

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

Summary & Background

ACHIEVEMENT FIRST ASPIRE CHARTER

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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.

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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.

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Introduction/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.

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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 | Neil Shah | neilshah@achievementfirst.org | 08/31/2021 |
| LEA Board President | Deborah Shanley | dashanley838@gmail.com | 09/08/2021 |

ARP-ESSER Allocation - Construction-Related Costs

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

Yes, the LEA does intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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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.

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

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

AF schools follow a process of designing "with" not "for", and as part of designing our response to COVID programming we conducted in-depth surveys of families, students, staff, and school leaders. Over 290 New York parents provided their input via these surveys, and more than 80 expressed interest in participating in 4-hour long "Vision Summit" meetings with network and school leaders. The same opportunities were provided to our Board members and student alumni.

The AF Brooklyn school board received regular updates on reopening plans and ESSER grant development and had opportunities to ask questions and provide feedback. The feedback from all stakeholders resulted in a program that leverages five strategies: 1) designed for physical safety; 2) maximizes each student's experience; 3) adaptive curriculum; 4) strong reading intervention; and 5) leverage eternal partnerships like those to provide tutoring.

Achievement First has prioritized listening and responding to the needs of scholars, families, and staff on a consistent and ongoing basis. Achievement First will continue to engage its stakeholders in defining its most important educational needs resulting from COVID-19 through:

- Virtual Parent and Family Town Halls on scholars' academic progress and recovery, curriculum shifts and interventions, school buildings' safety plan updates, enrichment programming and social emotional resources
- School boards continue to meet on a bi-monthly basis and receive updates on the academic program, non-academic offerings, facilities' health and safety, student and family experience feedback and expenditures
- School leader cohort meetings at each academy level are held 1 to 2 times each month in which Achievement First network leaders and principals meet to discuss the current state of schools, attendance and classroom engagement, share best practices, review the efficacy of elements of the reopening and safety plans and align on necessary actions
- Accessible, two-way communication and coordination among educators and administrators and Achievement First families via the ParentSquare digital tool. The platform was provided by each school facilitates and encourages engagement about daily school happenings, special events and developments, collect and respond to feedback
- Achievement First's technology teams have established remote IT support for scholars and families to engage about the effectiveness of technology aids as part of the educational program. This facility also helps to alleviate stress in connecting by providing device troubleshooting including Chromebooks and MiFis, and stable internet connectivity to support at-home learning via Zendesk tickets. School staff, teachers and scholars continue to receive on-site support for in-person instruction.
- Ongoing outreach to families by Achievement First's School Operations team about non-academic needs including meals, rent and utilities support.

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.

Safe Return to In-Person Instruction and Continuity of Services Plan: <https://www.achievementfirst.org/wp-content/uploads/2021/12/AF-NY-SafeReturnPlan-2.pdf>

The AF Aspire ARP ESSER plan will be posted after the grant application receives programmatic approval.

Families that have additional questions can review the Family FAQs on the website, or complete this form to request more information. The School Operations team will make hard copies of the plan available when requested.

ARP-ESSER LEA Base 90% Allocation - Program Information

ARP-ESSER Application: Part 2 - ARP Act

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

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

Achievement First will ensure the safety and well-being of all staff and students preventing all cases of in-school transmission of COVID-19 in by enforcing compliance with mask wearing at all school sites, physical distancing protocols, limiting the sharing of resources and tools, improving access to effective academic and providing social emotion supports, and facilities' upgrades including frequent deep cleaning and HVAC maintenance and projects mitigate spread via high-touch surface and high-traffic areas through the 2023/24 academic year. Achievement First adopted a two-pronged evaluation and monitoring approach for this goal: (1) extent to which the charter's mitigation practices reflect CDC and state guidance and best practices endorsed by peer organizations; and (2) engaged staff and families through family surveys administered through Parent Square in June - July 2020, and at regular town halls beginning in June 2020 throughout SY21 on our reopening and safety strategies throughout the pandemic. The Needs Assessment revealed that Achievement First must: a. Ensure all safety measures are in place and the school has procured the technology and instructional materials necessary to implement the instructional model. b. Train and hold all staff members accountable to the Achievement First Operational & Safety Parameters. c. Capture & codify examples, images, and videos of best practices & key routines with safety parameters to leverage in training of new staff and teachers. The strategies outlined in this ARP ESSER application reflect the findings of the Needs Assessment as they are comprehensive and integrated to mitigate the spread of COVID at Achievement First by empowering families, scholars, and staff to feel wholly supported whilst holding all members of the school community accountable for the successful re-introduction of in-person instruction at full or near capacity through SY2021/22. The strategies leverage the most up-to-date guidance for health and safety to design programming and create conditions and an environment to facilitate more responsive, effective and forward-looking instructional model parameters.

Stocking and distribution of PPE, sanitizer, 1:1 Chromebooks and laptops preloaded with instructional and engagement software, providing reliable and stable internet access (MiFi devices and plans) to scholars as needed to facilitate hybrid and remote instruction as well as access to additional digital resources to support academic recovery and learning acceleration, for individual sets of instructional and curriculum supplies, and individually assigned computer peripherals including headphones for instructional that is enhanced by digital resources and to limit distractions that impact hybrid/remote synchronous learning. ESSER II and ARP ESSER funding will assist with purchasing adequate supplies of alcohol-based hand sanitizer, sanitizing stations and handwashing units to promote good hand hygiene and ensure the hands of scholars and staff are cleansed between washing, reusable protective face coverings that have been recommended by the CDC to reduce the risk and transmission of bacteria and viruses including COVID-19, disposable face coverings to augment reusable supplies and serve as contingency, disposable latex gloves and gowns to limit transmission and facilitate health checks, handheld temperature scanners and thermometers to check students and staff for fevers before they enter the schools' facilities, and individually packaged student instructional supplies to mitigate the spread of disease among scholars and teachers via shared classroom resources.

Achievement First Directors of School Operations and network leads collaborated to develop operating plans and procedures to ensure school teams are prepared to implement health and safety guidance and resume in-person and introduce hybrid instruction in Fall 2020. The Achievement First Operational Parameters and Safety Precautions have been designed to ensure scholar and staff well-being and mitigate and/ or decrease potential spread of COVID-19. Particular emphasis has been placed on good hand-hygiene, physical distancing, scholar and employee screening and asymptomatic testing, self- monitoring and reporting, disinfecting, and safe disposal of chemicals, additional waste and PPE.

Facilities sanitization, improvements, upgrades and maintenance to mitigate spread via high-touch surfaces and ensure that all Achievement First classrooms maintain adequate air flow for air quality standards in-keeping with CDC guidance and to reduce any risk of airborne spread of COVID-19 inside school facilities.

1. The funding will assist with costs for professional deep cleaning services, acquiring stocks of sanitizing/ disinfecting wipes that are critical for school operations and keeping students and staff safe and healthy during the ongoing COVID-19 public health emergency, and additional commercial-grade cleaning and disinfecting supplies to ensure that classrooms and common areas are effectively cleaned and sanitized. Achievement First has developed a comprehensive facilities and custodial services plan in response to the COVID-19 pandemic and to facilitate the safe reopening. Professional custodial service providers will clean and disinfect frequently touched surfaces at the end of each day using robust cleaning protocols in-line with CDC and Local government recommendations, frequent cleaning of high-touch items and restrooms and the Nurse's Office should be sanitized at least twice a day whilst ensuring that disinfectants are applied/used according to the manufacturers' specifications.
2. Assess all building HVAC systems to ensure they are providing the needed air exchanges, and replace HEPA filters every 6-8 weeks (versus every 20 weeks).
3. Purchase sanitizing units to clean air at HVAC air inlets. Sanitizing units compatible with current HVAC systems will clean air before circulating through heating system. These units are known to kill various viruses including COVID-19.
4. Install stand- alone and large air purifiers to aide in ventilation and mitigate the spread of COVID-19 within Achievement First's classrooms and common areas.
5. Replace traditional water fountains with touchless installations as is best practice in public spaces. Reduces the risk of the COVID spread by eliminating the need for scholars and staff to use hands on high-touch surfaces.

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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.

Achievement First will reduce the number of students who are reading below grade level by 10% at EOY in June 2022 by ensuring that school leaders and teachers are provided with the professional development and additional resources to ensure students are engaged at an individual level, reading intervention blocks are high-quality and 75% of scholars identified as needing a reading intervention have access to and are engaged in programming that extends beyond the traditional school year and/ or day.

Strong Reading: Schools will use existing data and will measure the success of this work by reducing the amount of students who are reading far below grade level, ensuring students who need a reading intervention are in an intervention, and ensuring reading intervention blocks are high quality. Achievement First does not have current proficiency data for comparison as the pandemic forced school closures and the cancellation of state tests in New York.

However, the ultimate indicator of successful implementation of this strategy is meeting Achievement First's ELA and reading proficiency standards: All students will be proficient readers and writes of the English Language. Prioritizing reading means using interventions that are research-based and scientifically proven to teach students to build skills to become proficient readers. This also means ensuring scheduling, staffing, training, coaching, principal and regional superintendent time, and Team Special Services support decisions will focus on improving reading intervention quality.

Tutoring Programs: The new Director of Tutoring Programs will: a) Use data from SY 2020/21 and Summer 2021 to identify the students who are most at risk of academic failure, especially those who are on track to fail 3+ classes; b) Develop and oversee credit recovery programs at the end of every quarter and over the summer; and c) Provide 1:1 advising to the 5-10% of students who are at greatest risk.

To measure the program's success, Achievement First will use the State's SBAC's scores in 2021 as a benchmark, and then use AF's Interim Assessment test #3 in the following years to measure progress towards our goals. Our targets will be: SY22: - Math: learner. SY 2021/22 will prioritize students whose learning has been most adversely affected by remote/hybrid school- school leaders will target classroom assignments to ensure that the strongest teachers are teaching scholars with the greatest needs, Next year, we expect to have more diverse learning needs in every one of our classrooms K-12 than ever before.

1. Use data from SY 2020/21 to identify the students who are most at risk of academic failure, especially those who are on track to fail 3+ classes.
2. Develop and oversee credit recovery programs at the end of every quarter and over the summer.
3. Provide 1:1 advising to the 5-10% of students who are at greatest risk.

To measure the program's success, Achievement First will use the State's SBAC's scores in 2021 as a benchmark, and then use AF's Interim Assessment test #3 in the following years to measure progress towards our goals. Our targets will be: SY2021/22: - Math: Triple proficiency at all 4 schools. - ELA: Increase by 10% points at all 4 schools. SY2022/23: - Math: Increase scores by 5% points from SY 2021/22 in all schools. - ELA: Increase scores by 5% points from SY2021/22 in all schools.

Summer Instruction: Achievement First will provide extended learning by way of a K-12 Summer Academy and the Change Summer AF Camp to reengage youth who have largely been in remote or hybrid learning. This strategy will be implemented in July following SY 2022/23 and SY 2023/24 school year with both the Summer Academy and AF summer camp ending in August.

By the end of Summer Academy programming, at least 90% of students will demonstrate growth on internal assessments. Additionally, at least 80% of students and parents will agree/strongly agree on end-of- summer survey that the program positively impacted them/their student.

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LEA 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.

Achievement First adopted a two-pronged evaluation and monitoring approach for this goal: (1) extent to which the charter's mitigation practices reflect CDC and state guidance and best practices endorsed by peer organizations; and (2) engaged staff and families through family surveys administered through Parent Square in June - July 2020, and at regular town halls beginning in June 2020 throughout SY2020/21 on our reopening and safety strategies throughout the pandemic. Achievement First has also reviewed the best practices of other Charter Management Organizations including Uncommon, KIPP, Success Academy. Achievement First engages on a weekly basis to compare strategies, exchange ideas, and share resources. In the SY2020/21 school year, we saw a significant number of high school students failing core classes due to prolonged remote instruction and other challenges of the pandemic school year. We launched a number of successful interventions, but we are still likely to end the year with 30-35% of students failing at least one course in SY21 and 10-15% failing three or more courses. We know the SY2021/22 school year will be critical for these students; if they get the support they need, they will be able to recover from the challenging pandemic year. If not, they could become permanently off-track in their high school career and be at risk of failure.

The Needs Assessment revealed that Achievement First must:

1. Embrace the mindset that the school will not "do two years in one"- academic recovery must be gradual, intentional, and well-paced for each scholar. Rapid and unrealistic 1-year recovery plans would be grounded in a deficit mindset about students, result in poor pedagogy (e.g. prioritizing procedural shortcuts over conceptual understanding), and lead to burnout for scholars and teachers.
2. Teachers and co-teachers also need to use formative data (pre-assessments, exit tickets, observational data, quizzes) to ensure students master prioritized standards/content (unit outcomes). This means training on how to use data during planning (e.g. unit and daily level) and means shifting more decision making to teachers (in collaboration and with support from coaches).
3. Clearly define and/ or re-define K-12 assessment strategy to reflect the current realities reflecting school closures and the cancellation of state assessments, including redefining which assessments are evaluative vs. formative, which assessments are paced across the network, and ensuring assessment reporting that shows mastery on prioritized standards/content.
4. Be responsive to the needs of scholars and families by providing opportunities for supplementary learning, academic recovery and student enrichment.

Achievement First's Systems and Data team reviewed reading performance data in the current school year to define the scope of the challenge. Here are their findings: Historical Reading Level Trends MS: Historically, over half of tested 6th-8th grade scholars performed below grade level on the STAR assessment. - Across all years, the % of below grade level readers increases by grade (i.e. 5th < 6th < 7th < 8th) - This year, we see a spike in below- grade level readers. It is most significant in the lower grades (5th at +16% points and 6th at +11% points). HS: Across all years and grades, at least two-thirds of tested HS students scored below grade level. - Consistently, the % of far below grade level readers (5+ years below) increases as we move up grades. - While there was a modest increase in % 5+ years below grade level this year (with the exception of 12th grade). In light of low testing rates, it is possible that the true situation is even more concerning. The Needs Assessment also found that both absolute STEP achievement and STEP growth are lower than we would see in a typical school year (31% and .9 levels, as of MOY testing.). Similarly, math assessment data is lower than we would typically see - proficiency data varies across grade level, but is trending down. We know from principals that both families and staff were interested in students having additional time with grade level standards (survey data from principals). Summer Academy will focus on increasing student access to grade-level math and ELA standards, with optional enrichment programming that families can choose to join.

Reading Interventions: Achievement First is prioritizing providing strong reading intervention to students who are below triggers in all academies (with a prioritized effort in grades and above) and begin the work to develop a comprehensive approach to developing strong, thriving readers.

Reading is foundational and impacts all subjects. Reading is foundational and the cornerstone of learning; we need a developmentally appropriate approach to how to teach reading.

1) Staffing: Achievement First will hire a Director of Reading Fluency First to provide required dedicated capacity to oversee and coordinate network-wide reading intervention work for academic recovery as part of a newly-formed Achievement First network ELA working group. The Director of Reading will be tasked with leveraging and building screeners, triggers, secondary assessments, defined reading interventions, training materials, and coaching materials to ensure strong comprehensive reading intervention execution with a focus on grades 5 and above. The Director of Reading will be charged with helping Achievement First develop a collective understanding of how our students learn to read. The Director will drive alignment on the scope of the challenge by conducting a comprehensive review of historical reading data and defining how our core program does and does not support students to develop into strong, thriving readers.

This role will also own scheduling, staffing, training and ELA teacher coaching to target reading instruction. Reading intervention capacity and quality varies greatly, and the variation increases in MS and HS; reading intervention scheduling is extremely difficult to operationalize based on current staffing limitations. Therefore, contract Interventionists will aid with implementation of the Achievement First reading program.

2) Increasing Reading Resources and Time: Best practices for strong accountable reading is underpinned by a culture of "love of reading." Research shows the #1 way that students become better readers is by reading more, AND we know that setting up strong independent reading takes strategic planning, staffing, and support. Replenishing and growing independent reading libraries with books students want to read and can access

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independently in each Achievement First classroom using ARP ESSER funding will support this strategy. Dedicated reading intervention blocks have been introduced and expand independent reading opportunities.

(3) Enhanced PD and additional Teacher Coaching by Instructional Leads: Rapid and unrealistic 1-year recovery plans would be grounded in a deficit mindset about students, result in poor pedagogy (e.g. prioritizing procedural shortcuts over conceptual understanding), and lead to burnout for scholars and teachers. Teachers and co-teachers will also need to use formative data (pre-assessments, exit tickets, observational data, quizzes) to ensure students master prioritized standards/content (unit outcomes). This means training on how to use data during planning (e.g. unit and daily level) and means shifting more decision making to teachers (in collaboration and with support from coaches). It is also critical to clearly define and/or re-define the assessment strategy to reflect the current realities reflecting school closures and the cancellation of state assessments, including redefining which assessments are evaluative vs. formative, which assessments are paced across the network, and ensuring assessment reporting that shows mastery on prioritized standards/content. Achievement First will introduce a series of educator trainings and Professional Development specifically to build capacity and embed instructional skills to address learning loss. Educators' reading training will prioritize strengthening foundational skills in K-2 by implementing two research-based programs, Foundations and Cognitively Guided Instruction (CGI)- with fidelity to better support scholars' academic recovery. Targeted reading intervention and phase-in MS/HS Guided Reading PD webinars during the first weeks of the year will build leaders skill in executing strong Guided Reading, leveraging existing resources and building upon progress trends going into SY 2021/22.

Tutoring: Achievement First will also support students and families outside the traditional school year and day by leveraging external small group tutoring and instructional program partnerships such as that with the Great Oaks Foundation and more targeted 1:1 tutoring to bridge instructional guidance and social-emotional, support and student engagement in mitigating learning loss among vulnerable youth who are at-risk- of- failure. Achievement First will also provide specific subject area or content tutoring to students, families, and schools as recommended by classroom teachers and academic deans.

Academic Intervention Software: Funding will be used to assist with covering the cost of digital learning intervention software including electronic books and e-readers to enable scholars to access to textbooks, and guided and independent reading material remotely, and safely for in-person instruction, as well as provide data-driven, self-based instructional enhancements to both engage scholars and individualize lessons to aid in academic recovery and learning acceleration. All student material will be preloaded on student Chromebooks.

Achievement First will evaluate the impact of these strategies and respond accordingly throughout the project period by a) prioritizing content and essential learning (focusing on depth of instruction over pace) and b) planning for each and every learner. SY2021/22 will prioritize students whose learning has been most adversely affected by remote/hybrid school- school leaders will target classroom assignments to ensure that the strongest teachers are teaching scholars with the greatest needs, Next year, we expect to have more diverse learning needs in every one of our classrooms than ever before.

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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.

The 2020/21 Needs Assessment revealed that Achievement First must:

1. Evaluate and redefine the SY2020/21 attendance approach to prioritize health and safety of our school community and to be responsive to local contexts and scholars' specific circumstances by facilitating an instructional model that incorporates hybrid learning scenarios that support students and teachers who remain remote and considers changing CDC guidance.
2. Establish clear ownership of the parent and family communication plan, and create feedback loops with families and the community on how SY 2021/22 and beyond will look different and updated safety measures
3. Be responsive to the needs of scholars and families by providing opportunities for supplementary learning, academic recovery and student enrichment.
4. Ensure all safety measures are in place and the school has procured the technology including Chromebooks and activated MiFi devices and instructional materials necessary to seamlessly implement and/or pivot to a remote instructional model as needed.
5. Build capacity in Social Emotional Learning (SEL) and having courageous conversations about race across staff for schools that are foundational to engaging with students and creating a learning environment that supports all students to thrive.

Family Engagement: Achievement First will empower families, scholars, and staff by adding network and school-based FTEs to provide much-needed capacity to champion and institutionalize family programming in SY22 and develop more meaningful and effective partnerships with the communities we serve.

The Directors of Family Engagement and School Safety and Health will work together to develop a strategic family communication plan, facilitate a true two-way conversation with families and scholars regarding programming and efficacy, and design and implement tactics that are responsive to the school community's concerns.

These dedicated resources will:

1. Determine and operationalize a cohesive vision for amplifying family voice and experience.
2. Articulate a cohesive roadmap including strategies and tactics to increase authentic family engagement leveraging our "Design With and Not For" liberatory design mindset.
3. Oversee family engagement survey administration and determine key questions, measures, goals, and tactics (one measure for success).
4. Articulate cohesion between current survey platforms (e.g. host district surveys, Teacher Career Pathway family survey, internal family pulse surveys) and best practices for leveraging this data.
5. Leverage data to ensure the network is on track to meeting the needs of our families, students and aligned goals.
6. Provide guidance for schools and network teams to leverage both qualitative and quantitative data and action plan.

Achievement First believes that increased and holistic parent and family involvement will drive student achievement and a strong student and family experience by defining the vision for exceptional family engagement:

- Leverage a research agenda, best practices (internal and external), and input from key stakeholders to work with the team on clarifying a vision for family engagement across K-12 - Design and operationalize prototypes and potential pilots for family engagement strategies in the spirit learning (before scaling a strategy across the region, academy, or network)
- Leverage the vision to determine guiding principles/organizational beliefs for family engagement and waterline expectations for all Achievement First schools.

SEL and Trauma-Informed Programming: Achievement First is prioritizing investments in supplementary, ongoing and culturally-responsive and trauma-informed social emotional and mental health supports for scholars. This includes hiring additional social workers for Achievement First schools, and expanded and targeted SEL programming and Professional Development to ensure that school community members are engaged in taking care of their emotional health as it relates to feelings of isolation and anxiety spurred by pandemic realities, and to surface, challenge and heal issues of racial disparity and how they impact scholars and staff. These features cannot operate as separate, disconnected components, and this also includes holding a higher bar for both / and by ensuring that belief and belonging (care for the whole child) and focused learning (academic progress) are mutually reinforcing.

Ensuring all students are safe, known and loved is most important, and articulating how a trauma and resiliency approach, SEL, and mindset work are integrated into the student experience vision and cannot operate as separate, disconnected components, and this also includes holding a higher bar for both / and by ensuring that belief and belonging (care for the whole child) and focused learning (academic progress) are mutually-reinforcing.

Investments in Education Technology: ARP ESSER funds will assist with stocking and distributing 1:1 Chromebooks and laptops preloaded with instructional and engagement software, providing reliable and stable internet access (MiFi devices and plans) to scholars as needed to facilitate hybrid and remote instruction as well as access to additional digital resources to support academic recovery and learning acceleration and individually assigned computer peripherals including headphones and chargers for instructional that is enhanced by digital resources and to limit distractions that impact hybrid/ remote synchronous learning. Funding will also assist with installing additional Neatbar videoconferencing classroom equipment. Neatbars facilitate teaching simulcasts will augment space constraints and provide scholars and families with an option that does not force them to choose between access to a high-quality education, and their health and safety.

Achievement First also prioritizes knowing that most of our scholars are classified as economically-disadvantaged as they qualify for free and

ARP-ESSER Application: Part 2 - ARP Act

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

reduced-priced lunches, Achievement First reached out to parents and families to ensure that scholars had internet access to enable their full and equal participation in remote learning activities. Scholars that did not have consistent, stable internet access were provided personal wireless hotspot (MiFi) devices and service. Achievement First Aspire Charter School will bridge the technology-divide and guarantee that our economically-disadvantaged scholars have equal access to education during the 2021/22 academic year by covering the cost of MiFi data for scholars. This internet access will facilitate remote learning including participation and attendance at virtual classrooms and simulcast of daily instruction.

Hiring a Behavioral Specialist: Achievement First Aspire ES will hire an additional Behavior Specialist to prioritize social and emotional programming as scholars are re-engaged after learning remotely since the start of this pandemic. This 1-year contract position will also coordinate the strategies and vision to authentically integrate mindset work, a trauma and a resiliency approach.

Hiring Long Term Substitutes: Achievement First's pandemic safety, preparedness and response plan has been a non-negotiable in staff and family engagement protecting our staff, families and scholars for the reopening of our New York schools for in-person instruction. Achievement First's employee data indicates that there continues to be an increased number of teacher and staff absences, and this is expected to be of concern as staff and teachers will: (1) be encouraged not to go in to school if they are exhibiting flu-like symptoms and (2) likely need to take time- off if their children's schools are closed due to COVID cases. School teams have adequate staff to cover school operations and general administration. However, Achievement First's school leaders- principals and deans- are regularly needed to cover classes in addition to coaching teachers, overseeing curriculum modifications to better target scholars' needs and addressing learning loss and implementing reopening strategies. Achievement First proposes using ARP ESSER funds to hire an experienced long-term substitute teacher to provide coverage for unexpected and extended teachers absences throughout the year. The position is being planned as contract position for 1 year.

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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.**

Achievement First recognizes the intersectionality between socioeconomic status and English language proficiency and special needs in our enrollment. Whilst nearly 85% of Achievement First Aspire's scholars are classified as students from low-income families, Achievement First serves Black and brown communities with significant percentages of scholars identifying as English language learners (ELL) and have been approved for an Individual Education Plan (IEP), and our schools have placed a premium on academic interventions, engagement strategies and additional support to ensure the unique needs of our sub-populations. More than 90% of Achievement First's scholars identify as Black, Latino or multiracial. Achievement First will introduce specialized, culturally responsive and trauma-informed social emotional Professional Development (PD) to build the capacity of educators and all staff to address Diversity, Equity and Inclusion and specifically support its black and brown scholars in understanding, confronting and thriving. Achievement First will also ensure that all PDs for Special Services leaders include explicit strategies and examples to specialize instruction and support ELL and Special Education (SPED) scholars. Two (2) specialized new reading intervention programs for our ELL and SPED scholars have also been piloted.

Students of Color

Using ARP ESSER funds, Achievement First will:

1. Introduce specialized, culturally responsive and trauma-informed Social Emotional Professional Development to build the capacity of educators. PD that targets all school staff will address Diversity, Equity and Inclusion, and specifically support black and brown scholars in understanding, confronting and thriving. Educators and staff will be enrolled in training and evidence-based programming provided through experts including Courageous Conversation, the National Equity Project and The Management Center. This targeted PD is aimed at ensuring all students are and feel safe, known and loved is most important, and articulating how a trauma and resiliency approach, and mindset work are integrated into the student experience vision.
2. Prioritize investments in supplementary, ongoing and culturally- responsive and trauma-informed social emotional and mental health supports for scholars. This includes hiring a supplementary Behavioral Specialist to monitor and support students in surfacing the root causes of disruptive classroom actions and coaching in modulating their behavior, leveraging PDs on SEL and effecting change to expand targeted SEL programming for scholars to ensure that school community members are engaged in taking care of their emotional health as it relates to feelings of isolation and anxiety spurred by pandemic realities, and to surface, challenge and heal issues of racial disparity and how they impact scholars and staff. These features cannot operate as separate, disconnected components, and this also includes holding a higher bar for both / and by ensuring that belief and belonging (care for the whole child) and focused learning (academic progress) are mutually reinforcing.

Low-Income Scholars

Achievement First is a Title I school and the majority of our scholars qualify for free and reduced-price lunches (FRL). As such, Achievement First grounds all programming and resource decisions in equity and ensuring that the unique needs of underserved, economically-disadvantaged families and scholars are met. As such, ARP ESSER funding will:

1. Provide low-income scholars with the opportunity to participate in summer and afterschool enrichment programs that teach them new STEM skills, exposes them to life skills and creative outlets in the arts and physical activity. Achievement First will partner with the nonprofit Change Summer, and other charter networks to host a summer camp. AF Camp is an equitable opportunity for Achievement First's students to experience challenges, adventures, teamwork, and personal growth during the summer months and is an essential part of the Achievement First student experience. The camp also focuses on STEM and experiential learning to jumpstart academic recovery and improve scholars' academic performance in science.
2. Provide wireless internet access using MiFi devices with service plans, and continuous, professional technical support for low-income students and families to ensure equitable participation in hybrid learning. Knowing that most of our scholars are classified as economically-disadvantaged as they qualify for free and reduced-priced lunches, Achievement First reached out to parents and families to ensure that scholars had internet access to enable their full and equal participation in remote learning activities. Scholars that did not have consistent, stable internet access were provided personal wireless hotspot (MiFi) devices and service. Achievement First will bridge the technology-divide and guarantee that, regardless of the impact and prevalence of COVID-19, economically-disadvantaged scholars will continue to have equal access to education during the academic year by covering the cost of MiFi data for scholars. This internet access will facilitate remote/hybrid learning including participation and attendance in virtual classrooms and simulcast of daily instruction, as well as enable scholars to complete homework and independent learning accessed through various digital/ web-based resources.

ELL/ MLL Scholars

The Reading A-Z program will be introduced across all schools to increase classroom supports for English and multi-language learners (ELLs/ MLLs). This includes student interactive program for listening to text read-aloud and recording themselves reading for self-assessment and teacher feedback. Printed materials in English/Spanish related to content instruction will be provided and backpack home for multilingual family home

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

libraries.

ELL/MLL scholars will be supported using ARP ESSER funds where:

1. Due to the ongoing COVID-19 crisis, all Achievement First scholars in New York participated in remote learning from March 2020 through June 2021; stakeholders including school leaders, teachers and staff, parents and families, and scholars indicated very clearly that health and safety was first foremost for the 2020/21 academic year. However, we have seen where this has had a significant impact on the academic outcomes and English language proficiency of our ELL/MLL scholars. We know that in learning in-person is best for all scholars, and ELL/MLL population benefit even more than their English-speaking peers from in-person literacy support, instruction and interactions throughout the day as it provides language immersion. Therefore, ELL/MLL literacy support will be a 2021/22 priority with additional intervention and support through implementation of the Wilson Foundations program, which offers systematic, research-based support in critical foundational literacy skills. A dedicated Reading Interventionist and a Director of Reading fluency will also be hired to provide supplementary instruction and targeted curricular materials which will improve ELL/MLL students academic progress in reading, phonics, grammar and vocabulary. Additionally, we are ensuring that all schools have the appropriate teacher preparation for supporting ELL/MLL scholars in achieving their academic goals by prioritizing it- providing feedback and support including but not limited to creating lesson plans, delivering monthly PDs and webinars for teachers and leaders, doing on the ground walkthroughs, and analyzing the data.
2. Support the hiring of a Director of Family Engagement and Community Programs to ensure that Achievement First has the capacity and skills to increase outreach to bilingual and multilingual families and organizations that specifically serve this segment of our diverse school community. Achievement First's overall objective is to increased family participation in the Family Engagement survey with overall experience for families increasing by at least 10%, and support principals and regional superintendents with improving positive two-way communication with all families by developing an authentic family engagement program that elevates positive information about scholars, instead of only reaching out with negative or challenging information by establishing at least two new, routine methods of obtaining actionable student, parent and community feedback and rich (qualitative and quantitative) data regarding their scholars of academic progress and well-being at Achievement First by the end of the upcoming school year in June 2022. It is critical that ELL/MLL parents and families are engaged consistently and can easily access information in both their native language and English, for example, but the Director of Family Engagement will also create opportunities that encourage cultural exchanges and organically integrate and respond to the experiences and needs of ELL/MLL families within the school's culture, activities and policies. These improvement strategies will be built upon through SY 2023/24.

SPED Scholars

As a New York charter school, our host district provides the services and supports including paraprofessionals for scholars with an Individual Educational Plans (IEPs). Achievement First's educational program is deliberately inclusive in its approach-a scholar with an IEP is with his/ her General Education (GenEd) peers as much as is possible and appropriate to meet their needs and towards achieving their academic goals and realizing the desired outcomes.

Using ARP ESSER funds, Achievement First will augment supports for scholars with IEPs in the Summer Academy which extends the school year and Small Group Tutoring which provides opportunities for scholars to access homework assistance, additional practice to clarify new subject area applications and reinforce skills and self-paced review of challenging academic content.

Additionally, Achievement First has increased SPED-supportive educator training to aid in learning acceleration by delivering 3 virtual professional development days for all SSLs on "Universal Design Learning" that went into various domains of learning and shared examples of it in action and how leaders can develop teachers in this skill.

Other Special Populations

Achievement First does not collect data on scholars and families' immigration status, and does not currently have an identifiable population of scholars living in foster care.

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ARP-ESSER Return to In-Person Instruction

ACHIEVEMENT FIRST ASPIRE CHARTER

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

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

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

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

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

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

Safe Return to In-Person Instruction and Continuity of Services Plan: <https://www.achievementfirst.org/wp-content/uploads/2021/12/AF-NY-SafeReturnPlan-2.pdf>

Families that have additional questions can review the Family FAQs on the website, or complete this form to request more information. The School Operations team will make hard copies of the plan available when requested.

ARP-ESSER Application: Part 2 - ARP Act

LEA 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.

Since the earliest days of the pandemic, Achievement First established a re-opening committee composed of senior leaders from school operations, academic operations, talent operations, and communications. This committee meets bi-weekly and has regular touchpoints with principals and other school leaders to seek their feedback and share pending plans.

Using input from our state authorizer SUNY, the NY Department of Education, the NY Department of Health, and CDC, our reopening / safety plans are constantly being revised to reflect their latest guidance. Furthermore, the network and individual schools have designed a family communication plan for reopening in order to keep families informed and gather their input via surveys and periodic town hall meetings. Our school-based communications system, ParentSquare, enables two-way communication with schools. We will also have a pulse survey of families every few months to gather their feedback on their student's experience, and particularly their experience with the safety measures. Finally, each of our Board meetings includes a public comment period during which we can hear from the public, staff, or families.

The committee will begin its next review cycle in late October following the safe reopening of schools in August and will publish a revised plan by the end of December (effective for the return from winter break). Revised plans will continue to be published on a June and December cycle through June, 2023.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

ACHIEVEMENT FIRST ASPIRE CHARTER

331900860993

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 (\$) | 2,435,500 |
| Total Number of K-12 Resident Students Enrolled (#) | 947 |
| Total Number of Students from Low-Income Families (#) | 786 |

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

ACHIEVEMENT FIRST ASPIRE CHARTER

331900860993

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 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. | 170,815 |
| 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. | 52,992 |
| 9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs. | 95,255 |
| 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. | 82,820 |
| 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. | 511,932 |
| 14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools. | 0 |
| 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. | 68,475 |
| 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 | 1,191,411 |

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. | 76,000 |
| 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. | 185,800 |
| 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. | 0 |
| 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. | 0 |
| Totals: | 2,435,500 |

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs****ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs**

ACHIEVEMENT FIRST ASPIRE CHARTER

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PLEASE NOTE:

The Office of Facilities Planning, in collaboration with NYSED's Chief Financial Officer and the Office of ESSA-Funded Programs, is developing guidance regarding capital construction projects based on the United States Department of Education (USDE) recently issued FAQs for this federal program. The Use of Funds FAQ (released May 26, 2021) may be of particular interest, since it discusses construction and combination of funds. Links to the federal program website are below:

<https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/>

[ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99](https://www.essers.geer.org/FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99)

Local Educational Agencies (LEAs) which intend to do federally funded work using ARP-ESSER funds must first file FS-10s and other documents as required by the Office of ESSA-Funded Programs. If a project would normally require a building permit if supported by state/local funds, it must also have a building permit if supported by federal funds (or a combination of funding streams). Facilities Planning forms are under development at this time.

1. What is the amount of funds that the LEA plans to use for construction related projects?

156,000

2. In the space provided below, please described the planned construction activities and costs.

1. Necessary repairs to window frames to ensure windows are able to open and close safely to increase fresh air flow in classrooms. The windows in the older DOE buildings occupied by Achievement First are often difficult to open or attempting to do so is unsafe due to defective mechanisms and deferred maintenance. The CDC and local departments of health recommend that indoor spaces be well-ventilated and have cross-ventilation to mitigate the spread of COVID-19 and other airborne disease in congregate settings. Repair work would involve cleaning, minor repair and limited replacements of parts such as bolts and hinges. The estimated project costs including procurement at the ES and MS are \$30,000.

2. Funding will be used to support the replacement of ductless split AC units at the school to improve air quality. Ductless systems have air filters, but are not as powerful as ducted filtration systems to rid the schools of allergens etc. and are not in- keeping with CDC guidelines for HEPA filters. As such, Team Facilities has recommended their replacement to mitigate the spread of COVID-19 and other airborne diseases indoors. Additionally, classrooms currently rely on air conditioning units that operate in fan mode to allow for fresh air intake as windows do not open adequately to safely install fan units. Work would involve - procuring new compatible window AC, removal of existing AC, ensuring adequate gate / bracket support, installing AC and insulating around. AF would use DOE approved vendor and ensure ACs were sized appropriately for the room. The estimated project costs including procurement at the ES and MS are \$50,000.

3. Installation of touchless water fountains and bottle fillers by third-party property management to mitigate the potential spread of COVID-19 via high-touch surfaces within the school. The installation of the touchless water fountains and botte fillers will require minor electrical and plumbing work by third-party professionals to safely connect the units and ensure they are functioning correctly. The estimated project costs including procurement at the ES and MS are \$70,000.

4. Installation and repair of plexiglass shields and dividers in restrooms to mitigate the potential spread of COVID-19. The installation of the plexiglass will require minor carpentry work by third-party professionals to setup the units in each restroom and ensure they are sturdily in place.The estimated project costs including procurement at the ES and MS are \$6,000.

3. Will the planned construction impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places?

No, the planned construction will not impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places.

ARP-ESSER - Construction-Related ASSURANCES

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

4. The LEA assures it will have or obtain a full title or other interest in the site, including right of access, that is sufficient to insure the grantee's undisturbed use and possession of the facilities for 50 years or the useful life of the facilities, whichever is longer. § 75.603 (Authority: 20 U.S.C. 1221e-3 and 3474)
- YES, the LEA provides the above assurance.
5. The LEA assures it will ensure that sufficient funds are available to meet any non-Federal share of the cost of constructing the facility. § 75.604
- YES, the LEA provides the above assurance.
6. The LEA assures work will begin on construction within a reasonable time after the grant for the construction is made. § 75.605 (Authority: 20 U.S.C. 1221e-3 and 3474)
- YES, the LEA provides the above assurance.
7. The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606
- YES, the LEA provides the above assurance.
8. The LEA assures that the construction is functional; economical; and not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474)
- YES, the LEA provides the above assurance.
9. In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSED Office of Facilities Planning for review and approval prior to construction.
- YES, the LEA provides the above assurance.
10. The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:
- For residential facilities - 24 CFR part 40; and
 - For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610
- YES, the LEA provides the above assurance.
11. The LEA assures that, in planning the construction, the LEA shall, in accordance with the provisions of Executive Order 11988 of February 10, 1978 (43 FR 6030) and rules and regulations that may be issued by the Secretary to carry out those provisions: Evaluate flood hazards in connection with the construction; and as far as practicable, avoid uneconomic, hazardous, or unnecessary use of flood plains in connection with the construction. § 75.611
- YES, the LEA provides the above assurance.
12. The LEA assures that it shall maintain competent architectural engineering supervision and inspection at the construction site to insure that the work conforms to the approved drawings and specifications. § 75.612
- YES, the LEA provides the above assurance.
13. The LEA assures that it will comply with the regulations on relocation assistance and real property acquisition in 34 CFR part 15. § 75.613
- YES, the LEA provides the above assurance.
14. The LEA assures that, when construction is completed, sufficient funds will be available for effective operation and maintenance of the facilities. § 75.614
- YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

15. The LEA assures that it shall operate and maintain the facilities in accordance with applicable Federal, State, and local requirements. § 75.615

YES, the LEA provides the above assurance.

16. The LEA assures that, to the extent feasible, it shall design and construct facilities to maximize the efficient use of energy. § 75.616 Further, the LEA shall comply with ASHRAE standards in designing and constructing facilities built with project funds. § 75.616 The following standards of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) are incorporated by reference in this section:

- ASHRAE-90 A-1980 (Sections 1-9).
- ASHRAE-90 B-1975 (Sections 10-11).
- ASHRAE-90 C-1977 (Section 12)

Incorporation by reference of these provisions has been approved by the Director of the Office of the Federal Register pursuant to the Director's authority under 5 U.S.C. 552 (a) and 1 CFR part 51. The incorporated document is on file at the Department of Education, Grants and Contracts Service, rm. 3636 ROB-3, 400 Maryland Avenue, SW., Washington, DC 20202-4700 or at the National Archives and Records Administration (NARA). For information on the availability of this material at NARA, call 202-741-6030, or go to:

http://www.archives.gov/federal_register/code_of_federal_regulations/ibr_locations.html. These standards may be obtained from the publication sales department at the American Society of Heating, Refrigerating, and Air Conditioning Engineers, Inc., 1791 Tullie Circle, NE., Atlanta, Georgia 30329. § 75.616

YES, the LEA provides the above assurance.

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.

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

AF Aspire ARP ESSER 2021 FS-10 SIGNED.pdf
 AF Aspire ARP ESSER 2021 FS-10 REVISED.pdf

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

AF Aspire ARP ESSER Budget Narrative-2021 REVISED JAN2022.pdf
 AF Aspire ARP ESSER Budget Narrative-2021.pdf
 AF Aspire ARP ESSER Budget Narrative-2021 REVISED.pdf

3. 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 | 549,698 |
| 16 - Support Staff Salaries | 60,000 |
| 40 - Purchased Services | 762,988 |
| 45 - Supplies and Materials | 1,062,814 |
| 46 - Travel Expenses | 0 |
| 80 - Employee Benefits | 0 |
| 90 - Indirect Cost | 0 |
| 49 - BOCES Services | 0 |
| 30 - Minor Remodeling | 0 |
| 20 - Equipment | 0 |
| Totals: | 2,435,500 |

BUDGET NARRATIVE

| | |
|---|---|
| LEA: Achievement First Aspire Charter School | FOR TITLE: American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) |
| BEDSCODE: 331900860993 | |

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title) |
|--|---|
| Code 15 <i>Professional Salaries</i> | <p>Summer Learning/ Instruction Achievement First has developed a Summer Academy to help mitigate the negative impact of the COVID-19 pandemic on scholars' academic outcomes and reengage youth who were in remote learning from March 2020 to June 2021. Due to school closures and extended periods of remote and hybrid learning in SY20 and SY21, our instructors will extend in-person instructional time through summer 2021 and 2022.</p> <p>K-2 Teacher stipends Approximately 2 teachers @ approx. \$6,250</p> <p>Grade 3-8 Teacher stipends Approximately 3 teachers @ \$6,250</p> <p>Total ARP ESSER budgeted \$58,475</p> <p>Salaries for Network Programming FTEs</p> <p>Achievement First will provide strong reading and academic tutoring interventions for students who are below triggers in all academies (with a prioritized effort in grades 5-12) and begin the work to develop a comprehensive approach to developing strong, thriving readers. Reading is foundational and impacts all subjects as the cornerstone of learning; we need a developmentally appropriate approach to how to teach reading. The key features of this strategy further included hiring a Director of Reading Fluency and Director of Tutoring. Additionally, the ongoing pandemic has emphasized the need for dedicated resources to manage and support parent and family engagement at Achievement First schools, as well as partnerships within the wider communities. This dedicated resource will determine and operationalize a cohesive vision for amplifying family voice and experience and articulate a cohesive roadmap including strategies and tactics to increase authentic family engagement leveraging our “Design With and Not For” liberatory design mindset. The Director of Family Engagement will provide guidance for schools and network teams to leverage both qualitative and quantitative data and action plan.</p> <p>Achievement First Aspire Charter School share of cost for 3 new network leaders to develop and lead academic recovery and family engagement strategies, and support principals in implementation, evaluation and oversight.</p> <p>Director of Family Engagement \$ 12,960 Director of Reading Fluency \$ 13,920 (for Academic Recovery and Acceleration) Director of Tutoring \$ 13,184 (for Academic Recovery and Acceleration)</p> <p>Total ARP ESSER budgeted \$40,064</p> <p>School-Based Contract Hires (for Academic Recovery and Acceleration)</p> <p>The school proposes the use of a portion of funds to assist with the cost of targeted 1:1 tutoring and interventions for struggling scholars for SY21/22 and SY22/23. Achievement First Aspire will offer Math, Reading and ELA push-in and pull-out interventions to increase the efficacy of the instructional model through the use of data- driven curricular tools and online resources, as well as interventionists for our growing SPED and multilingual learner (MLL) special populations.</p> <p>Partial cost of contracting 2 Reading Interventionists at approx. \$55,134 each /yr for 3 years</p> <p>Total ARP ESSER budgeted \$330,804</p> |

| | | | | | | | |
|--|--|--------------------|-----------|-------------------------------------|-----------|--|-----------|
| | <p>Network FTEs for Healthy and Safe Operations Achievement First proposes the use of ARP ESSER to support the hiring of a Network Director of Health and Safety and an Associate Director of Health and Safety to ensure that school leaders are adequately supported prepared to return to in-person learning and reopen schools as safely as possible through creating guidance and supports. The Healthy and Safety experts will manage and distill local and federal health and safety guidance research on COVID-19, other transmissible disease and general physical wellness concerns, and ensure that Achievement First’s policies and procedures align with department of health, CDC and EPA guidance and monitor and evaluate implementation. The Director of Health and Safety and the Associate will partner with Directors of School Operations and Facilities team to train staff and respond to emerging challenges, working closely with the Director of Family Engagement on communication strategy, change management and parent and family engagement.</p> <p>Proportionate 3-Year Costs for NS Director of Health and Safety @ \$85,000/yr = \$18,000 Proportionate 1-Year Costs for NS Associate Director of Health and Safety @ \$60,000/yr = \$4,500</p> <p>Total ARP ESSER budgeted \$22,500</p> <p>School-Based Behavioral Specialist Achievement First Aspire ES will hire an additional Behavior Specialist to prioritize social and emotional programming as scholars are re-engaged after learning remotely since the start of this pandemic. This 1-year contract position will also coordinate the strategies and vision to authentically integrate mindset work, a trauma and a resiliency approach.</p> <p>Total ARP ESSER budgeted \$97,855</p> | | | | | | |
| <p>Code 16 <i>Support Staff Salaries</i></p> | <p>Supports to Maintain the Health of the School Community</p> <p>Achievement First's pandemic safety, preparedness and response plan has been a non-negotiable in staff and family engagement protecting our staff, families and scholars for the reopening of our New York schools for in-person instruction. Achievement First's employee data indicates that there continues to be an increased number of teacher and staff absences, and this is expected to be of concern as staff and teachers will: (1) be encouraged not to go in to school if they are exhibiting flu-like symptoms and (2) likely need to take time-off if their children's schools are closed due to COVID cases. School teams have adequate staff to cover school operations and general administration. However, Achievement First's school leaders- principals and deans- are regularly needed to cover classes in addition to coaching teachers, overseeing curriculum modifications to better target scholars' needs and addressing learning loss and implementing reopening strategies.</p> <p>Achievement First proposes using ARP ESSER funds to hire an experienced long-term substitute teacher to provide coverage for unexpected and extended teachers absences throughout the year. The position is being planned as contract position for 1 year.</p> <p>Experienced Long-Term Substitute to support SY22 @ \$60,000</p> <p>Total ESSERF budgeted \$60,000</p> | | | | | | |
| <p>Code 40 <i>Purchased Services</i></p> | <p>Professional Development to Address Learning Loss/ Acceleration (for Academic Recovery and Acceleration)</p> <p>Achievement First Aspire School has embraced the mindset that the school will not "do two years in one"- academic recovery must be gradual, intentional and well-paced for each scholar. Rapid and unrealistic 1-year recovery plans would be grounded in a deficit mindset about students, result in poor pedagogy (e.g. prioritizing procedural shortcuts over conceptual understanding), and lead to burnout for scholars and teachers. Teachers and co-teachers will also need to use formative data (pre-assessments, exit tickets, observational data, quizzes) to ensure students master prioritized standards/content (unit outcomes). This means training on how to use data during planning (e.g. unit and daily level) and means shifting more decision making to teachers (in collaboration and with support from coaches). It is also critical to clearly define and/ or re-define the assessment strategy to reflect the current realities reflecting school closures and the cancellation of state assessments, including redefining which assessments are evaluative vs. formative, which assessments are paced across the network, and ensuring assessment reporting that shows mastery on prioritized standards/content. Achievement First will introduce a series of educator trainings and Professional Development specifically to build capacity and embed instructional skills to address learning loss.</p> <p>Costs for Achievement First Aspire Charter School network-wide PD and training are included on ARP ESSER.</p> <table data-bbox="495 1927 1133 2011"> <tr> <td>ES & MS Reading PD</td> <td>\$ 26,880</td> </tr> <tr> <td>Foundations/ Phonics PD for 2 years</td> <td>\$ 48,592</td> </tr> <tr> <td>Cognitively Guidance Instruction Math PD</td> <td>\$ 23,020</td> </tr> </table> <p>Total ESSER budgeted \$98,492</p> | ES & MS Reading PD | \$ 26,880 | Foundations/ Phonics PD for 2 years | \$ 48,592 | Cognitively Guidance Instruction Math PD | \$ 23,020 |
| ES & MS Reading PD | \$ 26,880 | | | | | | |
| Foundations/ Phonics PD for 2 years | \$ 48,592 | | | | | | |
| Cognitively Guidance Instruction Math PD | \$ 23,020 | | | | | | |

Professional Development to Address SEL and DEI

More than 90% of scholars identify as Black, Latino or multiracial. Achievement First will introduce specialized, culturally responsive and trauma-informed Social Emotional Professional Development to build the capacity of educators. Additionally, costs include PD to address Diversity, Equity and Inclusion and specifically support its black and brown scholars in understanding, confronting and thriving as educators and staff will be enrolled in 'Having Courageous Conversations About Race' training. This targeted PD is aimed at ensuring all students are and feel safe, known and loved is most important, and articulating how a trauma and resiliency approach, SEL, and mindset work are integrated into the student experience vision and cannot operate as separate, disconnected components, and this also includes holding a higher bar for both / and by ensuring that belief and belonging (care for the whole child) and focused learning (academic progress) are mutually reinforcing. Costs for Achievement First Aspire Charter School network-wide PD and training costs are included on ARP ESSER.

Total ESSERF budgeted \$52,992

Wireless Internet Access for Students

Knowing that most of our scholars are classified as economically-disadvantaged as they qualify for free and reduced-priced lunches, Achievement First reached out to parents and families to ensure that scholars had internet access to enable their full and equal participation in remote learning activities. Scholars that did not have consistent, stable internet access were provided personal wireless hotspot (MiFi) devices and service. Achievement First Aspire Charter School will bridge the technology-divide and guarantee that our economically-disadvantaged scholars have equal access to education during the 2021/22 academic year by covering the cost of MiFi data for scholars. This internet access will facilitate remote learning including participation and attendance at virtual classrooms and simulcast of daily instruction.

These projected costs for 12 months for students from Achievement First Aspire Elementary and Middle Schools student MiFi plan costs.

Approximately 332 data plans @ \$20 per month per scholar for 2 years

Total ESSERF budgeted \$79,560

Professional Neat Bar Installation with Zoom

The cost of installing Neat Bar video conferencing solutions in 4 classrooms at Achievement First Aspire Charter School Middle School to facilitate hybrid/remote learning via instructional simulcasts.

Installation cost approx. \$900 per Neat Bar x 6.

Total ESSERF budgeted \$5,200

Supports to Maintain the Health of the School Community

Asymptomatic testing for staff to return to work after extended breaks and surveillance testing twice monthly. Asymptomatic surveillance testing of students is also planned twice monthly. This testing program allows the school to monitor our community and prevent positive cases from entering the building and/ or minimize in-school exposures.

| | | | |
|------------------------------------|-----|----------|-----------|
| Staff Asymptomatic COVID Testing | 53 | \$500.00 | \$ 26,500 |
| Student Asymptomatic COVID Testing | 138 | \$400.00 | \$ 48,400 |

Total ESSERF budgeted \$74,900

HVAC/ AC Services

HVAC consultants will conduct assessments and inspections and filter changes every 6-8 weeks to ensure that common areas and classrooms maintain adequate air flow for air quality standards in-keeping with CDC guidance and to reduce any risk of airborne spread of COVID-19 inside school facilities. ARP ESSER funding will assist with costs for assessing all building HVAC systems to ensure they are providing the needed air exchanges and replace HEPA filters every 6-8 weeks (versus every 20 weeks).

Air Conditioning Unit Assessment \$1,200

Air Conditioning Unit Filter Installations \$3,000

Total ESSERF budgeted \$4,200

Change Summer AF Camp

Achievement First will partner with Change Summer and other charter networks to host a summer camp. AF Camp is an equitable opportunity for Achievement First's students to experience challenges, adventures, teamwork, and personal growth during the summer months and is an essential part of the Achievement First student experience. The camp also focuses on STEM and experiential learning to jumpstart academic recovery.

\$5000 per academy level for Achievement First Aspire ES and MS programming in the Summer of 2022.

Total ESSER budgeted \$10,000

Facilities Improvements

- 1) The purchase and installation of touchless water fountains for Achievement First common areas to mitigate the potential spread of COVID-19 via high-touch surfaces.
K-8 purchase and installation costs: approx. 10 x \$7,000 each = \$70,000
- 2) Installation and repair of plexiglass shields and dividers in restrooms
K-8 purchase and installation costs: 12 x \$500 each = \$6,000
- 3) Window Repair Project to Ensure Good Indoor Air Quality
The CDC and local departments of health recommend that indoor spaces be well-ventilated and have cross-ventilation to mitigate the spread of COVID-19 and other airborne disease in congregate settings. Estimated Cost of Facilities Repairs to repair ES & MS window frames to ensure functioning windows for ventilation at an estimated \$30,000.00
- 4) Split AC Unit Replacement and Vendor Services
Achievement First Aspire is proposing the use of ARP ESSER funds to assist with the replacement of ductless split AC units at its K-8 school sites to improve air quality. Ductless systems have air filters, but are not as powerful as ducted filtration systems to rid the schools of allergens etc. and are not in- keeping with CDC guidelines for HEPA filters. The estimated project cost is \$50,000

Total ESSER budgeted \$156,000

Tutoring Program- Great Oaks Foundation Charges (for Academic Recovery and Acceleration)

Achievement First will partner with the Great Oaks Foundation to deliver a Tutoring Program for SY22/23 and SY23/24. The tutoring program will help mitigate the negative impact of the COVID-19 pandemic on MS scholars' academic outcomes due to school closures and extended periods of remote and hybrid learning in SY20 and SY21.

Tutoring will feature individualized instruction where students receive at least two hours of small group or one-on-one tutoring every day, delivered by a full-time Great Oaks Tutor Corps at each Achievement First school. Given the large number of tutors required at each school site, funding will also be used to support the cost of \$14,520 for a Great Oaks Foundation Tutor Lead to ensure that the principal and Deans are supported in program implementation and tutor supervision.

The two-year costs will cover the Great Oaks fees and a housing stipend totaling \$15,000 per year for each tutor.

Great Oaks Tutors for 1:10 Small Group Program

ES: Approx. 4 x \$15,000 per year = \$116,727

1 x 14,520 per year = \$29,040

MS: Approx. 4 x \$15,000 per year = \$116,727

1 x 14,520 per year = \$29,040

Total ARP ESSER budgeted \$291,544

Deep cleaning of school facilities

Professional custodial service providers will clean and disinfect frequently touched surfaces at the end of each day using robust cleaning protocols in-line with CDC and local government recommendations. These should include but are not limited to using soapy water or detergent to remove dirt, and then using an EPA-approved disinfectant for use against the virus that causes COVID-19 as listed here. The regimen will elevate the cleaning methods, tools, and sanitizing materials for a daily deep clean and disinfecting.

- Any supplies or instructional tools that cannot be individualized should be cleaned/sanitized between uses. High-touch surfaces such as door and sink handles, water fountains, playground equipment, elevator call and operating buttons, stairway handrails, doorknobs, light switches, hallway doorknobs, handles and faucets will be cleaned/sanitized multiple times a day.

- Bathroom and Nurse's Office protocol: Bathrooms and the Nurse's Office should be sanitized at least twice a day whilst ensuring that disinfectants are applied/used according to the manufacturers' specifications. To the extent possible, "green" cleaning products will be used in accordance with state green cleaning laws, and disinfection must be carried out away from scholars and/or at lowest occupancy.

- Maintaining cleaning logs: Detailed logs will be maintained by School Operations staff and provided to ensure all areas are cleaned and disinfected. Achievement First Aspire requires the records of the professional cleaning and custodians to be checked by supervisor and reported to the schools' Director of School Operations to assist Achievement First in confirming that correct processes are followed.

Charges for approximately 60 weeks (2 school years) of additional cleaners to deep clean high-touch surfaces at school sites

Total ESSER budgeted \$65,000

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title) | | | | | | | | | | | | | | | | | | |
|---|---|-------------|------------|------------------------|----------|----------------------|--------|------------------------|--------|---------------------|----------|-----------------------|----------|--------------|--------|--------------------------|--------|------------------|--------|
| <p>Code 45 <i>Supplies and Materials</i></p> | <p>Cleaning Supplies ARP ESSER funding will assist with costs for acquiring stocks of sanitizing/ disinfecting wipes that are critical for school operations and keeping students and staff safe and healthy during the ongoing COVID-19 public health emergency, and additional commercial-grade cleaning and disinfecting supplies to ensure that classrooms and common areas are effectively cleaned and sanitized to mitigate spread via high-touch surfaces. Achievement First has developed a comprehensive facilities and custodial services plan in response to the COVID-19 pandemic and to facilitate the safe reopening. Professional custodial service providers will clean and disinfect frequently touched surfaces at the end of each day using robust cleaning protocols in-line with CDC and Local government recommendations, frequent cleaning of high-touch items and restrooms and the Nurse's Office should be sanitized at least twice a day whilst ensuring that disinfectants are applied/used according to the manufacturers' specifications. To assist with the cost of additional cleaning supplies to maintain health and safety and mitigate the spread of viruses and infectious diseases. 810 80-count canisters of Sanitizing Wipes @ \$22.00 each.</p> <p>Total ESSERF budgeted \$17,820</p> <p>SAFE REOPENING STRATEGY EXPENSES</p> <p>ARP ESSER funding will assist with purchasing adequate supplies of alcohol-based hand sanitizer, sanitizing stations and handwashing units to promote good hand hygiene and ensure the hands of scholars and staff are cleansed between washing, reusable protective face coverings that have been recommended by the CDC to reduce the risk and transmission of bacteria and viruses including COVID-19, disposable face coverings to augment reusable supplies and serve as contingency, disposable latex gloves and gowns to limit transmission and facilitate health checks, handheld temperature scanners and thermometers to check students and staff for fevers before they enter the schools' facilities, and individually packaged student instructional supplies to mitigate the spread of disease among scholars and teachers via shared classroom resources. The Achievement First Operational Parameters and Safety Precautions have been designed to ensure scholar and staff well-being and mitigate and/ or decrease potential spread of COVID-19. Particular emphasis has been placed on good hand-hygiene, physical distancing, scholar and employee screening and asymptomatic testing, self-monitoring and reporting, disinfecting, and safe disposal of chemicals, additional waste and PPE.</p> <p>PPE and Sanitizer Stocks</p> <p>Masks: Pending updated state and host district guidance, all staff and students will be required to wear masks or appropriate face coverings in school buildings, when proper physical distancing cannot be exercised. Schools will strive to distribute 2-3 reusable masks to scholars, and 1 reusable mask to staff members. Adequate supplies of children and adult disposable masks will also be kept on-site Gloves: Staff members with arrival and dismissal posts will be required to wear gloves when conducting no- and low-touch temperature checks. Staff members will also be required to use gloves when materials, meals etc. are being distributed to scholars. Face shields: Protective eye-coverings and face shields will be provided for Achievement First school staff who may frequently come in contact or interact with visitors and deliveries to our facilities. Face shields will help to ensure that persons including staff members who have been assigned arrival and dismissal are protected when carrying out these duties. Hand sanitizer: Adequate supplies of alcohol-based hand sanitizer will be maintained on-site to ensure that visitors as well as members of the school family are able to practice good hand-hygiene throughout the day. All Adults and scholars will be required to sanitize their hands before entering the Achievement First Aspire Charter School.</p> <p>Cost of PPE for Achievement First Aspire Charter School.</p> <table border="0"> <thead> <tr> <th>Description</th> <th>Total Cost</th> </tr> </thead> <tbody> <tr> <td>Hand Sanitizer Refills</td> <td>\$ 3,105</td> </tr> <tr> <td>Adult Reusable Masks</td> <td>\$ 610</td> </tr> <tr> <td>Adult Disposable Masks</td> <td>\$ 500</td> </tr> <tr> <td>Kids Reusable Masks</td> <td>\$ 2,250</td> </tr> <tr> <td>Kids Disposable Masks</td> <td>\$ 1,320</td> </tr> <tr> <td>Face Shields</td> <td>\$ 300</td> </tr> <tr> <td>Latex/ Disposable Gloves</td> <td>\$ 675</td> </tr> <tr> <td>Disposable Gowns</td> <td>\$ 587</td> </tr> </tbody> </table> <p>Total ESSERF budgeted \$9,347</p> | Description | Total Cost | Hand Sanitizer Refills | \$ 3,105 | Adult Reusable Masks | \$ 610 | Adult Disposable Masks | \$ 500 | Kids Reusable Masks | \$ 2,250 | Kids Disposable Masks | \$ 1,320 | Face Shields | \$ 300 | Latex/ Disposable Gloves | \$ 675 | Disposable Gowns | \$ 587 |
| Description | Total Cost | | | | | | | | | | | | | | | | | | |
| Hand Sanitizer Refills | \$ 3,105 | | | | | | | | | | | | | | | | | | |
| Adult Reusable Masks | \$ 610 | | | | | | | | | | | | | | | | | | |
| Adult Disposable Masks | \$ 500 | | | | | | | | | | | | | | | | | | |
| Kids Reusable Masks | \$ 2,250 | | | | | | | | | | | | | | | | | | |
| Kids Disposable Masks | \$ 1,320 | | | | | | | | | | | | | | | | | | |
| Face Shields | \$ 300 | | | | | | | | | | | | | | | | | | |
| Latex/ Disposable Gloves | \$ 675 | | | | | | | | | | | | | | | | | | |
| Disposable Gowns | \$ 587 | | | | | | | | | | | | | | | | | | |

Supplementary Supports for Physical Distancing and Health and Safety

Achievement First typically uses a multi-scholar seating layout in its K-4 as this facilitates interaction and collaboration among our youngest scholars. However, physical distancing to safely deliver in-person instruction requires the replacement of tables in our K-4 classrooms with individual desks to accommodate scholars in-keeping with CDC and health department recommendations and Achievement First's School Safety Plan.

Along with the purchase of desk shields for classrooms, Achievement First Aspire proposes the use of ARP ESSER funds to purchase K-4 individual scholar furniture to facilitate the CDC-recommended 3 feet of physical distancing in classrooms.

| Description | Qty | Unit | Total Cost |
|--------------|---------|---------|------------|
| Desk Shields | 1032.00 | \$45.00 | \$41,800 |

Total ARP ESSER budgeted \$41,800

Individual Student and Teacher Instructional Supplies

In a typical Achievement First Aspire Charter school and classroom, scholars share stocks of instructional supplies including stationery, calculators etc. as part of daily instruction and to complete their class assignments. With the pivot to remote and hybrid remote and in-person instruction, we received clear feedback from teachers and families that all scholars did not have access to instructional tools. Additionally, we recognized that sharing these instructional supplies would also be unsafe for our scholars and staff that will engage in in-person learning in Fall 2021. Achievement First Aspire Charter has included the provision of individual instructional supplies for our scholars as a core component of our operating plans during this ongoing pandemic. Supplies will either be locked in the scholar's desk if there are no rotations in and out of classroom), or travel with the scholar in his or her backpack daily.

Our network School Operations team leads examined the costs associated with providing scholars with 1:1 pre-packaged instructional tools that are supplied by various vendors such as EduKits and Sprout School Supplies. The team determined it would be more cost effective, and a more responsible use of public funds, for Achievement First to purchase the required supplies and package custom kits for scholars based on their academy level, as well as replenishment for these kits. Additionally, teachers will also be provided with individual sets of instructional and curriculum supplies, and individually assigned computer peripherals. All students and teachers will be provided with headphones for instructional that is enhanced by digital resources and to limit distractions that impact hybrid/ remote synchronous learning. At the beginning of the school year, parents who have opted for hybrid learning will be asked to collect the supplies individually assigned packages at the school. However, we will also facilitate distribution and delivery to families that are unable to due to financial and/or time constraints, or those who do not feel comfortable with entering a school facility.

Items included in individual student instructional supplies kits include:

ES

- 1:1 Pencil sharpeners
- Pencils
- Crayons
- Loose leaf paper packets
- Construction paper
- Notebooks
- Individual dry erase boards with markers
- Scissors
- Erasers
- Stationery storage/ seat sacks
- Protractors
- Rulers
- Linking cubes and other manipulatives
- Counting jars and beads
- Glue
- Tape with dispensers
- Assignment folders
- String
- Seeds
- Painting sets

MS

- 1:1 Pencil sharpeners
- Pencils
- Crayons
- Loose leaf paper packets
- Construction paper
- Notebooks
- Individual dry erase boards with markers
- Scissors

- Erasers
- Stationery storage/ seat sacks
- Protractors
- Rulers
- Linking cubes and other manipulatives
- Graphing calculators
- Colored pens for editing
- Number lines
- 3-D shapes
- Glue
- Tape with dispensers
- Graphing paper
- Assignment folders
- String
- Seeds
- Painting sets

Items included in individual teacher supplies:

- 1:1 Pencil sharpeners
- Pencils
- Crayons
- Loose leaf paper packets
- Construction paper
- Notebooks
- Individual dry erase boards with markers
- Sticky chart paper
- Scissors
- Erasers
- Stationery storage/ seat sacks
- Protractors
- Rulers
- Linking cubes and other manipulatives
- Graphing calculators
- Colored pens for editing
- Number lines
- 3-D shapes
- Glue
- Tape with dispensers
- Graphing paper
- Assignment folders
- String
- Seeds
- Ring binders
- Paper clips
- Rubber bands
- Flip charts
- Permanent markers and highlighters
- Staplers with staples
- Accordion folders

Projected costs of student individual instructional supplies for Achievement First Aspire Charter Elementary and Middle Schools. At the MS level, a graphing calculator is included.

| | |
|--------------------------------|-------------|
| | Total Cost |
| ES | \$6,000.00 |
| MS | \$10,388.00 |
| Teacher Instructional Supplies | \$5,220.00 |

Total ARP ESSER budgeted \$21,608

Student Instructional Software (for Academic Recovery and Acceleration)

Funding will be used to assist with covering the cost of digital learning software electronic books and e-readers to enable scholars to access to textbooks, and guided and independent reading material remotely, and safely for in-person instruction. All student material will be preloaded on student Chromebooks

| Description | Total Cost |
|---|------------|
| Digital Learning Programs - General | \$ 63,674 |
| Digital Learning Programs - ELA | \$ 123,663 |
| Digital Learning Programs - Math | \$ 116,737 |
| Digital Learning Programs - Science/History | \$ 26,861 |
| Digital Learning Programs - Interventions | \$ 23,648 |

Total ESSERF budgeted \$354,583

Software to Ensure Accessibility & Connectivity

Funding will be used to assist with covering the cost of digital connectivity and support to ensure scholars and their teachers have reliable access and stable connectivity.

| Description | Total Cost |
|---|------------|
| Zoom Annual License + Individual Accounts | \$ 10,782 |
| Student Tech Support (HubbleIQ + ZenDesk) | \$ 14,610 |

Total ARP ESSER budgeted \$25,392

Independent Reading Libraries (for Academic Recovery and Acceleration)

Provide strong reading intervention to students who are below triggers in all academies (with a prioritized effort in grades 5-12) and begin the work to develop a comprehensive approach to developing strong, thriving readers is a key strategy in Achievement First's academic recovery/ acceleration strategy. Reading is foundational and impacts all subjects as the cornerstone of learning; we need a developmentally appropriate approach to how to teach reading. The key features of this strategy further included replenishing and growing independent reading libraries in each classroom- using ARP ESSER funding to restock classroom libraries with books students want to read and can access independently.

In addressing the impact of learning loss throughout the pandemic, Achievement First's strategy emphasizes strong reading intervention to students who are below triggers across all academies (with a prioritized effort in grades 5-12) and begin the work to develop a comprehensive approach to developing strong, thriving readers. A core best practice is to ensure that library resources are available to scholars that supports a culture of "love of reading." Our historical ELA and reading data show that the best way that students become better readers through repetition and setting up diverse, well-stocked independent reading libraries in each classroom.

| | |
|---|----------|
| ES Independent Reading Library (K-4) | \$18,012 |
| MS Independent Reading Library (Gr 5-8) | \$19,872 |

Total ARP ESSER budgeted \$37,884

Air Purifiers and Filters

Air purifiers and CDC-recommended air filters to aide in ventilation and mitigate the spread of COVID-19 within Achievement First classrooms and common areas.

| | |
|---|-----------|
| Small Standalone Air Purifiers @ \$600 each = | \$72,000 |
| Large room Air purifiers @ \$3,500 each = | \$ 14,000 |
| A/C Filters @ \$50 each = | \$15,600 |

Total ARP ESSER budgeted \$101,600

Small Group Tutoring Program Material (for Academic Recovery and Acceleration)

Achievement First will deliver a Small Group Tutoring Program. The tutoring program will help mitigate the negative impact of the COVID-19 pandemic on MS scholars' academic outcomes due to school closures and extended periods of remote and hybrid learning in SY20 and SY21. The tutoring will feature individualized instruction where students receive at least two hours of small group or one-on- one tutoring every day.

Scholars participating in the tutoring program will receive materials- workbooks/worksheets and intensive curriculum bulk-pack- specifically designed s to deep dive challenging materials and facilitate efficacious small-group instruction. The estimated cost of producing the material is \$50 per scholar.

| Description | Total Cost |
|--|------------|
| Small Group Tutor Laptop | \$ 12,600 |
| Small Group Tutor Peripherals | \$ 6,300 |
| Small Group Tutor Preloaded Software | \$ 2,100 |
| Tutoring Program Scholar Instructional Materials | \$ 30,000 |

Total ESSER Budgeted \$51,000

| | <p>Technology – Chromebooks, Laptops and Peripherals</p> <p>Achievement First Aspire’s hybrid learning and reopening plan emphasizes providing individually assigned computers and education technologies to facilitate substantive and consistent interactions between scholars and their teachers. This ensures student engagement, provide feedback opportunities and closely mimic in-person instruction. Typically, scholars at some grade levels may share a Chromebook or other technology device, so Achievement First Aspire Charter distributed Chromebooks to all students in March to April to support remote learning using ESSER I support to overcome financial, logistics and supply constraints. The school worked closely with families to ensure scholars' participation. We have, however, seen an exponentially higher rate of breakage and significant damage since the Chromebook devices were distributed to scholars for home-use during SY 2020-21. ARP ESSER will provide the much-needed funding to purchase replacement Chromebooks and chargers to effectively support remote/ hybrid learning and maintain 1:1 distribution of individually-assigned Chromebooks and laptops to students to support hybrid and remote learning (as needed) and mitigate the spread of disease through shared devices when school reopens. We are also proposing to use ARP ESSER funds to also assist with the replacement of staff laptops and monitors to ensure instructional continuity and address technology challenges such as lags and crashes that impact educators.</p> <table border="0"> <thead> <tr> <th>Description</th> <th>Total Cost</th> </tr> </thead> <tbody> <tr> <td>Student Chromebooks</td> <td>\$344,000</td> </tr> <tr> <td>Replacement Chromebook Chargers</td> <td>\$4,500</td> </tr> <tr> <td>Student Headphones</td> <td>\$37,080</td> </tr> </tbody> </table> <p>Total ESSER budgeted \$385,580</p> <p>Neat Bar Video Conferencing Solutions</p> <p>Achievement First Aspire Middle School will support hybrid learning for scholars and staff that cannot and/or are not comfortable returning to a school building, and in-person learning. Teaching simulcasts will augment space constraints and provide scholars and families with an option that does not force them to choose between access to a high-quality education, and their health and safety.</p> <p>Achievement First Aspire has selected the Neat Bar as our solution for providing this hybrid/ remote experience as: (1) The device is a high-quality video conferencing solution that extends the classroom environment to remote scholars without sacrificing the in-person experience for teachers and scholars at the school facility as it limits feedback, and need for loud audio equipment. Multiple tests were conducted using the equipment to ensure that a teacher or scholar speaking at normal volume in different room types could be heard (and seen) when using via the Neat Bar; (2) The device is compact, and this was critical given the variable size of the spaces in which the device will be deployed. The Neat Bar also minimizes the number of people required for installation, setup, and operation, and can be supported and maintained by technicians remotely. This ensures that staff and vendors can maintain a safe physical distance and restricts the number of persons accessing Achievement First Aspire school facilities; (3) Neat Bar is a standardized solution that ensures that all Achievement First scholars- regardless of school location or remote learning- will enjoy the same access to instruction and seamless experience. The device operates in the same way and delivers the same quality simulcast from different classrooms and buildings.</p> <p>6 Neat Bars purchased @ \$2,700.00 each</p> <p>Total ESSER Budgeted \$16,200</p> | Description | Total Cost | Student Chromebooks | \$344,000 | Replacement Chromebook Chargers | \$4,500 | Student Headphones | \$37,080 |
|--|--|-------------|------------|---------------------|-----------|---------------------------------|---------|--------------------|----------|
| Description | Total Cost | | | | | | | | |
| Student Chromebooks | \$344,000 | | | | | | | | |
| Replacement Chromebook Chargers | \$4,500 | | | | | | | | |
| Student Headphones | \$37,080 | | | | | | | | |
| <p>Code 46 <i>Travel Expenses</i></p> | | | | | | | | | |
| <p>Code 80 <i>Employee Benefits</i></p> | | | | | | | | | |
| <p>Code 90 <i>Indirect Cost</i></p> | | | | | | | | | |
| <p>Code 49 <i>BOCES Services</i></p> | | | | | | | | | |
| <p>Code 30 <i>Minor Remodeling</i></p> | | | | | | | | | |

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|------------------------------------|--|
| <i>Code 20</i> <i>Equipment</i> | |
|------------------------------------|--|

= Required Field

| Local Agency Information | | |
|--|--|--------------------------|
| Funding Source: | ARP Elementary and Secondary Schools Emergency Relief (ARP-ESSER) | |
| Report Prepared By: | Kerrie-Ann Tucker | |
| Agency Name: | Achievement First Aspire Charter School | |
| Mailing Address: | c/o 370 James Street, Suite 404 | |
| | Street | |
| | New Haven | CT |
| | City | State |
| | 06513 | Zip Code |
| Telephone # of Report Preparer: | 203-773-3223 | County: New Haven |
| E-mail Address: | title1@achievementfirst.org | |
| Project Funding Dates: | 3/13/2020 Start | 9/30/2024 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 | | | \$549,698 |
| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| AF Aspire share of cost for a Network Director of Reading Fluency for 2yrs | 0.06444444444 | \$108,000 | \$13,920 |
| AF Aspire share of cost for a Network Director of Family Engagement for 2yrs | 0.06000000000 | \$108,000 | \$12,960 |
| Summer Academy K-8 Teacher Stipends for 2 yrs | 4.67800000000 | \$6,250 | \$58,475 |
| AF Aspire share of cost for a Network Director of Tutoring for 2yrs | 0.0610370370 | \$108,000 | \$13,184 |
| Supplementary Contracted ES Behavioral Specialist Salary for 1 yr | 1.00000000000 | \$97,855 | \$97,855 |
| Contract Reading Interventionists' Salaries for 3 yrs | 2.00000000000 | \$55,134 | \$330,804 |
| AF Aspire share of cost for a Network Director of Health & Safety for 3 yrs | 0.0705882353 | \$85,000 | \$18,000 |
| AF Aspire share of cost for a Network Assoc. Director of Health & Safety for 1 yr | 0.07500000000 | \$60,000 | \$4,500 |
| | | | |

| SALARIES FOR SUPPORT STAFF | | | |
|--|----------------------|------------------------|----------------|
| Subtotal - Code 16 | | | \$60,000 |
| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| Long Term Substitute Teacher Contracted to Cover Expected Absences | 1.00 | \$60,000.00 | \$60,000 |
| | | | |
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| PURCHASED SERVICES | | | |
|---|--|---|----------------------|
| Subtotal - Code 40 | | | \$762,988 |
| Description of Item | Provider of Services | Calculation of Cost | Proposed Expenditure |
| Professional Neat Bar Installation and Zoom | Red Thread | 6 x \$866.67 | \$5,200 |
| Student MiFi Service Plans for 12 months @\$20/ month | T-Mobile | 331 x \$20 per month per scholar x 12 months | \$79,560 |
| Reading Recorvery/ Acceleration Teacher PD (AF Aspire ES & MS share of network-wide facilitator costs) | The Stanford Teacher Education Program (STEP) | \$6,720 per year x 2 academy levels x 2 yrs | \$26,880 |
| Wellness/ SEL PD includes modules on Social Work/ Mental Health and DEI PDs (AF Aspire ES & MS share of network-wide facilitator costs) | National Equity Project, Courageous Conversations, The Management Center , and Dr. Blanca Ruiz | \$13,248 per year x 2 academy levels x 2 yrs | \$52,992 |
| Foundations/ Phonics PD (AF Aspire ES & MS share of network-wide facilitator costs) | Wilson® Professional Learning and Teacher Support | \$12,148 per year x 2 academy levels x 2 yrs | \$48,592 |
| Cognitively Guidance Instruction Math Program PD and Curricular Aids (AF Aspire ES & MS share of network-wide facilitator costs) | Future Leaders Incubator | Approx. \$5,755 per year x 2 academy levels x 2 yrs | \$23,020 |
| Air Conditioning Unit Assessment at AF Aspire ES & MS for 12 months each | AKAM (Property Management) | \$600 x 2 academy levels | \$1,200 |
| Air Conditioning Unit Filter Installations at AF Aspire ES & MS | NYNJ Restoration Inc | \$1,500 x 2 academy levels | \$3,000 |
| Replace Split A/C Units at AF Aspire ES & MS | AKAM (Property Management) | Approx. \$3,500 each x 14 A/C units | \$50,000 |
| Install Touchless Water Fountains at AF Aspire ES & MS | AKAM (Property Management) | \$7,000 per touchless water fountain x 10 fountains | \$70,000 |
| AF Summer Camp at AF Aspire ES & MS | Change Summer | \$5,000 x 2 academy levels | \$10,000 |
| Professional Deep Cleaning at AF Aspire ES & MS | Atalian | Approx. \$1,000 per week x 65 weeks | \$65,000 |

| | | | |
|---|----------------------------|--|-----------|
| Tutors for 1:10 Small Group Tutoring for Aspire ES and MS for 2 yrs | Great Oaks Foundation | \$15,000 per Small Group Tutor x 7.78213 tutors x 2yrs | \$233,464 |
| Great Oaks Tutor Lead for Small Group Tutors 1 each for AF Aspire ES and MS for 2 yrs | Great Oaks Foundation | \$14,520 per Tutor Lead x 2 academy levels x 2 yrs | \$58,080 |
| Window Repairs at AF Aspire ES & MS | AKAM (Property Management) | \$600 per window repair x 50 windows | \$30,000 |
| Install Plexiglass Barriers in Restrooms at AF Aspire ES & MS | AKAM (Property Management) | \$500 per restroom x 12 plexiglass barrier installations | \$6,000 |

| SUPPLIES AND MATERIALS | | | |
|-----------------------------------|----------|-----------|----------------------|
| Subtotal - Code 45 | | | \$1,062,814 |
| Description of Item | Quantity | Unit Cost | Proposed Expenditure |
| Hand Sanitizer Stocks | 70.00 | \$44.36 | \$3,105.00 |
| Adult Reusable Masks | 226.00 | \$2.70 | \$610.00 |
| Adult Disposable Masks | 1190.00 | \$0.42 | \$500.00 |
| Student Reusable Masks | 938.00 | \$2.40 | \$2,250.00 |
| Student Disposable Masks | 3143.00 | \$0.42 | \$1,320.00 |
| Protective Face Shields | 7.00 | \$42.86 | \$300.00 |
| Latex/ Disposable Gloves | 5625.00 | \$0.12 | \$675.00 |
| Disposable Gowns | 235.00 | \$2.50 | \$587.00 |
| ES Student Instructional Supplies | 122.00 | \$49.18 | \$6,000.00 |
| MS Student Instructional Supplies | 100.00 | \$103.88 | \$10,388.00 |
| Teacher Instructional Supplies | 15.00 | \$348.00 | \$5,220.00 |
| Sanitizing Wipes | 810.00 | \$22.00 | \$17,820.00 |
| Desk Shields | 929.00 | \$44.99 | \$41,800.00 |
| | | | |

| | | | |
|---|---------|------------|--------------|
| Independent Reading Library Books | | | |
| ES Independent Reading Library (K-4) per scholar | 456.00 | \$39.50 | \$18,012.00 |
| MS Independent Reading Library (Gr 5-8) per scholar | 368.00 | \$54.00 | \$19,872.00 |
| | | | |
| Education Technology | | | |
| Student Chromebooks | 860.00 | \$400.00 | \$344,000.00 |
| Replacement Chromebook Chargers | 225.00 | \$20.00 | \$4,500.00 |
| Student Headphones for Hybrid/ Remote Learning | 2318.00 | \$16.00 | \$37,080.00 |
| Zoom Annual License + Individual Accounts per scholar | 824.00 | \$13.08 | \$10,782.00 |
| Student Tech Support Software (HubbleIQ & Zendesk) per scholar | 824.00 | \$17.73 | \$14,610.00 |
| Digital Learning Programs for Learning Enrichment- General Content per scholar | 824.00 | \$77.27 | \$63,674.00 |
| Digital Learning Programs for Learning Enrichment- ELA per scholar | 824.00 | \$150.08 | \$123,663.00 |
| Digital Learning Programs for Learning Enrichment- Math per scholar | 824.00 | \$141.67 | \$116,737.00 |
| Digital Learning Programs for Learning Enrichment- Science/History per scholar | 824.00 | \$32.60 | \$26,861.00 |
| Digital Learning Programs for Learning Enrichment- Targeted Interventions per scholar | 250.00 | \$94.59 | \$23,648.00 |
| Neat Bar Solution | 6.00 | \$2,700.00 | \$16,200 |

| | | | |
|--|--------|------------|-------------|
| | | | |
| Facilities Supplies | | | |
| Filters for Air Conditioning Units | 312.00 | \$50.00 | \$15,600.00 |
| Small Standalone Air Purifiers | 120.00 | \$600.00 | \$72,000.00 |
| Large Room Air Purifiers | 4.00 | \$3,500.00 | \$14,000.00 |
| | | | |
| Tutoring Program Costs | | | |
| Small Group Tutors' Laptops | 21.00 | \$600.00 | \$12,600.00 |
| Tutor Peripherals (Mouses, Keyboards, Headsets and Monitors) | 21.00 | \$300.00 | \$6,300.00 |
| Tutor Instructional Software Package | 21.00 | \$100.00 | \$2,100.00 |
| Small Group Scholar Tutoring Materials | 600.00 | \$50.00 | \$30,000.00 |
| | | | |

Finance: Logged _____

Approved _____

MIR _____