, PLC Meetings, BOE Meetings. In addition, public comment will be available at all times through ARP@catomeridian.org.

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

	Amount
LEA Allocation	243879
Anticipated Number of Students Served	150
Anticipated Number of Schools Served	2

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

C-M Summer Learning and Enrichment FS10 Signed.pdf

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

Budget_Narrative Summer Learning.docx