

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

Summary & Background

EQUALITY CHARTER SCHOOL

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SUMMARY & BACKGROUND

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

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

Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Gabriel Park	Gabriel.park@equalitycharterschool.org	9/30/21
LEA Board President	Ed Hubbard	Ed.hubbard@equalitycharterschool.org	9/30/21

ARP-ESSER Allocation - Construction-Related Costs

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

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

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

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

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

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

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

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

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

After a review of student needs, the school leaders outlined the initial plan for use of ARP funding. The plans for using ARP funds were then discussed in open meetings including Equality staff, executive team and Board as well as meetings and townhalls with parents, students, and community partners. These constituents were also provided with surveys in order to gain a broader set of perspectives. After receiving feedback and amending accordingly, ARP funding assumptions and expense projections were itemized in the budgets for the appropriate fiscal years. The budget for FY22 received Board approval in June of 2021. Every six months we will formally reopen the discussion of the budget to ensure that it remains reflective of community need and is open to community feedback in a public forum.

- 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.**

www.equalitycharterschool.org

The plan will be posted on our website for all to view and will also be made available electronically to any stakeholders who request it directly.

ARP-ESSER LEA Base 90% Allocation - Program Information

ARP-ESSER Application: Part 2 - ARP ActLEA 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.**

As the school implements its plan to reopen school for in-person learning, a small amount of ARP funding will be used to cover the cost of COVID testing as well as air purifiers, masks, and sanitizer. These expenses are limited as the majority of expenses related to prevention and mitigation strategies are covered by other sources of funding. Aligned with CDC guidelines on prevention and mitigation strategies, these tools will be combined with other strategies to be implemented such as social distancing, testing, etc., to reduce the spread of COVID-19 and therefore promote a healthy and safe in-person learning environment.

- 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.**

Equality will identify scholar needs and progress through internal assessments, classroom observation, and regular scholar centered data workshops conducted by academic and socio-emotional school staff supports. Many tools are being used this year to help us identify scholar needs and to monitor progress throughout the intervention/support work.

Remedial Reading

At the Middle School this fall, we used Acadience Reading to assess scholar needs and to identify, in detail, the areas of challenge for all scholars. Scholar remedial reading groups were developed from that data to ensure teachers could support scholars with similar needs in small, homogenous groups (1-3 scholars). Scholars who do not need to be part of the formalized intervention program are still receiving reading comprehension support during the Literature Circles segment of their Humanities period. At the HS, scholars who need to be part of our reading intervention program are identified by the Reading Inventory (RI, from HMH) and supported by anecdotal data from classroom teachers and one-on-one evaluations from the reading teacher (upon referral). Acadience and the RI are used periodically throughout the year to monitor progress for scholars who are enrolled in the intervention program.

To identify scholars for our math remediation program at the Middle School this fall, we used the MI (Math Inventory - HMH) along with early classroom performance and teacher referrals. Scholar intervention groups were developed from that data. Scholar progress is monitored through periodic RI testing, classroom assessments, and daily tracking of remediation objective mastery (e.g., exit ticket). The High School provides math intervention support during their Saturday Academy program. We use a combination of assessment grades, report card grades, and teacher recommendations to identify scholars for this program and to monitor their progress.

Intervention/Support Inside the Classroom for all Core Classes

All core courses at both the Middle School and High School administered either September baseline assessments or use pre-unit assessments to determine pre-requisite mastery levels. Some assessments were internally created and others used outside resources/tools (e.g., In Sync from Eureka for math pre-module assessments). All core subject teachers use their baseline assessments as a frequent metric of comparison to their ongoing assessments. We devote time to assess our scholars formally, through Interim Exams - about 3-4 times per year, to monitor their progress toward final State Exam assessments scheduled in the spring. Our Interims are internally created and are based on questions from previous State Exams (i.e., Regents, 6-8 ELA and Math, Science 8).

Saturday Academy

At both schools we offer Saturday supplemental support for scholars who we invite to participate and who elect to enroll. Scholars are invited based on a combination of factors, including assessment grades, report card grades, and teacher recommendations. Course offerings include: Algebra 1, Geometry, Living Environment, Earth Science, Global History 1, English 2. In the spring, we will add the other Regents courses to provide support before the exam (i.e., Chemistry, U.S. History, Algebra 2).

Within each of these interventions and assessments, necessary accommodations will be made on behalf of students with diverse learning needs, including students with disabilities and multi-lingual learners.

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.**

A substantial majority of ARP funds will be used for additional staff to address learning loss and to provide social-emotional supports for scholars upon their return to school. Additional teachers will be hired in each facility (our school has 2 locations which are split by grade level: Middle and high) to provide more targeted instruction and interventions both in and out of classrooms. Teachers will also be provided with stipends for summer school instruction provided for all students who did not meet proficiency standards in the prior year. An additional Counselor will also be covered by ARP-funding to enable us to increase services and SEL programming provided for all students, but especially for those who continue to experience pandemic-related stress or trauma.

Professional development focusing on instruction and social-emotional programming will be provided to support teachers in implementing the interventions and programming described above. The cost of data management software will also be covered to better enable teachers and staff to make data-informed instructional and programmatic decisions.

- 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.**

Funds that are not spent directly on learning loss remediation will be spent to purchase educational technology and to defray some of the additional operational costs incurred as a result of the pandemic. As students have gone through a tumultuous time, the use of data to track their progress and provide intervention has become increasingly important. In addition, with additional funding comes new responsibilities for stewardship – including the timely and organized spending of funds in order to carry out the school's goals. Following this: funds will also be used to support operational expenses such as the use of funds for our single audit, grant management, IT support and data analysis through tableau. As a result of these funds we expect to see:

- Increased frequency of data uses to inform instruction
- Increased frequency of technology integration into the classroom
- Sustained fiscal solvency and operational excellence

ARP-ESSER Application: Part 2 - ARP Act

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

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.**

We will strive to ensure that the disproportionate impact of lost instructional time for certain populations of scholars will be effectively addressed through our interventions in multiple ways. Our scholar centered data workshops intentionally coordinate input and responses from teachers, culture support, guidance, social work and other relevant staff to identify at-risk or struggling scholars. Parent outreach, communication and engagement, including work through our PTSSO, provides additional insight into the effectiveness of our interventions.

Equality has a variety of plans in place to respond to the needs of scholars who have been disproportionately impacted by the pandemic. Below is a description of the major programs in place.(Note: We are about 75% FRPL and 100% students of color. We approach our programming decisions as if all scholars are impacted by issues of equity and economic disadvantages. Most of our responses to these special population groups are absorbed in our GenEd programming.)

- All scholars have been issued Chromebooks for the year. Those who needed it were also supplied with hot spots. This use of funds responds to the needs of students from low-income families.
- We administered a Social-Emotional Screener this fall to identify scholars who are at risk and might have otherwise gone undetected. This addresses the needs of low-income students as well as other at-risk students such as students of color, students with disabilities, homeless students and those in foster care.
- Our counselors determined a follow-up plan for every scholar who was flagged as moderate or high concern (e.g., appointment with counselor, phone call home, classroom observations, monitor through teacher feedback). The Social-Emotional Screener will be administered again at the middle and end of the school year. This addresses the needs of low-income students as well as other at-risk students such as students of color, students with disabilities, homeless students and those in foster care.
- We increased staffing in Counseling/Psychology/Social Work to ensure we have sufficient support to carry the needs of all scholars. At the High School we have 1 Social Worker (12 month contract), 1 Social Work Intern, 4 Guidance Counselors. At the Middle School we have 1 Social Worker and 1 School Counselor. We have 1 School Psychologist who works across both schools. This addresses the needs of low-income students as well as other at-risk students such as students of color, students with disabilities, homeless students and those in foster care.
- At the High School, we offer 24 hour/day online tutoring in all content areas, including the option for tutors in a non-English language. This support helps to address the needs of English Language Learners, students with disabilities and other struggling learners.
- At both schools we have an ELL Teacher/Coordinator who teaches ESOL as a separate course and who pushes into courses of high demand (larger number of beginning ELLs and high stakes, high challenge courses - like ELA). The ELL Teacher/Coordinator is also a liaison and advocate for all ELL scholars (between scholar and other teacher, between school and family, between scholar and outside resources). ELLs are among the top priority on the invite list for Saturday Academy and other remediation programs.
- Students With Disabilities (SWDs), a large sub-population at Equality - about 27%, receive a lot of additional support, particularly with the impact of the pandemic in mind. A high level of individualized support is part of our program, including frequent communications with families, internal Psycho-Educational testing for optimal IEP development, periodic home visits (when special problems manifest that might benefit - like frequent absences), differentiated instruction, SETSS, ICT, and top priority on invite list for Saturday Academy and other remediation programs.
- Individual accommodations are made and developed on a case-by-case basis for students experiencing homelessness and children in foster care. Our Social Workers/Counselors act as advocates for these scholars and facilitate meeting all of their needs throughout the building. We do not have a migratory student population.

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

ARP-ESSER Return to In-Person Instruction

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

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

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

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

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

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

<https://docs.google.com/document/d/1o-cuhCgGLzlxW6jQwhDwwhky1XwZ2Gb3aOQGv-OgcTY/edit>

The reopening plan is available on our website and can also be made available electronically for direct submission to anyone who requests a 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.

Plans for in person instruction, academic achievements and financial expenditures will be discussed at public meeting at least once every six months. Public comment will be collected in meeting minutes and/ or survey responses, where appropriate. Once feedback is received, the board and school leadership team will cross reference it with the school's plan to determine if a change of action is necessary. When changes are needed to meet community need, the plan will be updated and re-posted to the school's website.

ARP-ESSER Application: Part 2 - ARP Act

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 (\$)	2,462,894
Total Number of K-12 Resident Students Enrolled (#)	640
Total Number of Students from Low-Income Families (#)	525

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

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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.	5,137
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	192,393
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	133,650
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.	539,478
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	1,492,438

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.	15,000
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.	19,700
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.	65,098
Totals:	2,462,894

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.**

ARP FS-10_Equality signed.pdf
 ARP FS-10_Equality signed rev.pdf

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

ECS - ARP budget narrative.docx
 ECS - ARP budget narrative rev.docx

- 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	1,917,000
16 - Support Staff Salaries	0
40 - Purchased Services	166,403
45 - Supplies and Materials	179,500
46 - Travel Expenses	0
80 - Employee Benefits	184,991
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	15,000
Totals:	2,462,894

= Required Field

Local Agency Information			
Funding Source:	<input type="text" value="ARP-ESSER"/>	<input type="text"/>	
Report Prepared By:	<input type="text" value="Gabriel Park"/>		
Agency Name:	<input type="text" value="Equality Charter School"/>		
Mailing Address:	<input type="text" value="4140 Hutchinson River Parkway East"/>		
	<input type="text" value="Street"/>		
	<input type="text" value="Bronx"/>	<input type="text" value="NY"/>	<input type="text" value="10475"/>
	City	State	Zip Code
Telephone # of Report Preparer:	<input type="text" value="718-490-1011"/>	County: <input type="text" value="Bronx"/>	
E-mail Address:	<input type="text" value="gabriel.park@equalitycharterschoo.org"/>		
Project Funding Dates:	<u>3/13/2020</u> Start	<u>9/30/2024</u> End	

INSTRUCTIONS

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

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$1,917,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Summer School Teachers (21-22) - stipends	20.00	\$6,000	\$120,000
Teacher (21-22)	1.00	\$100,000	\$100,000
Teacher (21-22)	1.00	\$100,000	\$100,000
Math Teacher (21-22)	1.00	\$90,000	\$90,000
Teacher (21-22)	1.00	\$85,000	\$85,000
Summer School Teachers (22-23) - stipends	20.00	\$6,000	\$120,000
Teacher (22-23)	1.00	\$100,000	\$100,000
Teacher (22-23)	1.00	\$100,000	\$100,000
Math Teacher (22-23)	1.00	\$90,000	\$90,000
Teacher (22-23)	1.00	\$85,000	\$85,000
Summer School Teachers (23-24) - stipends	20.00	\$6,000	\$120,000
School Counselor (23-24)	1.00	\$80,000	\$80,000
Teacher (23-24)	1.00	\$100,000	\$100,000
Teacher (23-24)	1.00	\$100,000	\$100,000
Math Teacher (23-24)	1.00	\$90,000	\$90,000
Teacher (23-24)	1.00	\$85,000	\$85,000
Teacher (23-24)	1.00	\$85,000	\$85,000
Summer School Teachers (24-25) - stipends	22.00	\$6,000	\$132,000
School Counselor (July - Sept 2024)	0.25	\$80,000	\$20,000
Teacher (July - Sept 2024)	0.25	\$100,000	\$25,000
Teacher (July - Sept 2024)	0.25	\$100,000	\$25,000
Math Teacher (July - Sept 2024)	0.25	\$90,000	\$22,500
Teacher (July - Sept 2024)	0.25	\$85,000	\$21,250
Teacher (July - Sept 2024)	0.25	\$85,000	\$21,250

PURCHASED SERVICES			
Subtotal - Code 40			\$166,403
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Virtual Meeting Platform (21-22)	Zoom	100% of cost	\$7,131
Virtual Meeting Platform (22-23)	Zoom	100% of cost	\$7,131
Virtual Meeting Platform (23-24)	Zoom	100% of cost	\$7,131
Professional Development- virtual coaching, classroom visits and lesson planning	Fran Corvasce	\$1,105/mth for 10 mths	\$11,050
Professional Development -ELL instruction	Elevated Learning	\$514/mth for 10 mths	\$5,140
Professional Development - Race in the Classroom	Center for Racial Justice in Education	100% of cost	\$24,000
Single Audit (FY23) - completed in summer 2023	BDO	100% of cost	\$15,000
Single Audit (FY24) - completed in Summer 2024	BDO	100% of cost	\$15,000
Grants Management Support	CSBM	\$185/hr x 27.5405 hours	\$5,095
Covid Testing & Screening	ATC Testing and screening services, LLC	100% of cost	\$11,200
IT Support (21-22) for maintenance of student and staff devices	Performance Connectivity	Average of \$125/hour x 80 hours	\$10,000
IT Support (22-23) for maintenance of student and staff devices	Performance Connectivity	Average of \$125/hour x 80 hours	\$10,000
IT Support (23-24) for maintenance of student and staff devices	Performance Connectivity	Average of \$125/hour x 80 hours	\$10,000

Data management software	Tableau	100% of cost	\$28,525
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SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$179,500
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Masks (cases)	20.00	\$375.00	\$7,500
Sanitizer (cases)	5.00	\$200.00	\$1,000
Chromebooks	600.00	\$250.00	\$150,000
Licenses for Chromebooks	600.00	\$35.00	\$21,000

Employee Benefits		
Subtotal - Code 80		\$184,991
Benefit		Proposed Expenditure
Social Security		\$118,854
Retirement	New York State Teachers	
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation		\$19,170
Unemployment Insurance		\$19,170
Other(Identify)		
Medicare		\$27,797

EQUIPMENT			
Subtotal - Code 20			\$15,000
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Air Purifiers	3.00	\$5,000.00	\$15,000

Finance: Logged _____

Approved _____

MIR _____

BUDGET NARRATIVE

LEA: Equality Charter School	FOR TITLE: ARP funds
BEDSCODE: 321100860956	

**** 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 Professional Salaries	<p><i>The school hired a Guidance Counselor to address social emotional needs and trauma resulting from the pandemic. ARP funding will cover 1 FTE of the annual salary of \$80,000 for the 2023-24 school year and 0.25 FTE for the 2024-25 school year, for a total of \$100,000.</i></p> <p><i>The school will utilize ARP funding to cover 1 FTE of the annual salary for 4 teachers in 2021-22 and 2022-23, 1 FTE for 5 teachers in 2023-24, and 0.25 FTE for 5 teachers in the 2024-25 school year as follows:</i></p> <p><i>2021-22:</i> <i>Teacher: 1.0 FTE = \$100,000</i> <i>Teacher: 1.0 FTE = \$100,000</i> <i>Teacher: 1.0 FTE = \$90,000</i> <i>Teacher: 1.0 FTE = \$85,000</i></p> <p><i>2022-23:</i> <i>Teacher: 1.0 FTE = \$100,000</i> <i>Teacher: 1.0 FTE = \$100,000</i> <i>Teacher: 1.0 FTE = \$90,000</i> <i>Teacher: 1.0 FTE = \$85,000</i></p> <p><i>2023-24:</i> <i>Teacher: 1.0 FTE = \$100,000</i> <i>Teacher: 1.0 FTE = \$100,000</i> <i>Teacher: 1.0 FTE = \$90,000</i> <i>Teacher: 1.0 FTE = \$85,000</i> <i>Teacher: 1.0 FTE = \$85,000</i></p> <p><i>July – September 2024:</i> <i>Teacher: 0.25 FTE = 25,000</i> <i>Teacher: 0.25 FTE = 25,000</i> <i>Teacher: 0.25 FTE = 22,500</i> <i>Teacher: 0.25 FTE = 21,250</i> <i>Teacher: 0.25 FTE = 21,250</i></p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<p><i>In addition, the school will utilize ARP funds to cover Summer School Teacher stipends of \$6,000 for 20 teachers for a total of \$120,000 annually prior to the 2021-22, 2022-23, and 2023-24 school years and 22 teachers for a total of \$132,000 in the summer prior to the 2024-25 school year.</i></p> <p><i>Professional Salaries Total = \$1,917,000</i></p>
<p>Code 16 <i>Support Staff Salaries</i></p>	
<p>Code 40 <i>Purchased Services</i></p>	<p><i>The school has utilized and will continue to utilize Zoom to allow for remote learning and interaction with student and staff during the pandemic. (\$7,131/year x 3 years = \$21,393 -100% of cost)</i></p> <p><i>The school will utilize ARP to provide Professional Development for virtual coaching and lesson planning, ELL instruction, and racial equity in the classroom.</i></p> <ul style="list-style-type: none"> • <i>Fran Corvasce = \$11,050 (\$1,105/month for 10 months in 2023-24)</i> • <i>Elevated Learning = \$5,140 (\$514/month for 10 months in 2023-24)</i> • <i>Center for Racial Justice in Education = \$24,000 (100% of cost in 2021-22)</i> <p><i>The school has utilized an IT company to service student and staff devices at a rate of \$10,000/year for 3 years (\$30,000 total)</i></p> <p><i>The school will utilized ATC Testing and Screening Services LLC, to conduct COVID tests for staff and students on premises at a total cost of \$11,200 (100% of cost).</i></p> <p><i>The school will contract with BDO, LLC. for required single audits as a result of receipt of federal funding over threshold due to additional ARP funding (\$15,000/year x 2 years = \$30,000)</i></p> <p><i>The school will contract with CSBM, Inc. for grant management services. CSBM will work with the school's finance team to ensure fiscal compliance with all federal funding received at a total estimated cost of \$5,095.</i></p> <p><i>ARP funding will also be used to purchase Tableau Software, a student data analysis software, to support and analyze student data and assessments: 1 year at \$28,525.</i></p> <p><i>Purchased Services Total = \$166,403</i></p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 45 <i>Supplies and Materials</i>	<p><i>To ensure continued safety upon return to in person learning, school will purchase cases of masks for students and staff: 21 at \$360 per case = \$7,500</i></p> <p><i>To ensure cleanliness around the building, school will purchase gel hand sanitizers: 5 at \$200/container = \$1,000</i></p> <p><i>ARP funding will be used to purchase the following items to support remote learning for every student:</i></p> <p><i>Chromebooks = 600 at \$250/each = \$150,000</i></p> <p><i>Google Chrome Licenses = 600 at \$35 per license = \$21,000</i></p> <p><i>Supplies and Materials Total = \$179,500</i></p>
Code 46 <i>Travel Expenses</i>	
Code 80 <i>Employee Benefits</i>	<p><i>The school will use ARP funding to cover the cost of benefits for the covered positions of the 4 Teachers, Summer School Teachers, and Guidance Counselor, as follows:</i></p> <p><i>Social Security: \$118,854</i></p> <p><i>Worker's Compensation: \$19,170</i></p> <p><i>Unemployment Insurance: \$19,170</i></p> <p><i>Medicare: \$27,797</i></p> <p><i>Employee Benefits Total = \$184,991</i></p>
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	<p><i>To improve air quality in the school, ARP funding will cover purchase of air purifiers: 10 at \$500/each every year for 3 years = \$15,000</i></p> <p><i>Equipment Total = \$15,000</i></p>