

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

Page Last Modified: 07/28/2021

Summary & Background

KING CENTER CHARTER SCHOOL

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SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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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.

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

The federal ARP statute requires SEAs to reserve:

- not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

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

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Introduction/Instructions - Submission Instructions

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Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

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

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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	Barbara Lindaman	blindaman@kccs.org	11/17/2021
LEA Board President	Scott Saperston	Scott.Saperston@morganstanley.com	11/09/2021

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.

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

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

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

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

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

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.

King Center's ARP ESSER Plan was developed with the input and involvement of key members of our school community, including school leadership, faculty and parents. We are continuing to reach out to school stakeholders for input. A key part of our stakeholder outreach campaign has been focus group interviews of parents and staff members. Parent and staff member interviewees were clear in their support of after-school programming, summer programming, social-emotional programming and supports, targeted professional development for teachers and other instructional staff and more. The ideas, information and recommendations shared in these interviews have informed and influenced our decisions for spending ARP funds. The results of focus group interviews are available upon request. Topics shared in the dialogue among stakeholders have included:

1. Data on the school's mode of instruction (remote, hybrid, in-person) and student attendance in each modality; the manner in which funds are allocated to meet student's social, emotional, and academic needs through evidence-based interventions, how they advance equity for underserved students and how they sustain and support access to early childhood education programs;
2. Student data, disaggregated by student subgroup, related to how the COVID-19 pandemic has affected instruction and learning;
3. Guidance from the CDC, NYSDOH, NYCDOH, and NYSED; and
4. Decisions detailing school operations.

Information gathered on these and other topics has been used in planning, including the 2021-22 Reopening Plan, which is posted on the King Center Internet Site.

During and after the federal grant implementation period, King Center will continue to engage its stakeholders through a combination of Zoom meetings, Opinion Surveys, and personal contacts via email and telephone throughout the implementation period.

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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.**

<http://KCCS.org>

The King Center Charter School ARP Spending Plan has been posted on the school's Internet site along with the school's Reopening Plan. Printed copies of both plans will be available at the main office, and will be furnished to people requesting them. The ARP Plan includes details concerning the use of funds, and research supporting the school's afterschool and summer programs. Once the ARP ESSER Application received programmatic approval, King Center will download and post the approved application and budget forms at the school's website.

ARP-ESSER LEA Base 90% Allocation - 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.**

King Center Charter School (King Center) will continue to implement health and safety protocols and guidance recommended and in some cases required by the NYS DOH, the CDC, NYSED and the New York State Governor's Office. Our health and safety policies and practices are described in the Health and Safety section of our updated School Reopening Plan, which is posted on our website and incorporated by reference into the King Center ARP Spending Plan. We understand that the Health and Safety section of the King Center Reopening Plan will most likely be continuously revised for the foreseeable future in order to comply with new legislative and/or regulatory guidance as well as changing health related circumstances in the local area. We also recognize that protocols and guidance may change as information about COVID-19 and effective health and safety measures evolve. Accordingly, we will continuously monitor the guidance provided by these agencies and make changes to our policies, practices and spending as needed to conform to new health and safety requirements and recommendations. Topics shared in the dialogue among stakeholders have included:

1. Data on the school's mode of instruction (remote, hybrid, in-person) and student attendance in each modality; the manner in which funds are allocated to meet student's social, emotional, and academic needs through evidence-based interventions, how they advance equity for underserved students and how they sustain and support access to early childhood education programs;
2. Student data, disaggregated by student subgroup, related to how the COVID-19 pandemic has affected instruction and learning;
3. Guidance from the CDC, NYSDOH, NYCDOH, and NYSED; and
4. Decisions detailing school operations.

Information gathered on these and other topics has been used in planning, including the 2021-22 Reopening Plan, which is posted on the King Center website.

King Center intends to use ARP funds to promote the health and safety of our students and staff through extensive COVID-19 screening testing and nursing services. The expansion of our health care staff is necessary because of:

1. Ongoing and expanded screening testing,
2. Required daily COVID-19-related reporting,
3. Coordination with DOH and other agencies,
4. Diagnostic health testing of students and staff.

Accordingly, we will use roughly 4% of our ARP allocation to contract with an agency that will provide an additional nurse who will share responsibility for COVID-19-related health and safety practices.

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4. **In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.**

King Center Charter School (King Center) has implemented a comprehensive assessment program to generate data that will help staff members identify student needs and monitor student progress resulting from planned interventions and support. Analysis of the data from the collective of assessments listed below indicates that after the prolonged period of remote learning resulting from the pandemic needs and or weaknesses among students vary but generally include:

- **English Language Arts**
- **ELA skills development:** Students need support for decoding written English, blending (reading) and segmenting (spelling) using the sound spellings they have learned through a synthetic phonics approach, and in handwriting, spelling, and the writing process.
- **Listening and learning** - Students have difficulty acquiring language competence through listening, building a rich vocabulary, and broad knowledge in history and science by being exposed to carefully selected, sequenced, and coherent reading “alouds”.
- **Guided Reading and Accountable Independent Reading** - Students’ listening comprehension outpaces their reading comprehension throughout elementary school. Students need support in becoming independent, interested, and capable readers.
- **Mathematics – Key content areas in Elementary and Middle School Math**
- **Elementary School**
- **Number sense** - Students need support to visualize the meaning behind numbers and grasp the concept of larger figures in the hundreds, thousands, and millions.
- **Fractions and decimals** – Students need to stimulation in the exploration of fractions, decimals, and percentages.
- **Negative numbers** – Students have difficulty with more abstract ideas in the mathematical curriculum.
- **Problem solving** – Students lack and require strong foundation in critical thinking. They need support with word problems,
- **Middle School**
- **Ratios and Unit Rates** - Students have difficulty applying reason when solving collections of ratio problems in real world contexts using various tools such as tape diagrams, double number line diagrams, tables, equations and graphs
- **Arithmetic Operations Including Division of Fractions** - Students have difficulty completing their understanding of the four operations as they study division of whole numbers, division by a fraction and operations on multi-digit decimals
- **Rational Numbers** - Students have difficulty with the number line and in determining the location of positive fractions, decimals, and whole numbers from previous grades.
- **Expressions and Equations** - Students have difficulty extending their arithmetic work to include using letters to represent numbers.
- **Area, Surface Area, and Volume Problems** - Students need support to utilize their previous experiences in order to understand and develop formulas for area, volume, and surface area.
- **Statistics** - Students have difficulty moving from simply representing data into analysis of data.

The power of our assessment program focuses on our ability to determine the strengths and areas in need of improvement of each student regardless of ethnicity, financial status, language ability, or physical or other handicap. The information we have gathered has been used in the design of instruction for regular day, afterschool and summer programming. Beyond classroom instruction, we plan intense intervention for our students in both ELA and math through afterschool, and summer programs, including a high dosage of tutoring as described in Question 5.

The assessment program consists of the following:

NWEA MAP Students in grades K-8 are administered NWEA MAP Assessments for both Math and ELA. This assessment is given 3 times each academic year: Fall, Winter, and Spring. Results from these assessments help guide MTSS Intervention services, for both subject areas, as well as for adapting Math and ELA curricula.

Fountas and Pinnell Literacy Assessment - Students in grades K-6 are administered the F&P Literacy Assessment. This assessment is given 3 times each academic year: Fall, Winter, and Spring. The results from this assessment serve as an additional lens for students needing MTSS Intervention.

Lucy Calkins Writing Assessment - Students in grades K-8 are administered this writing assessment two times per academic year; Fall and Spring. The results of this assessment help inform instructional needs in the classroom.

NYS Math and ELA Assessments - Traditionally, all students in grades 3-8 take the ELA and Math State Assessments, once per academic year.

Results from these assessments inform instructional practices in the classroom, enrichment services, and MTSS intervention services.

NYS Science Assessment - Students in grades 4 and 8 take the annual NYS Science Assessment. The results of this assessment help to inform instructional practices in the classroom.

Attendance and Summative Data – Understanding the degree of student engagement in both remote and in-school learning has been necessary in gauging the extent of learning loss resulting from the pandemic.

Planned interventions and supports include:

- Pinpointing student strengths and knowledge gaps at the subskill level
- Delivering individualized learning paths for each student
- Implementing tools for Instruction to address identified skills gaps

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- Saving time by automatically grouping students and offering targeted instructional recommendations
- Helping to spot trends across student groups

One use of the Spring NWEA MAP, Fountas and Pinnell Literacy assessments testing results is the identification of students scoring at risk of academic failure and in need of additional support through after school mentoring and the summer school program. Given the high number of students at risk of academic failure and 100% of King Center families are low income families, these data also lead to the conclusion that building a strong connection with students at the beginning of the year is a significant factor in their re-engaging in-schooling. In addition, the information gathered from attendance and summative data have shown a gradual disengagement by many students over time. The First 8 Day program is the King Center initiative to building rapport among students with one another and with staff members and stimulating the re-engagement of students in order to reduce the loss of learning created by the pandemic.

The King Center planned interventions resulting from our information analysis include:

- After School Mentoring through the Boys and Girls Clubs of Buffalo
- SEL – Opening School First Eight Days Program
- Summer School Programming

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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.**

King Center Charter School 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. Line items by Code are presented below:

Description of Line Item to be included in the reserve to address the academic impact of lost instructional time through summer learning and enrichment, extended day, and comprehensive afterschool programs.	Code
Code 15	
Afterschool Program - 2022-23 - 6 tutors	15: 5
Afterschool Program - 2022-23 - Coordinator	15: 6
Summer School Program - 21 Teachers	15: 7
Summer School Program - Coordinator	15: 8
Summer School - IT Data Services	15: 9
Afterschool 2021-22 - 12 tutors	15: 10
Afterschool 2021-22 - Coordinator	15: 11
Code 16	
Inst/Curr. Student Support Staff - 8 2021-22+2022-23 times 8 persons x years	16:4
Athletic Program - 4 Coaches 2021-22, 2022-23 and 2023-24 (3 seasons)	16:5
After School - 8 Enrichment Assistants 2021-22 - 1 year: 8 x \$30/day x 112 days	16:6
Code 40	
SEL - Afterschool Mentoring	40:13
Code 45	
Afterschool Program Supplies and Materials	8
Summer School - Curriculum supplies	9
Summer School - Curriculum supplies	10
SEL - First 8 Days - Recess Supplies per homeroom x 2 years	23
SEL - First 8 Days - Movie Day	24
SEL - First 8 Days - Student Incentives each year for two years	25
SEL - First Day Decorations for 2 years	26
SEL - First 8 Days - Student Incentives for 2 years	27
SEL - Schoolwide events for 2 years	28
SEL - First Eight Days - Carnival for 2 years	29
Athletics Program - Soccer - Uniforms, equipment	30
Afterschool Program Supplies and Materials - 2021-22	31

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Afterschool Program - Enrichment Supplies	32
	Code 46
Summer School transportation First Student Inc.	4
Summer School Field Trips First Student Inc.	5
SEL Plan - First 5 days Celebration - First Student, Inc.	6
After School - Year 1 First Student Inc. 3 buses x 12 days	7
	Code 20
	0

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

King Center Charter School will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act as shown in the table below:

Remaining Items for ARP ESSER funds

Code 15	
IT Technician	4
Code 16 - 0	
Code 40	
LPN Isolation Room - Health Office	4
Subscription to Boom Learning	5
Subscription to Hearbuilder	6
Subscription to Ultimate SLP	7
Ot Services for Kindergarten	8
Online Educational Access Software License	9
Online Digital Curr. Math - Licenses for 425 students + 16 teaches	10
Reading Recovery PD: 3 MTTS staff 2021-22	11
Reading Recovery licenses: 3 MTTS staff 2022-23	12
Code 45	
IT -Student Laptops	4
IT -Staff Laptops	5
ExEd - Adaptive Seating for Spaces	11
ExEd - Student Computers	12
ExEd - Super Duper Speech Resources	13
ExEd - Fountas & Pinnell Assessment System	14
Inst/Curr - Incentives for Assessment Participation - 2 years	15
Inst/Curr - Independent Reading Materials for Students 2 years	16
Inst/Curr - Supplies for ELA & Math Instruction 2 years	17
Inst/Curr - New World Curr. Kits	18
Inst/Curr - Number Worlds Curr.online platform	19
Inst/Curr - Leveled Literacy Intervention Classroom Sets	20
Inst/Curr - Consumable Materials for Science/Social Studies Classes for 2 years	21
Code 46 - 0	
Code 20	
IT- System Computers - Servers	4
IT - Building Security - Camera System	5

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Inst/Curr - K-2 Classroom Science Bundles

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

King Center’s plan for accelerating student learning responds to the needs of all its 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. As 410 or 410 (100%) of our students qualify for free/reduced lunch and King Center’s Title IA status is “Schoolwide”, thus we consider **all our students reside in Low-Income families (Sub Group#1)** and are at-risk for academic failure. Of these students, 82% are **Black (Sub Group#2)**, 2% **Hispanic (Sub Group #3)**, 9% Asian, and 6% Multiracial.

Our planning focuses on the academic and/or SEL needs of each student no matter his or her ethnic, racial, financial background or disability and is made viable by our intense commitment to data-driven decision-making, discussed in Question 4. There are no **migratory students (Sub Group 4)** enrolled at King Center even through a staff person is assigned to interact with one or more should they become enrolled.

In addition, we are expanding and strengthening our academic interventions for at-risk students with the integration of the research-based ENGAGE program and our commitment to co-teaching in the differentiated classroom environment, which extends to our afterschool and summer programming. Our **ELL students (Sub Group 3)** are supported not only by our ESL teacher but also by our participation in the Buffalo Charter School ELL Consortium, a nine-member consortium dedicated to mutual support for their ELLs. The needs of **Students with Disabilities (Sub-Group 5)** were discussed in Question 6. The needs of **students experiencing homelessness (Sub Group 6)** are supported by the school’s McKinney-Vento Homeless Liaison, who interacts with staff members providing their instruction and facilitates solutions to issues related to homelessness beyond the school. We also maintain a **Foster Care Student Coordinator (Sub Group 7)** should the need arise to support their academic, SEL and other issues which may arise.

Our commitment to our students is evidenced by the fact that nearly half of our ARP funds will be devoted to enhancing the school’s curriculum and supporting teachers. King Center is investing roughly 47% of its ARP allocation over three years to: (a) evaluate and expand our assessment program including ensuring that assessments are administered equitably; (b) hire instructional support staff to help teachers provide small-group instruction; (c) expand and enrich instructional curriculum materials to improve student achievement and growth in reading and writing; and (d) expand and improve academic interventions.

Finally, we will use ARP funds to integrate evidence-based strategies to meet our students’ social, emotional and mental health needs with our overall curricula and programs. Our key strategies for supporting the social-emotional development and health of our students and staff focuses on providing them with “Wellness Activities” each year of the ARP funding period. We will invest roughly 5% of our ARP allocation over two years to provide a “Wellness Week” during the first week of each academic year and another roughly 2% of our ARP allocation in “Wellness Days” during each year. During these “Wellness” periods, classes are suspended and students/staff engage in activities designed to promote emotional health, mental balance and positive, cooperative social interaction. In addition, we will use ARP funds to support student involvement in a soccer program that builds their cooperative and team-building skills, along with their self-esteem and fitness.

Research evidence for a number of ARP ESSER initiatives is presented below:

Research Resources Addressing the Interventions supported by ARP ESSER Funding are King Center Charter School where all students qualify for free/reduced lunch

Evidenced Based Intervention	Students w/ Disabilities	Low-Income	Black	Hispanic	Ells
OT Services for Kindergarten “METHOD. A one-group pretest–posttest descriptive design was used to measure occupational therapy and emergent literacy outcomes in a convenience sample of 37 kindergarten-age children with and	X	X			

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without disabilities.
Four fine motor and
two emergent literacy
assessments were
administered at the
beginning and end of
the school year. Data
on the amount and type
of occupational therapy
services were
documented over
7 months.

RESULTS. Children
without disabilities
made statistically
significant changes in
all areas. Children with
disabilities made
significant changes in
two of the fine motor
and three of the
emergent literacy
assessments.”

**Integrating
Occupational
Therapy Services in a
Kindergarten
Curriculum: A Look
at the**

Outcomes Susan

Bazyk; Paula

Michaud;

Glenn Goodman; Paula

Papp; Edwina

Hawkins; Margery A.

Welch

<https://research.aota.org/ajot/article-abstract/63/2/160/5269/>

Integrating-
Occupational-Therapy-
Services-in-
a?redirectedFrom=fulltext

“Conclusions: Existing
literature provides
efficacy of OT services
as a RtI intervention
provider. This study
provides evidence that
kindergarten teachers
see OT-related
performance areas as

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important skills for kindergarten students' successful participation in their academic programming, supports the premise that occupational therapy can play an important role in general education kindergarten students' academic success through RtI services, and indicates the need for increasing understanding of occupational therapy's role in the school-based setting among general education educators."

OCCUPATIONAL THERAPY SUPPORT IN THE KINDERGARTEN CLASSROOM THROUGH RTI TIER I INTERVENTIONS: KINDERGARTEN TEACHERS' PERCEPTIONS OF NEED

Robyn R. Scarlett Eastern Kentucky University, <https://encompass.uky.edu/cgi/viewcontent.cgi?article=1065&context=otdcapstones>

Reading Recovery

"I conclude that the positive research outcomes of multiple studies of Reading Recovery, in both Tier 1 and Tier 2 research journals, is a critical finding in early literacy research which must

X	X	X	X	X
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not be undermined by the few negative results found in studies with critical flaws.”

Research on Reading Recovery: What is the Impact on Early Literacy Research?

Lea M. McGee
University of Alabama
Literacy Teaching and Learning Volume 10, Number 2

In order to determine the impact of Reading Recovery on changing students’ performance in literacy, The Consortium for Policy Research in Education (with member institutions of the University of Pennsylvania; Teachers College Columbia University; Stanford University; University of Michigan; University of Wisconsin-Madison; Northwestern University; and Harvard University) completed an independent evaluation of the i3 Scale-up of Reading Recovery. In the research study a sample of first graders who met the Reading Recovery target criteria for selection were randomly assigned to either receive Reading Recovery or to continue receiving classroom instruction. The reading achievement of the students in the sample was assessed using an externally standardized assessment of reading

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achievement, the Iowa Test of Basic Skills.

The study demonstrated:

1. Treatment of students who participated in Reading Recovery outperformed students in the control group on each subscale of the ITBS Reading test (Total Reading, Reading Words, and Comprehension).
2. The effect size for students taught in Reading Recovery were more than a half of a standard deviation greater than the control group and the nationwide population of all first grade students.
3. The impact of Reading Recovery was 3.9 times the average effect of Title 1.
4. Reading Recovery students' gained an additional 1.9 months of learning over their peers in a five month period.

These data clearly point out the power of Reading Recovery in changing struggling readers' performance.

<https://www.usd.edu/education/reading-recovery/research-and-statistics>

Afterschool

Mentoring – Boys and Girls Clubs X

X

X

X

X

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Even before Big Brothers Big Sisters of America or Boys & Girls Clubs, informal, community-based mentoring activities have built youth-adult relationships and improved youth outcomes. More recently, structured mentoring programs have been implemented in school- and community-based afterschool programs (McDaniel & Yarbrough, 2015). Regardless of their specific format, the mentor-mentee relationships that positively affect youth are characterized by trust, mutuality, and empathy (Rhodes, Reddy, Roffman, & Grossman, 2005). Youth who develop a sustained trust-based relationship with a caring non-parental adult demonstrate improvements in social, emotional, and behavioral domains (Hamre & Pianta, 2001). Additionally, meaningful relationships are a powerful factor in promoting resilience for students with risk factors (Laursen, 2002) and can promote improved academic achievement outcomes.

**Research-Based
Practices in
Afterschool
Mentoring Programs**

Sara C. McDaniel,
Anna-Margaret

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<p>Yarbrough, and Kevin Besnoy</p> <p>https://files.eric.ed.gov/fulltext/EJ1083933.pdf#:~:text=Mentoring%20involves%20a%20non-parental%20adult%20working%20directly%20with,include%20informal%20relationship-building%20components%20in%20afterschool%20programs%20generally</p>						
<p>Independent Reading Materials for Students 2 years</p>	X	X	X	X	X	X
<p>Leveled Literacy Intervention Classroom Sets</p> <p>The What Works Clearinghouse and the National Center for Education Evaluation and Regional Assistance (NCEE) found <i>Fountas & Pinnell Leveled Literacy Intervention</i> to have a positive effect on general reading achievement and reading fluency based on a comprehensive review of available evidence.</p> <p>In the General Reading Achievement domain, the research indicated strong evidence of a positive effect with no overriding contrary evidence. In the two studies that reported findings, the estimated impact of <i>LL I</i> on outcomes in the general reading achievement domain was positive and statistically significant for two</p>						

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<p>studies, both of which meet WWC group design standards without reservation</p> <p>Independent Organizational Research</p> <p>The What Works Clearinghouse LLI Effectiveness Study</p> <p>https://www.fountasan.dpinnell.com/research/li/</p> <p>SEL – First Eight Days – Getting the return to school off on the right foot.</p> <p>Several hundred well-designed studies have documented the positive effects of SEL programming on students of diverse backgrounds, from preschool through high school, in urban, suburban, and rural settings. This research indicates that well-planned and well-implemented SEL programming can positively affect a broad range of student social, health, behavioral, and academic outcomes</p> <p>Research clearly demonstrates the significant role of SEL in promoting the healthy development and academic achievement of all students. It also shows that SEL reduces problem behaviors and emotional distress that interfere with the learning and development of some students. Research</p>	X	X	X	X	X
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indicates that SEL programming significantly raises test scores while it lowers levels of emotional distress; disruptive behavior; and alcohol, tobacco, or other drug use. SEL is thus an effective approach for addressing the SS/HS core elements: safe learning environments and violence prevention activities; substance abuse prevention; behavioral, social, and emotional supports; mental health services; and early childhood SEL programs.

Social and Emotional Learning (SEL) and Student Benefits: Implications for the Safe Schools/Healthy Students Core Elements <https://files.eric.ed.gov/fulltext/ED505369.pdf>

Support for English Language Learners– King Center Charter School is a member of the Consortium thus is able to take advantage of Title IIIA funding to support the English Language Learners at the school.

X

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ARP-ESSER Return to In-Person Instruction

KING CENTER CHARTER SCHOOL

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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.**

<http://KCCS.org>

The King Center Charter School ARP Spending Plan has been posted on the school's Internet site along with the school's Reopening Plan. Printed copies of both plans will be available at the main office, and will be furnished to people requesting them. The ARP Plan includes details concerning the use of funds, and research supporting the school's afterschool and summer programs. Once the ARP ESSER Application received programmatic approval, King Center will download and post the approved application and budget forms at the school's website.

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

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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.

Upon approval of the school's ARP submission, the Principal and the Leadership Team will deconstruct the school's reopening/return to in-person learning plan (Plan) making certain to

- Identify the discrete parts of the Plan, which include:
- Health and Safety – Operational status and effectiveness of changes to the school's ventilation system supported with CARE ACT I and ESSER II funding
- Attendance and Daily Schedule – Impact of resurgence of COVID 19
- Effectiveness of Instructional Programs based upon student performance data including:
 - Leveled Reading
 - Reading Recovery
 - After School Programming offered by the Boys and Girls Clubs
 - Summer Programming
 - SEL School Opening Initiatives
 - Use of Technology – Student and staff Laptops
- Assign specific responsibility for the implementation and review/evaluation of each part of the Plan to members of the Leadership Team, and
- Each part of the Plan will be reviewed/evaluated and adjusted when necessary and least every six months through September 30, 2023. Once the deconstruction is complete and shared with the stakeholder team for their input, a formal written review of the Plan will occur time the deconstruction and adjustments are completed.

The review may result in adjustments to the Plan. The written review will be posted on the school's website adjacent to the ARP Spending Plan. The Leadership Team will also develop a communication process for the purpose of engaging stakeholders in the review process. Before changes to the plan occur, stakeholders will be given the opportunity to express their opinions as well as suggestions for Plan improvement.

During and after the federal grant implementation period, King Center will continue to engage its stakeholders and public through a combination of Zoom meetings, Opinion Surveys, and personal contacts via email and telephone throughout the implementation period. The information collected will be incorporated with the efforts of the Leadership Team in plan revisions

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

KING CENTER CHARTER SCHOOL

140600860814

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 (\$)	1,709,437
Total Number of K-12 Resident Students Enrolled (#)	410
Total Number of Students from Low-Income Families (#)	410

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

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ARP-ESSER LEA Base 90% Allocation - Use of Funds

KING CENTER CHARTER SCHOOL

140600860814

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	298,695
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.	1,410,742
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	0

ARP-ESSER Application: Part 2 - ARP Act

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

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	FUNDING Amounts (\$)
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 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.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
Totals:	1,709,437

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

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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.

KCCS - ARP ESSER FS-10 Signed.pdf
 KCCS - 2 - 7.xls
 FS-10.xls
 KCCS Revised ARP ESSER FS-10 Signed.pdf
 KCCS - 2 - 5.xls
 KCCS - 2 - 9.xls
 King Center ARP ESSER FS-10 - 9 Signed.pdf
 King Center ARP ESSER FS-10 - 10 Signed.pdf

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

KCCS - ARP ESSER - Budget narrative - 4.docx
 KCCS - ARP ESSER - Budget narrative.docx
 KCCS - ARP ESSER - Budget narrative - 2.docx
 KCCS - ARP ESSER - Budget narrative - 3.docx
 KCCS - ARP ESSER - Budget narrative - 4.docx

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	233,685
16 - Support Staff Salaries	694,880
40 - Purchased Services	155,216
45 - Supplies and Materials	438,226
46 - Travel Expenses	115,735
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	71,695
Totals:	1,709,437