

**ARP-ESSER Application: State Reserves - ARP State Reserves**

Introduction/Instructions - Background Information

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**Background Information**

COHOES CITY SD - 010500010000

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Summary and Background Information

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

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

- Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

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

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

**RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.**

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

- **Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.
- **Tier 2 - Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence

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standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

- **Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies that can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet the sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.
- **Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by

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emailing CARESAct@nysed.gov prior to **November 5, 2021**.

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

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**Submission Instructions**

COHOES CITY SD - 010500010000

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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**ARP-ESSER State Reserve: Assurances**

1. **The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.**

YES, the LEA provides the above assurance.

2. **The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:**
1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
  2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
  3. LEA uses of funds to sustain and support access to early childhood education programs;
  4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
  5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
  6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
  7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

YES, the LEA provides the above assurance.

3. **The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).**

YES, the LEA provides the above assurance.

4. **The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.**

YES, the LEA provides the above assurance.

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5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- YES, the LEA provides the above assurance.
7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- YES, the LEA provides the above assurance.

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**12. The LEA assures that:**

- 1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;**
- 2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;**
- 3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;**
- 4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and**
- 5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.**

 YES, the LEA provides the above assurance.**13. The LEA assures that:**

- 1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;**
- 2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;**
- 3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and**
- 4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.**

 YES, the LEA provides the above assurance.**14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.** YES, the LEA provides the above assurance.



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15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.

 YES, the LEA provides the above assurance.

16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

 YES, the LEA provides the above assurance.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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**ARP-ESSER State Reserves: Intent to Apply**

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Stacy Mackey	smackey@cohoes.org	09/22/2021
LEA Board President	Margaret Giller	Mgiller@cohoes.org	09/22/2021

**ARP-ESSER Application: State Reserves - ARP State Reserves**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.**

The Cohoes City School District incorporated a series of meetings to engage stakeholders in the ARP plan development. Throughout the spring the Superintendent and School Business Official met with district directors, building administrators, teacher leaders, and building shared decision making teams comprised of teachers, support staff, and parents. Stakeholders provided input regarding the needs of students as they returned to school in the fall as well as health and safety protocols to be followed. Needs were recorded in a template focussing on the priority areas of assessing and accelerating student learning, health and safety, technology access and integration and social-emotional health and well-being. Stakeholder feedback was then solidified into the district plan which was reviewed by with union leadership and the districtwide American Rescue Plan Committee. In addition, plans were posted on the district website with a section for input by staff, parents and the broader community. Feedback was read and shared with the committee and incorporated into the plan. The plan was also shared at a Board meeting with further opportunity for feedback.

The Cohoes City School District will continue to engage stakeholders through a schedule of meetings. Public feedback will be solicited via our website prior to the meetings. A mid year review will also be provided at a Board of Education meeting with opportunity for public comment. A Return on Investment process is also incorporated through implementation to give stakeholders and District leaders the opportunity to evaluate the success of the plan.

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.cohoes.org/wp-content/uploads/2021/12/Cohoes\\_ARP- State Reserves.pdf](https://www.cohoes.org/wp-content/uploads/2021/12/Cohoes_ARP- State Reserves.pdf)

**ARP-ESSER Application: State Reserves - ARP State Reserves**

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

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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.**

The LEA will support ongoing engagement with parents and families in a variety of ways:

Progress reports will be sent home to all students. Parents of students who receive Academic Intervention Services will also receive AIS reports from their child's AIS provider detailing needs and progress.

Time will be set aside for individual parent conferences, in which parents, teachers and students (when appropriate) can discuss identified student needs, areas of growth and supports as needed.

Parent sessions will be held to provide assistance to families to support student success.

Opportunities for parent feedback will also be provided via the use of a districtwide survey.

**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.**

The Cohoes City School District utilizes a comprehensive Multi-Tiered System of Supports (MTSS) approach to develop differentiated and individualized interventions to address the social, emotional, mental health, and academic needs of our students. Various web-based formative assessments including NWEA MAP assessments and i-Ready assessments in ELA and Math have been utilized along with teacher-made formative assessments, academic progress reports, student attendance data, and student discipline data to assess individual student needs. Instructional Support Teams (IST) at each building led by the building principal and consisting of school psychologists, social workers, teachers oversee the MTSS process. During this process student data is disaggregated and viewed by subgroup performance, including students from low-income families, students of color, English learners and migratory students, children with disabilities, and students experiencing homelessness and in foster care. Subgroup and individual student data (including demographics) is reviewed to make student recommendations, dedicate resources for tiered interventions, and ensure progress is monitored and communicated with families (example: the results of each i-Ready ELA and Math assessment is sent to parents electronically via Parent Square, our parent, and family communication system. These reports are also translated into multiple languages to suit each family's primary language. Additionally, quarterly interim and quarterly grade reports are sent electronically as well (97% of our families are enrolled in Parent Square).

**ARP-ESSER Application: State Reserves - ARP State Reserves**

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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- The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

The Cohoes City School District developed an Instructional roadmap during the Spring of 2021 and created a framework of evidence-based instructional practices that address opportunity gaps, student growth, and achievement. The foundation for this plan was each Building Leadership Team's (BLT) development of their school's comprehensive building plan and collaborating districtwide, creating a unified approach in instructional practices. The ARP Lost Instructional Time Application focuses on raising student achievement through summer learning and tailored and individualized acceleration for instructional delivery.

Planning processes for all plans and grant applications are a collaborative effort and do not occur in isolation. Planning activities associated with the CARES Act focused primarily on the impact COVID 19 had on finance, the physical plant and associated ventilation and virus transmission risks, access to food and nutrition and equity. CRRSA allowed for some class-size reductions to accommodate social distancing requirements, increasing our support staff to assist children at-risk, increasing access to technology for remote learning, and purchasing PPE. Advisory committees led by the Assistant Superintendent were comprised of faculty members, administrators and support personnel and reported out to the Superintendent who presented the findings to the BOE.

Planning activities associated with ESSA include an annual comprehensive needs assessment process that focuses on student deficits in core content with corresponding instruction in literacy and math aligned with the Next Generation Standards. The ESSA application is aligned with the development of school-wide building plans, and the ongoing review by our Building Leadership Teams, Teacher Leaders, Building Principals, Assistant Superintendent, Superintendent and using building walkthroughs, in-person classroom observations, and student performance on formative assessments, standardized assessments (NWEA MAP, i-Ready) tools, and Regents content area assessments.

Planning for the ARP Reserve Funding focused on a more student-centered approach to success utilizing tailored and individualized acceleration models as program redesign models during the school day, after-school programming, summer school programs at all levels, curriculum writing, and development.

Summer school and after-school programs are not limited to students not meeting grade-level expectations but instead focus on short-term and targeted tutoring, curriculum monitoring through Instructional Support Teams, and access to summer programs that are holistic, engaging, and provide social-emotional support. The Cohoes City School District will use the following evidence-based interventions to address lost instructional time:

K-12 Summer Learning Programs with academic and social-emotional focus. Students are provided access to free breakfast and lunch, taught by highly qualified and certified teachers, participate in hands-on/minds-on activities, and participate in mindful and or physical activities.

Smaller class sizes in Kindergarten to deliver support to those students who could not attend U-PK. This need was identified based on Kindergarten screenings.

Curriculum writing to create tiered AIS instruction aligned to individual student needs. This was identified as a need-based on i-Ready reading and math data, student work completed in the previous year, deficiencies identified in trimester (elementary), and quarterly reports (secondary).

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

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Provide personalized instruction and social-emotional support to middle school students via a "Check and Connect" program during the school day in a small group setting.

Deliver AIS supports to students during and after the school day using i-Ready (Data-Driven Instruction in reading and math)

Provide Foundations as a universal supplemental curriculum at all three elementary schools to enhance comprehensive reading, handwriting, and spelling. This was identified as a universal need for students by the elementary BLTs.

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
Comprehensive After School Programming	113,273	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	After School AIS Instruction at all elementary schools. Students will have access and opportunity to receive targeted skill-based tutoring from a certified teacher in reading and math.
Summer Learning and Enrichment Activities	79,951	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Summer programming for students in Kindergarten through grade 8, funded through ARP. Students will receive targeted instruction to close identified instructional gaps. We will use longitudinal i-Ready math and reading data for students entering grades 1 - 8.
Curriculum-	34,518	<input checked="" type="checkbox"/> Primary	<input checked="" type="checkbox"/> All Students	The move to virtual learning as well as mandated



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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Aligned Enrichment Activities		<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	absences due to COVID has resulted in student learning gaps. We are committed to reviewing and adjusting our district's curricular MAPs in ELA, Math, Science, and Social Studies to meet our students where "they are" at their instructional level and provide scaffolded support to meet grade level Next Generation Learning standards..
Tailored/Individualized Acceleration	167,961	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The "Check & Connect" program at the Cohoes Middle School capitalizes on the ability to increase skill acquisition in core subjects during the school day. It put small groups of students with highly qualified teachers who deliver instructional assistance, case management, increased parent contact/communication, and a mentor/mentee relationship.
Tailored/Individualized Acceleration	46,034	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Additional teacher at Harmony Hill for kindergarten to reduce class size to accommodate the learning needs of the students that did not attend pre-K during the COVID year.
Curriculum-Aligned Enrichment	27,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners	Foundations Reading Materials for our Elementary Buildings. Foundations program provides strategies for a comprehensive reading, spelling and

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Activities		<input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	handwriting program in grades Kindergarten, first grade, and second grade. This curriculum can serve all students in a Tier I intervention model (all students) and as a skill intervention at Tiers II and III for older students below grade level.
Comprehensive After School Programming	26,951	<input type="checkbox"/> Primary Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	After School Tutoring Center at the middle school for students to receive small group and individualized instruction by certified teachers. This program focuses on "spiraling back" and pre-teaching skills to assist students during their return to normalcy.
Summer Learning and Enrichment Activities	4,308	<input type="checkbox"/> Primary Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Summer Success Coordinator for our elementary program offerings. This certified educator will coordinate the direct instruction, curricular needs, data collection, and parent communication for our comprehensive elementary summer program.

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

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

The Cohoes City School District will monitor and evaluate the effectiveness of our selected strategies in the following ways:

Students in grades K - 8 will complete i-Ready reading and math assessments three times per year. The comprehensive data results will be accessed by teachers, teacher leaders, principals, assistant superintendent, and superintendent. Instructional Support Teams (IST) at each level, Building Leadership Teams (BLTs), and Teacher Leaders will evaluate student progress and skill acquisition for the Fall, Winter, and Spring testing windows. Teams will be ready to make curricular adjustments, increase the intensity of interventions, and adjust AIS service delivery based on our data returns. Additionally, this will allow us to create a longitudinal data view specific to our recovery needs.

Students in grades K - 8 will complete two NWEA MAP nationally normed assessments (Fall and Spring). This data will be explored and anecdotally compared to our i-Ready assessments, trimester reports (elementary) and quarterly reports (secondary) delivered to parents electronically. These reports identify strengths and weaknesses and are part of the holistic lens we view our students through and help us adjust our delivery of instruction, AIS, curricular selections, afterschool, and summer programming.

In the high-school, we use quarterly reports, formative assessment results, Regents pass rates and scoring data, credit acquisition evaluations, pass/failure rates, and even student work to evaluate student needs for AIS services, credit recovery, targeted interventions, curricular adjustments, and creation of new courses. These needs are evaluated by the high school's Instructional Support Team, Student Success Team, and Principals' Cabinet meetings (they continually explore graduation rate potential, student attendance, behavioral, and counseling referrals).

The Cohoes City School District will communicate successes, needed changes, and minor adjustments to our constituent families in the following ways:

Currently, 97% of our families have opted into Parent Square, our electronic parent communication system. It allows for teachers, building administrators, and central office administrators to communicate to individual families, entire grade levels, or the entire district at once. This has improved our ability to communicate the availability of summer programming, AIS services, after school programming, sharing of individual student data with their families (i-Ready results, student report cards, teacher feedback, and availability of accessible resources). This is our tier I communication system and we have and will communicate frequently concerning academic, social, and emotional topics concerning students at all levels.

In the development of each building's BLT plan, we invite constituent parents to join and participate. These plans are referenced at PTO meetings, community budget meetings, and public BOE meetings.

The Superintendent coordinates each building's BLT presentation to the Board of Education annually. Student performance data is disaggregated according to all grant-funded programs to look for trends and needed program revisions. These are presented to the BOA with frequency at our board meetings and are subject to public comment.

ARP-ESSER Application: State Reserves - ARP State Reserves

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: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB  
RE: ARP-ESSER Application - State Reserves  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

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

4.

**Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

	Amount
LEA Allocation	499996.00
Anticipated Number of Students Served	1810
Anticipated Number of Schools Served	5

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.**

LL ARP 2 Cohoes FS10 Opening.pdf

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.**

State Imp LL allocations 5884.pdf  
Narrative 5 Learning Lost 5884 ARP2.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 District will provide certified teachers as instructional tutors to work with small groups of elementary and middle school students to address the impacts of interrupted instruction and learning loss to meet diverse student needs, The District will ensure that students from low-income backgrounds, students who are struggling and at-risk will have access to this programming. Tutors will focus on English Language Arts and Mathematics utilizing a project-based approach that engages and motivates students. Second Step, an evidenced based social emotional component will also be included through the use of reading and writing and listening activities. Programming will be aligned to skills being focused upon during school-based Academic Intervention or special education as supported by IDEA and ARP-ESSER Plan Part 2 funding.

The Cohoes City School District selected our evidence-based interventions based on relevant student data (formative assessments, i-Ready reading and math data, NWEA MAP data, and attendance data). Our district's Building Leadership Teams, Instructional Support Teams (ISTs), Administrative Cabinet(led by the Superintendent), Elementary Principals Meetings, and Secondary Principals Meetings met to review and reflect on performance data regularly.

- In the chart below, please provide additional information about the planned evidence-interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	100,002	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners	After School AIS Instruction at all elementary schools. Students will have access and opportunity to receive targeted skill-based tutoring from a

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
		<input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	certified teacher in reading and math. After School Tutoring Center at the middle school for students to receive small group and individualized instruction by certified teachers. This program focuses on "spiraling back" and pre-teaching skills to assist students during their return to normalcy.

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 Cohoes City School District will monitor and evaluate the effectiveness of after-school programming through a regular review of student participation, attendance, and behavioral data from the after-school program. Progress reports will be required on each student which will outline their academic progress. Principals or their designees will meet regularly with staff involved in the program to discuss data and determine if additional supports or revisions of existing supports are needed. Student after-school program data will be comparison mapped three times per year against student in-school program data, including i-Ready data to determine transferability of success.

Program changes , based on student need based data, will be communicated internally to staff members and to stakeholders (parenta and community members as appropriate via Parent Square, our electronic communication system. Additionally, important programmatic updates and offerings will be included on relevant social media (Instagram, Facebook, during PTO meetings, to parent participants in our Building Leadership Teams, published curricular catalogs, and our cohoes.org website.

**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - Comprehensive After School

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**1% State-Level Reserve - Comprehensive After School: Fiscal Information**

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB  
 RE: ARP-ESSER Application - State Reserves  
 New York State Education Department  
 89 Washington Avenue  
 Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX.

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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	100002.00
Anticipated Number of Students Served	190
Anticipated Number of Schools Served	4

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.**

1 Comp After School 5883.pdf

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

Narrative 1 After School 5883 ARP3.docx

1 Comp Learning Allocation.pdf

**ARP-ESSER Application: State Reserves - ARP State Reserves**

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

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**1% State-Level Reserve - Summer Learning and Enrichment: Program Design**

Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Schools and districts should design programs that work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. These characteristics include: programs are voluntary, full-day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

- 1. The interventions implemented through the 1% State-Level Reserve for summer learning and enrichment must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for summer learning and enrichment will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

The Cohoes City School District will use evidence-based strategies as the foundation of summer programming and the delivery of instruction. ARP funding will be utilized for the creation and implementation of summer programming focussing on acceleration and intervention rather than traditional remediation services. Instructional activities will involve student choice with hands-on minds-on activities, and greater access to technology (enhancing skillsets for what may come). A Social Emotional Learning component will be included .

Our Summer staff will focus on the identified needs of students using data (see measures below) to drive instruction.

**iReady Math and Reading Skill Measures** - Students scoring below the 30th percentile are recommended for the summer programming. In math, we isolated student skill deficits in the five math domains: number and operations, algebra and algebraic thinking, measurement, and data, and geometry. In reading, we developed interventions for identifying gaps in phonological awareness, phonics, high-frequency words, vocabulary, comprehension, and informational texts. Students received direct explicit instruction in the areas of need.

Our interventions are intentional in regards to our activity planning and focus on meeting learning goals. Administrators, teacher leaders and teachers meet to review data and select evidenced based interventions to meet student needs.

We will align summer program with other sources of funding. PBIS and SEL are supported through ARP funding. We have purchased Second Step (SEL) at the elementary and middle schools through Tille funding. Professional development for teachers is also provided through ARP funding.

- 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**



ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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**impact of lost instructional time.**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	4,700	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Stipend for elementary Summer Success Coordinator to oversee elementary Summer Programming
Tailored/Individualized Acceleration	42,888	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Summer program at the 3 elementary schools focussing on acceleration and intervention based on student needs. . Social emotional component to be included.
Tailored/Individualized Acceleration	52,414	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Summer programming for for middle school students focussing on acceleration and intervention based on student needs . Social emotional component to be included.

**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - Summer Learning and Enrichment

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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.

The Cohoes City School District will dedicate the resources to assist our administrative staff and summer teachers with making reflective and informed decisions while planning future summer programming. Our focus will be to enhance the social, emotional, mental health, and academic needs of our K - 12 students.

We will evaluate the program through monitoring student performance on

**iReady Math and Reading Assessment Scores -**

- **Attendance Data** - We monitor students' attendance closely through the school year and during our summer programming. Parents are contacted when students are not in attendance. Students who are chronically absent are strongly encouraged to attend summer programming.
- **Progress report data** - Each trimester (elementary) and quarterly (secondary).

Program changes will be communicated to stakeholders (parents, staff, Board of Education via Parent Square, our electronic communication system. Additionally, we post important programmatic updates and offerings on socials (Instagram, Facebook, Twitter), during PTO meetings, to parent participants in our Building Leadership Teams, published curricular catalogs, and our cohoes.org website.

**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.

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	100002.00
Anticipated Number of Students Served	1274
Anticipated Number of Schools Served	

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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	Amount
	4

- 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.**

1 Summer Learning 5882.pdf

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

Narrative 1 Summer Learning 5882 ARP4.docx

1 summer allocation 5882.pdf