

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

Summary & Background

ACHIEVEMENT FIRST LEGACY 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.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Submission Instructions

Submission Instructions

ACHIEVEMENT FIRST LEGACY CHARTER

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Neil Shah	neilshah@achievementfirst.org	08/27/2021
LEA Board President	Deborah Shanley	dashanley838@gmail.com	08/30/2021

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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

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

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

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

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

ARP-ESSER Application: Part 2 - ARP Act

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 Legacy 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. 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.

ARP-ESSER Application: Part 2 - ARP Act

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

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 pre-implementation screener 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 Legacy does not have current proficiency data for comparison.

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 screeners 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. SY 2022/23 will prioritize our elementary 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.

1. Use screener data 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, 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 an ES 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 2021/22 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.

ARP-ESSER Application: Part 2 - ARP Act

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 has 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. 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.

Reading Interventions: Achievement First is prioritizing providing strong reading intervention to students who are below triggers in all academics. Reading is foundational and impacts all subjects. Reading is foundational and the cornerstone of learning; we need a developmentally appropriate approach including 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 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.

Tutoring: Achievement First will 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 this strategy 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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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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

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 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 Legacy 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 Certified Nursing Assistant: 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. This ensures that members of the school community- scholars or adults- that exhibit symptoms of COVID-19 can be appropriately assessed and receive interim care in a location that is separate from the Nurses' Offices. There is a critical need to hire a supplementary healthcare worker (CNA) to support the full-time Nurse and staff the isolation rooms at the school site as part of this plan to ensure that members of the school community- scholars or adults- that exhibit symptoms of COVID-19 can be appropriately assessed and receive interim care in a location that is separate from the Nurses' Offices.

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

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

Achievement First Legacy is a newly-opened charter school in Queens, serving 90 Kindergarten students in the 2021/22 school year. As such, the ARP ESSER funds allotted based on this small population have been largely budgeted to cover expenses required for school health and safety in response to the ongoing pandemic, continuity of education services. The school recognized that first keeping scholars, teachers and staff physically safe, will then provide opportunities to support and care for their social emotional needs. However, as a Charter Management Organization (CMO), Achievement First Inc. has committed to Leading for Racial Equity (LRE), and equity in access to resources across our schools in New York. Achievement First Inc. will leverage non-ARP ESSER monies to provide trauma-informed programming, SEL and DEI training, social work support for Black and brown scholars and families, as well as academic supports to safeguard strong educational outcomes.

Low-Income Scholars

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. Purchase and distribute school supplies for the 2021/22 academic year to students and families including Chromebooks, stationery and other supplies to be used in the classroom such as kids' reusable and disposable masks. By providing our scholars with these supplies, Achievement First aims to ensure that our low-income scholars have equitable access to educational resources and to, in the most practical ways possible, remove the financial strain on families that have been impacted by the economic fallout from this pandemic.
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 and SPED Scholars

Achievement First's educational program is deliberately inclusive in its approach- ELL/MLL scholars receive all core instruction with their English-speaking peers, and scholars with an IEP are with their 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 ELL/MLL scholars and 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.

As a New York charter school, our host district provides the services and supports including paraprofessionals for scholars with Individual Educational Plans (IEPs).

Non-ARP ESSER Support for Students Disproportionately Impacted by COVID

Achievement First recognizes the intersectionality between socioeconomic status and English language proficiency and special needs in our enrollment. Whilst more than 66% of Achievement First Legacy'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.

Students of Color

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. Leveraging non-ARP ESSER funding, Achievement First Inc. 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

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

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 Social Worker, 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.

ELL/ MLL Scholars

Non-ARP ESSER funding will also support the following Achievement First Inc. strategies at Achievement First Legacy:

1. 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 libraries.
2. 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.
3. 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.
4. 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.

SPED Scholars

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

As the school has only been operational for 3 months, we currently do not have clear reads on our Homeless Scholar population. It is expected that this data will be gathered over time through observation and as scholars, parents and guardians self-identify to the Director of School Operations and Social Worker. As such, ARP ESSER funding has not been budgeted to support the needs which have not yet been identified.

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

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

ARP-ESSER Return to In-Person Instruction

ACHIEVEMENT FIRST LEGACY 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 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 LEGACY CHARTER

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

1. Please complete the 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 (\$)	588,112
Total Number of K-12 Resident Students Enrolled (#)	90
Total Number of Students from Low-Income Families (#)	60

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 LEGACY CHARTER

331600861082

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	43,200
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	35,366
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.	113,050
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.	97,318
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.	18,000
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	233,878

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	42,000
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	5,300
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:	588,112

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 Charter School 10 ARP ESSER 2021 FS-10 SIGNED.pdf
 AF Charter School 10 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 Charter School 10 ARP ESSER Budget Narrative- 2021 REVISED JAN2022.pdf
 AF Charter School 10 ARP ESSER Budget Narrative- 2021.pdf
 AF Charter School 10 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	18,000
16 - Support Staff Salaries	43,200
40 - Purchased Services	132,340
45 - Supplies and Materials	394,572
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	588,112

BUDGET NARRATIVE

LEA: Achievement First Legacy Charter School	FOR TITLE: American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER)
BEDSCODE: 331600861082	

**** 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 for 3 years Approximately 1 teacher @ approx. \$6,250</p> <p>Total ARP ESSER budgeted \$18,000</p>								
Code 16 <i>Support Staff Salaries</i>	<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. This ensures that members of the school community- scholars or adults- that exhibit symptoms of COVID-19 can be appropriately assessed and receive interim care in a location that is separate from the Nurses' Offices. There is a critical need to hire a supplementary healthcare worker (CNA) to staff the isolation rooms at each school site as part of this plan to ensure that members of the school community- scholars or adults- that exhibit symptoms of COVID-19 can be appropriately assessed and receive interim care in a location that is separate from the Nurses' Offices.</p> <p>Total ESSER budgeted \$43,200</p>								
Code 40 <i>Purchased Services</i>	<p>Supports to Maintain the Health of the School Community</p> <p>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.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Staff Asymptomatic COVID Testing</td> <td style="text-align: center; padding: 2px;">2</td> <td style="text-align: right; padding: 2px;">\$400.00</td> <td style="text-align: right; padding: 2px;">\$ 800.00</td> </tr> <tr> <td style="padding: 2px;">Student Asymptomatic COVID Testing</td> <td style="text-align: center; padding: 2px;">9</td> <td style="text-align: right; padding: 2px;">\$500.00</td> <td style="text-align: right; padding: 2px;">\$ 4,500.00</td> </tr> </table> <p>Total ESSERF budgeted \$5,300</p> <p>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 Legacy Charter School 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 learning including participation and attendance at virtual classrooms and simulcast of daily instruction.</p>	Staff Asymptomatic COVID Testing	2	\$400.00	\$ 800.00	Student Asymptomatic COVID Testing	9	\$500.00	\$ 4,500.00
Staff Asymptomatic COVID Testing	2	\$400.00	\$ 800.00						
Student Asymptomatic COVID Testing	9	\$500.00	\$ 4,500.00						

These projected costs for 12 months for students from Achievement First Legacy Charter School student MiFi plan costs.
Approximately 36 data plans @ \$20 per month per scholar for 2 years

Total ARP ESSER budgeted \$8,640

Tutoring Program- Great Oaks Foundation Charges (for Learning Recovery/ 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. 1 x \$15,000 per year = \$29,400

Approx. 0.5 x 14,520 per year = \$14,000

Total ARP ESSER budgeted \$43,400

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 Legacy Charter School 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 65 weeks (2 school years) of additional cleaners to deep clean high-touch surfaces at school sites

Total ESSER budgeted \$65,000

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 and servicing 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).

Total ARP ESSER budgeted \$10,000

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)																		
Code 45 <i>Supplies and Materials</i>	<p>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.</p> <p>Purchase Commercial-Grade Supplies \$ 13,000.00 Electrostatic Sprayers (large) \$ 5,000.00 Electrostatic Sprayers (small) \$ 2,250.00 Electrostatic disinfectant \$ 8,000.00</p> <p>900 80-count canisters of Sanitizing Wipes @ \$22.00 each. Total ESSER budgeted \$48,050</p> <p>SAFE REOPENING STRATEGY EXPENSES 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 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 Legacy Charter School building.</p> <p>Cost of PPE for Achievement First Legacy Charter School Elementary School.</p> <table border="0"> <thead> <tr> <th>Description</th> <th>Total Cost</th> </tr> </thead> <tbody> <tr> <td>Wall-Mount Sanitizer Dispensers</td> <td>\$ 1,020.00</td> </tr> <tr> <td>Free Standing Sanitizing Stations</td> <td>\$ 1,500.00</td> </tr> <tr> <td>Hand Sanitizer Refills</td> <td>\$ 5,865.00</td> </tr> <tr> <td>Adult Reusable Masks</td> <td>\$ 78.00</td> </tr> <tr> <td>Adult Disposable Masks</td> <td>\$ 273</td> </tr> <tr> <td>Kids Reusable Masks</td> <td>\$ 698</td> </tr> <tr> <td>Kids Disposable Masks</td> <td>\$ 1,327</td> </tr> <tr> <td>Face Shields</td> <td>\$ 450.00</td> </tr> </tbody> </table>	Description	Total Cost	Wall-Mount Sanitizer Dispensers	\$ 1,020.00	Free Standing Sanitizing Stations	\$ 1,500.00	Hand Sanitizer Refills	\$ 5,865.00	Adult Reusable Masks	\$ 78.00	Adult Disposable Masks	\$ 273	Kids Reusable Masks	\$ 698	Kids Disposable Masks	\$ 1,327	Face Shields	\$ 450.00
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Face Shields	\$ 450.00																		

Latex/ Disposable Gloves \$ 3,188
Disposable Gowns \$ 481

Total ESSERF budgeted \$14,880

Handheld Temperature Scanners

Temperature scanners and thermometers will be utilized as part of Achievement First's monitoring and mitigation efforts in the spread of infectious disease within the school facilities as the Operations team will check students and staff for fevers before they enter the schools' facilities. All visitors and members of the schools' community will be scanned prior to entering the building to ensure they do not exhibit one of the noted symptoms of the novel coronavirus COVID-19- a high fever.

9 x Handheld temperature scanners @ \$50.00 each for Achievement First Legacy Charter School ES

Total ESSER budgeted \$450.

Supplementary Supports for Physical Distancing and Health and Safety

Portable desk shields will be purchased to ensure scholars' safety in mitigating the spread of COVID-19.

Desk Shields 155 \$45.00 \$ 6,975.00

Total ESSER budgeted \$6,975

Air Purifiers

Air purifiers with 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 = \$25,000

Large room Air purifiers @ \$3,500 each = \$ 7,000

Total ARP ESSER budgeted \$32,000

Independent Reading Libraries (for Learning Recovery/ 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.

Total ESSER budgeted \$7,110

Individual Student and Teacher Instructional Supplies

In a typical Achievement First Legacy Charter School 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 Legacy Charter School 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 Legacy Charter School.

	Total Cost
Student Instructional Supplies	\$ 5,231.25
Teacher Instructional Supplies	\$ 7,830.00

Total ESSER budgeted \$13,061

Technology – Chromebooks, Laptops and Peripherals

Achievement First’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 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.

Description	Total Cost
Student Chromebooks	\$67,478
Replacement Chromebook Chargers	\$980.00
Student Headphones	\$8,100

Total ESSER budgeted \$76,558

Student Instructional Software (for Learning Recovery/ Acceleration)

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

Description	Total Cost
Digital Learning Programs - General	\$ 14,047
Digital Learning Programs - ELA	\$ 96,226
Digital Learning Programs - Math	\$ 36,596

	<p>Digital Learning Programs - Science/History \$ 8,175 Digital Learning Programs - Interventions \$ 11,824</p> <p>Total ARP ESSER budgeted \$166,868</p> <p>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.</p> <table border="0"> <thead> <tr> <th>Description</th> <th>Total Cost</th> </tr> </thead> <tbody> <tr> <td>Zoom Annual License + Individual Accounts</td> <td>\$ 4,815</td> </tr> <tr> <td>Student Tech Support (HubbleIQ + ZenDesk)</td> <td>\$ 7,305</td> </tr> </tbody> </table> <p>Total ARP ESSER budgeted \$12,120</p> <p>Small Group Tutoring Program Material (for Learning Recovery/ 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.</p> <table border="0"> <thead> <tr> <th>Description</th> <th>Total Cost</th> </tr> </thead> <tbody> <tr> <td>Small Group Tutor Laptop</td> <td>\$ 2,100</td> </tr> <tr> <td>Small Group Tutor Peripherals</td> <td>\$ 1,100</td> </tr> <tr> <td>Small Group Tutor Preloaded Software</td> <td>\$ 3,00</td> </tr> <tr> <td>Tutoring Program Scholar Instructional Materials</td> <td>\$ 13,000</td> </tr> </tbody> </table> <p>Total ESSER Budgeted \$16,500</p>	Description	Total Cost	Zoom Annual License + Individual Accounts	\$ 4,815	Student Tech Support (HubbleIQ + ZenDesk)	\$ 7,305	Description	Total Cost	Small Group Tutor Laptop	\$ 2,100	Small Group Tutor Peripherals	\$ 1,100	Small Group Tutor Preloaded Software	\$ 3,00	Tutoring Program Scholar Instructional Materials	\$ 13,000
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<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>																	
<p>Code 20 <i>Equipment</i></p>																	

= 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 Legacy 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			\$18,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Summer Instruction K-2 Teacher Stipends for 3 years	0.9600000000	\$6,250	\$18,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$43,200
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Contract Nurse's Assistans (ES)	1.00	\$43,200.00	\$43,200

PURCHASED SERVICES			
Subtotal - Code 40			\$132,340
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Tutors for 1:10 Small Group Tutoring for AF Legacy ES for 2 yrs	Great Oaks Foundation	\$15,000 per Small Group Tutor x 0.98 tutors x 2yrs	\$29,400
Great Oaks Tutor Lead for AF Legacy ES Small Group Tutors	Great Oaks Foundation	\$14,520 per Tutor Lead x 0.482094 Tutor Leads x 2 yrs	\$14,000
Testing Services for Asymptomatic COVID-19	Labcorp	Staff: 2 x \$400 Students: 9 x approx \$500	\$5,300
Student MiFi Service Plans for 12 months @\$20/ month	T-Mobile	36 x \$20 per month per scholar x 12 months	\$8,640
HVAC Vendor Assessments and Servicing at AF Legacy ES for 2 years	AKAM Property Management	\$1,250 per quarter x 8 quarters	\$10,000
Professional Deep Cleaning at AF Legacy ES	Atalian	\$1,000 per week x 65 weeks	\$65,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$394,572
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Hand Sanitizer Stocks	133.00	\$44.10	\$5,865.00
Wall-Mount Sanitizer Dispensers	26.00	\$39.23	\$1,020.00
Free Standing Sanitizing Stations	15.00	\$100.00	\$1,500.00
Adult Reusable Masks	29.00	\$2.69	\$78.00
Adult Disposable Masks	650.00	\$0.42	\$273.00
Student Reusable Masks	291.00	\$2.40	\$698.00
Student Disposable Masks	3160.00	\$0.42	\$1,327.00
Protective Face Shields	30.00	\$15.00	\$450.00
Latex/ Disposable Gloves	26567.00	\$0.12	\$3,188.00
Disposable Gowns	192.00	\$2.51	\$481.00
Desk Shields	155.00	\$45.00	\$6,975.00
Handheld Temperature Scanners	9.00	\$50.00	\$450.00
Sanitizing Wipes	900.00	\$22.00	\$19,800.00
Independent ES Reading Libraries per scholar	180.00	\$39.50	\$7,110.00

Student Instructional Supplies	106.00	\$49.35	\$5,231.00
Teacher Instructional Supplies	23.00	\$340.43	\$7,830.00
Facilities Supplies			
Small Standalone Air Purifiers	42.00	\$595.24	\$25,000.00
Large Room Air Purifiers	2.00	\$3,500.00	\$7,000.00
Purchase Commercial-Grade Supplies per month	10.00	\$1,300.00	\$13,000.00
Electrostatic Sprayer (Small)	5.00	\$450.00	\$2,250.00
Electrostatic Sprayer (Large)	4.00	\$1,250.00	\$5,000.00
Electrostatic Sprayer Disinfectant	53.00	\$150.94	\$8,000.00
Education Technology			
Student Chromebooks	169.00	\$399.28	\$67,478.00
Replacement Chromebook Chargers	49.00	\$20.00	\$980.00
Student Headphones	506.00	\$16.01	\$8,100.00
Student Tech Support Software (HubbleIQ & Zendesk) per scholar	270.00	\$27.06	\$7,305

Digital Learning Programs for Learning Enrichment- General Content per scholar	270.00	\$52.03	\$14,047
Digital Learning Programs for Learning Enrichment- ELA per scholar	270.00	\$356.39	\$96,226
Digital Learning Programs for Learning Enrichment- Math	270.00	\$135.54	\$36,596
Digital Learning Programs for Learning Enrichment- Science/ History per scholar	270.00	\$30.28	\$8,175
Digital Learning Programs for Learning Enrichment- Targeted Interventions	270.00	\$43.79	\$11,824
Zoom Annual License + Individual Accounts per scholar	270.00	\$17.83	\$4,815
Tutoring Program Costs			
Small Group Tutors' Laptops	4.00	\$525.00	\$2,100
Tutor Peripherals (Mouses, Keyboards, Headsets and Monitors)	3.00	\$366.67	\$1,100
Tutor Instructional Software Package	3.00	\$100.00	\$300
Small Group Scholar Tutoring Materials	260.00	\$50.00	\$13,000

Finance: Logged _____

Approved _____

MIR _____