

ARP-ESSER Application: Part 1 - AssurancesSummary & Submission Instructions

Summary & Submission Instructions

BROOKLYN LABORATORY CHARTER SCHOOL

331300861063

SUMMARY

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 will be administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step is for each LEA to submit signed assurances to NYSED by no later than **May 24, 2021**. Upon receipt of signed LEA assurances, NYSED will provide an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs may 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.

SUBMISSION INSTRUCTIONS

The ARP-ESSER Application: Part 1 is due by **May 24, 2021**.

OBLIGATION OF FUNDS:

Upon receipt of the assurances detailed in ARP-ESSER Application: Part 1, NYSED will generate a determination of a substantially approvable application status consistent with 34 CFR §76.708 of Uniform Grants Guidance (UGG) which provides specific regulations regarding when subgrantees may begin to obligate funds (UGG states that subgrantees may not obligate funds until the date that the applicant submits its application to the State in substantially approvable form for formulaic grants). Those LEAs that do submit signed assurances to NYSED by May 24, 2021 will be able to start obligating ARP-ESSER funds upon receipt of the notice from NYSED of substantial application approval.

ALLOWABLE USES OF ARP-ESSER FUNDS

USDE has published a fact sheet comparing the ESSER 1 fund under the CARES Act, the ESSER 2 fund under the CRRSA Act, and the ARP-ESSER fund, which is available at: https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf.

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On April 21, 2021, USDE issued Interim Final Requirements (IFR) that include examples of ways in which an LEA may use its ARP-ESSER funds for a wide variety of activities related to educating students during the COVID-19 pandemic and addressing the impacts of the COVID-19 pandemic on students and educators. USDE's IFR also references the ARP statutory requirement that an LEA receiving ARP ESSER funds must reserve at least 20 percent of the funds to measure and address the academic impact of lost instructional time on all students through the implementation of evidence-based interventions, including but not limited to interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Moreover, USDE's IFR states that the LEA must also ensure that such interventions respond to students' academic, social, emotional, and mental health needs and address the impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic.

USDE has indicated that additional guidance on allowable uses of ARP-ESSER funds will be forthcoming. NYSED will ensure all LEAs are provided such guidance upon receipt.

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 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.

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American Rescue Plan (ARP) Act - Assurances

1. **The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.**
 YES, the LEA provides the above assurance.
2. **The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:**
 1. **data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;**
 2. **LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;**
 3. **LEA uses of funds to sustain and support access to early childhood education programs;**
 4. **impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);**
 5. **student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;**
 6. **requirements under the Federal Financial Accountability Transparency Act (FFATA); and**
 7. **additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.** YES, the LEA provides the above assurance.
3. **The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).**
 YES, the LEA provides the above assurance.
4. **The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.**
 YES, the LEA provides the above assurance.
5. **The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.**
 YES, the LEA provides the above assurance.
6. **The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).**
 YES, the LEA provides the above assurance.
7. **The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.**
 YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 1 - Assurances

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8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

YES, the LEA provides the above assurance.

9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.

YES, the LEA provides the above assurance.

10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

YES, the LEA provides the above assurance.

11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

YES, the LEA provides the above assurance.

12. The LEA assures that:

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

YES, the LEA provides the above assurance.

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13. The LEA assures that:
1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
 2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
 3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
 4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- YES, the LEA provides the above assurance.
14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- YES, the LEA provides the above assurance.
15. The LEA assures the LEA will reserve not less than 20 percent of its total 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, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
- YES, the LEA provides the above assurance.
16. The LEA assures that the LEA will 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. As part of this process, consistent with Section 2001(i)(2) of the ARP Act, the LEA seek public comment on the plan and take those comments into account in the development of the plan. Per section 2001(i)(3) of the ARP Act, 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).
- YES, the LEA provides the above assurance.
17. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes 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.
- YES, the LEA provides the above assurance.
18. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act 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.
- YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 1 - Assurances

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19. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.
- YES, the LEA provides the above assurance.
20. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act 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.
- YES, the LEA provides the above assurance.
21. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of the plan referenced above in Assurances #17-20. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.
- YES, the LEA provides the above assurance.
22. The LEA assures that its LEA ARP ESSER plan will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- YES, the LEA provides the above assurance.

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

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Summary & Background

BROOKLYN LABORATORY 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.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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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.

ARP-ESSER Application: Part 2 - ARP Act

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Submission Instructions

BROOKLYN LABORATORY CHARTER SCHOOL

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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

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

BROOKLYN LABORATORY CHARTER SCHOOL

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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	Eric Tucker	eric@brooklynlaboratoryschool.org	10/22/2021
LEA Board President	Mickey Revenaugh	mickeyrevenaugh@gmail.com	10/22/2021

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

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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.

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

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- 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.**

In order to create an inclusive and comprehensive stakeholder engagement process, LAB's Family and Community Engagement team partnered with a contracted consultant to engage with organizational stakeholders and community members, including staff, students, families, and our community partners such as InnovateEDU, to gather upfront input on their top needs and recommendations for allocation of funds. Stakeholder conversations were specifically focused on the allocation of ESSER funding in the context of the allowable categories in conjunction with perceived highest areas of need related to accelerating learning and supporting students and families to transition back to school following COVID-19. Staff members and community partners were asked to be open and honest about their perceptions of highest areas of need, and they had access to the allowable categories for ESSER funding to guide their thinking.

The team charged with ESSER planning solicited feedback from students, families, teachers, staff, and other stakeholders through a variety of channels, including virtual town halls, social media, interviews, and family surveys. The team made sure to include families of students with disabilities, English Language Learners, and students of color as well as low-income families, foster care parents and families experiencing homelessness. Scheduling interviews at different times of day and providing asynchronous options gave everyone an opportunity to participate.

LAB teachers, special educators, case managers, deans, operations leaders, and administrators, all who represent the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, and underserved student, met with the team to identify challenges reflecting student, staff, and family concerns related to their experiences with school and their concerns. It was not applicable for the team to meet with representatives of tribes, migratory students, or children who are incarcerated, because the neighborhoods the school serves do not have these populations.

At Brooklyn LAB, students are assigned to a "success coach," a trusted adult who can ensure each student has the support they need to learn and grow. In addition to data collected during virtual town halls, social media, interviews, and family surveys, success coaches act as constant touchpoints for scholars and families to convey their concerns to LAB staff.

Moving forward, the school will continue to engage all stakeholders in the implementation of the plan and any planned changes to the usage of funds by conducting interviews with success coaches, family surveys and holding town hall meetings every six months.

- 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.**

The school's ARP-ESSER will be posted at <https://www.brooklynlaboratoryschool.org/forms-resources>. Additionally, the school will alert stakeholders (via the school newsletter, the Labrador Ledger) that the plan can be mailed or emailed to them upon request.

ARP-ESSER LEA Base 90% Allocation - Program Information

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- 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.**

LAB has been providing on-site learning, five days-a-week, since mid-August 2020. The School has implemented prevention and mitigation strategies, consistent with CDC guidance on reopening schools, since last fall.

To navigate the pandemic, we have tapped into our many resources, both internal and external, to develop guides that lay out protocols for the health and well-being of our community.

In order to inform our ESSER planning, the school prepared a [Public School Facilities Planning in the Era of COVID-19 Guide](#). We researched suggestions for school facilities modifications and developed our own guide to support the needs of all learners. We established strategies for physical distancing. We also explored options for serving students with special needs, and how to facilitate learning despite the disruptions to the new classroom space. We then developed detailed plans for implementing best practices. Ultimately, we organized these new approaches into four basic categories:

- strategies to prevent the spread;
- strategies to contain the spread;
- strategies to facilitate learning and continual improvement; and
- strategies to establish an ongoing, iterative process.

LAB has at least a 30-day PPE supply. Materials include, but are not limited to, CDC/EPA-approved disinfectant, soap, hand sanitizer, face masks and shields, gloves, disposable hazmat suits, and infrared thermometers or other temperature screening tools and containers for disposal of used PPE.

The cleaning staff is responsible for daily intensive cleaning, paying particular consideration to high-touch areas including but not limited to doors handles, tables, countertops, light switches, phones, handrails, computers, etc. LAB keeps the regular cleaning staff on site and they are tasked with the day to day cleaning responsibilities.

The School also developed increased sanitation practices as an important part of our strategy. Facilities staff and cleaning services use EPA standards to develop robust cleaning and sanitation plans.

At this time, the school is utilizing other sources of funding to cover these investments in prevention and migration strategies.

ARP-ESSER Application: Part 2 - ARP Act

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

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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.

At LAB, we utilize a number of strategies to identify students' academic and social-emotional needs and to monitor student progress. Firstly, our success coaches and culture team conduct regular check-ins and wellbeing surveys with all students to help assess overall growth and development and to determine individual student needs. In addition, we continually monitor diagnostic, formative and summative assessment data to identify students who are in need of academic interventions and remediation.

Academic growth and proficiency data will be collected via the NWEA Measures of Academic Progress exam, Mastery Quizzes and other internal diagnostic assessments for reading and math that enable us to develop a path for academic goal setting. Prior achievement milestones are also examined to help us identify students who are at risk of not making adequate progress. Exit Tickets and homework are used to help assess daily progress, refine lesson plans, student groupings, and interventions. Students receive homework assignments each evening as a lever for additional practice, which are used as one of many ways of evaluating mastery of skills and content knowledge. Unit Quizzes and tests provide data to teachers in determining which students require additional support and which may benefit from enrichment. For students and families, these assessments provide routine feedback about student progress in each course and celebrate growth towards goals. NYSLS-aligned standards-based interim assessments are delivered every six-to-eight weeks to measure instructional efficacy and student growth. These assessments provide real-time data, with results turned around to teachers within 48 hours for analysis. The assessment results are used to inform curricular implementation and assess the individual tutoring needs of each student. Often these assessments are formulated using released state test items in order to ensure strength of alignment to end of course and end of year assessments. In addition, we review results from New York State Assessments and track college preparedness through the NWEA MAP assessments and Advanced Placement exams. Finally, to ensure that students are on track for graduation, we monitor credit accumulation data and Regent exam scores.

The planned interventions to be implemented to help address learning loss include tutoring and remedial instruction provided during the school breaks, Saturdays and over the summer. Additionally, the school will increase its efforts to provide target interventions and individualized remediation through the Multi-Tiered System of Supports. Additional instructional staff will be hired to implement this work.

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.

Brooklyn Laboratory Charter School will use the ARP/ESSER 3 funds to address the academic impact of lost instructional time by implementing the following interventions and services:

- **Implementation of high quality intervention services:** To address learning loss that has resulted from the pandemic, we must ensure that we have the staff knowledge and capacity to address our students' needs by providing specific individualized interventions/remediation. This includes ENL instruction and services, learning acceleration interventions, transition support for transitioning students with IEPs to college and postsecondary work, and robust data and progress monitoring support. Specifically, we will use the funding for a Math Teacher, two ELA Teachers, and an ENL Teacher who are charged with implementing these services in one-to-one or small group settings. To support these teachers with ongoing coaching and data responsive instructional planning, additional ARP funding will be used to partially cover the salaries of two Deans of Instruction, an ENL Coordinator, the Director of Scholar Services, and the Manager of Assessment for Learning.
- **Summer Learning Academy:** Brooklyn LAB offers high quality summer school learning opportunities focused on course offerings that prepare scholars to be engaged in relationship building through success coaching and academic pathways that support unfinished learning, course completion, and learning acceleration. Our summer academy includes four program tracks to focus on learning acceleration through targeted intervention, credit recovery and attainment, credit advancement, and enrichment. The goals for the Summer Learning are to:
 - Ensure strong foundation of prerequisite skills in ELA and math for the coming year
 - Revisit concepts previously misunderstood to build a foundation for the coming year
 - Provide opportunity for students to earn credits in advance, to diversify their schedules, and to advance their academic readiness
 - Enable students to participate in field lessons, outdoor activities, and remote collaboration

The Summer Learning Academy is staffed by a Director, Program Track Leaders and Lead Teachers and Instructors whose salaries and stipends will be fully or partially covered by ARP.

ARP-ESSER Application: Part 2 - ARP Act

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

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

The remainder of the ARP ESSER funds will be used to partially cover the salaries of the Dean of Culture, Associate Deans, Social Workers, Attendance Coordinator and a Specialized Classroom Teacher.

The Dean of Culture, Associate Deans and Social Workers are charged with the implementation of the following:

- **Mental Health supports and services:** Many staff members referenced the various needs students will bring with them back to the school year and the extent to which new, additional, expanded, and varied opportunities for mental health services and social emotional supports will be required.
- **Comprehensive SEL:** Much of the research suggests that a comprehensive SEL curriculum or program should be a priority in the area of addressing student belonging and the high level of mental health support needs our staff references students bringing back to school with them.
- **Enrichment programs and offerings for students:** Motivating scholars to bring excitement and a reinvestment back to the school year following a year of loss.
- Social Emotional development provided through the social work team.
- Extended parent/teacher communication designed to promote learning both at school and within the home environment.
- Confidence and Community building through morning advisory sessions.

The attendance coordinator will further support this work by monitoring attendance and ensuring that the Social Workers and Deans are aware of chronically absent students. The Attendance Coordinator also communicates attendance issues and concerns with families. The Specialized Classroom Teacher also supports the work of this team by providing instructional support for any students who need to spend time in the designated Reflection Room.

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.

To ensure that the academic and social-emotional programming being implemented is responding to the diverse needs of the entire student body, the leadership team at LAB meets regularly to review student assessment data and SEL initiatives and to discuss behavioral and attendance concerns evidenced in the school.

Specifically, we will aim to address the needs of students with disabilities and ensure that progress is being made through targeted interventions through the Multi-Tiered System of Supports being provided by the additional faculty hired. All interventions will be aligned to IEP's and complement special education mandated services. Progress will be monitored by the Dean of Instruction and the Manager of Assessment for Learning, who will regularly review data to help determine what services are needed in consultation with Special Education staff. Students with Disabilities will also benefit from participation in the Summer Learning Academy.

Similarly, we will strive to ensure that the needs of English Language Learners are met through targeted interventions and accelerated learning through MTSS services provided by the additional faculty, specifically the ENL Teacher. All interventions will be aligned to mandated ELL services, with significant consultation with the ENL Coordinator. Progress will be monitored by the Dean of Instruction and the Manager of Assessment for Learning, who will regularly review data to help determine what services are needed in consultation with ENL staff. English Language Learners will also benefit from participation in the Summer Learning Academy.

Students of Color and Low-Income students comprise close to 100% and 75% of our student body respectively. To ensure that these students are making adequate progress and bridging the learning gap, we will focus on similar strategies, including targeted interventions and tutoring provided by the additional faculty hired and the Summer Learning Academy. The Social Worker, the Mental Health Case Manager, Dean of Culture, Associate Deans, and the Attendance Coordinator will work collaboratively to identify needs within the school community and provide direct services, programming, and resources to support the mental health and wellbeing of our school community. Additional support will be provided for children requiring counseling, children experiencing stressful circumstances, such as homelessness or foster care placement, students in crisis, and those who continue to experience trauma as a result of the pandemic. The Specialized Classroom Teacher will help to minimize further lost instruction time for any students who need to spend time in the Reflection Room.

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

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ARP-ESSER Return to In-Person Instruction

BROOKLYN LABORATORY CHARTER SCHOOL

331300861063

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.**

The continuity of learning plan can be located at: <https://www.brooklynlaboratoryschool.org/forms-resources>. Additionally, the plan can be mailed or emailed upon request.

ARP-ESSER Application: Part 2 - ARP Act

LEA 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) its plan for in-person instruction, including a description of how public comment will be collected.

Authentically engage students, caregivers, and the community: As part of the federal guidance on equitable distribution of funding and in accordance with our mission of serving all scholars, we identified high leverage ways to involve family and community members in strategic conversations about prioritization and planning. At least once every six months, or when new guidance becomes available, the school will conduct a thorough review of current needs in the school community and whether the existing plan is meeting those needs or requires revision. As an important part of this review process, LAB's Family and Community Engagement team will continue to request community input on the school's re-opening plan via virtual town halls, social media, interviews, and family surveys at least every six months. Feedback received from all stakeholders will be strongly considered and used to inform decision-making about the plan's 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

BROOKLYN LABORATORY CHARTER SCHOOL

331300861063

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 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 (\$)	1,700,510
Total Number of K-12 Resident Students Enrolled (#)	710
Total Number of Students from Low-Income Families (#)	639

ARP-ESSER Schools Served

- 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

BROOKLYN LABORATORY CHARTER SCHOOL

331300861063

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.	223,161
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.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	443,850
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.	239,250
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	752,999

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.	41,250
Totals:	1,700,510

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.

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

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

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

BLAB ARP Budget narrative.docx

- Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds (\$)
15 - Professional Salaries	1,700,510
16 - Support Staff Salaries	0
40 - Purchased Services	0
45 - Supplies and Materials	0
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,700,510

BUDGET NARRATIVE

LEA: Brooklyn Laboratory Charter School	FOR TITLE: ARP – ESSER 3
BEDSCODE: 331300861063	

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

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

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 Professional Salaries	<p><i>The school will use ARP funding to partially cover the salary of the school’s two Social Workers and Mental Health Case Manager, who will address students’ social emotional needs and trauma resulting from the pandemic.</i></p> <p><i>Social Worker: 0.66 FTE = \$51,810</i> <i>Social Worker: 0.66 FTE = \$51,810</i> <i>Mental Health Case Manager: 0.66 FTE = \$62,370</i></p> <p><i>To further address students’ social emotional needs and trauma resulting from the pandemic, the school will use ARP funding to partially cover the salary of the school’s four Associate Deans and the Dean of Culture, as well as a Specialized Classroom Teacher, who provides supports in Reflection Room.</i></p> <p><i>Dean of Culture: 0.66 FTE = \$75,900</i> <i>Associate Dean: 0.66 FTE = \$50,490</i> <i>Associate Dean: 0.66 FTE = \$50,490</i> <i>Associate Dean: 0.66 FTE = \$50,490</i> <i>Associate Dean: 0.66 FTE = \$50,490</i> <i>Specialized Classroom Teacher: 0.6038699 FTE = \$46,469</i></p> <p><i>ARP funding will also be used to partially cover the salary of some of the school’s Multi-Tiered System of Supports (MTSS) staff, who will identify struggling students and determine interventions to address learning loss.</i></p> <p><i>Director of Scholar Services: 0.66 FTE = \$95,700</i> <i>Manager of Assessment for Learning: 0.66 FTE = \$61,050</i> <i>Attendance Coordinator: 0.66 FTE = \$41,250</i></p> <p><i>Additional support services and remedial instruction aimed at addressing learning loss and closing achievement gaps will be covered, as follows:</i></p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<ul style="list-style-type: none"> • 2 Deans of Instruction (22-23): 0.66 FTE = \$69,300 x 2 = \$138,600 • 2 Deans of Instruction (23-24): 0.3551428 FTE = \$37,290 x 2 = \$74,580 • Math Teacher (22-23): 0.66 FTE = \$56,100 • Math Teacher (23-24): 0.66 FTE = \$56,100 • 2 ELA Teachers (22-23): 0.66 FTE = \$56,100 x 2 = \$112,400 • 2 ELA Teachers (23-24): 0.66 FTE = \$56,200 x 2 = \$112,400 • ENL Teacher (22-23): 0.6599957 FTE = \$58,669 • ENL Teacher (23-24): 0.6600069 FTE = \$58,670 • ENL Coordinator (22-23): 0.6440387 FTE = \$52,911 • ENL Coordinator (23-24): 0.6440387 FTE = \$52,911 <p><i>To further address learning loss, the school will offer a Summer Learning Academy for students who need remedial support and supplemental instruction. ARP funding will fully cover the stipends for the staff and partially cover the salary for the Director of the Summer Learning Academy.</i></p> <p><i>Director of Summer Learning Academy: 0.11 FTE = \$14,850</i> <i>Summer Academy Program Track Leaders: 1.98 positions at \$3,500/stipend per week for 8 weeks = \$55,440</i> <i>Summer Academy Program Lead Teachers: 1.32 positions at \$3,000/stipend per week for 8 weeks = \$31,680</i> <i>Summer Academy Instructors: 8.58 positions at \$2,000/stipend per week for 8 weeks = \$137,280</i></p> <p><i>Total = \$1,700,510</i></p>
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	
Code 45 <i>Supplies and Materials</i>	
Code 46 <i>Travel Expenses</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 80 <i>Employee Benefits</i>	
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	

= Required Field

Local Agency Information		
Funding Source:	ARP - ESSER 3	
Report Prepared By:	Sheryl Gomez	
Agency Name:	Brooklyn Laboratory Charter School	
Mailing Address:	240 Jay Street	
	Street	
	Brooklyn	NY
	11201	
	City	State
		Zip Code
Telephone # of Report Preparer:	347-429-8439	County: Kings
E-mail Address:	sheryl@brooklynlaboratoryschool.org	
Project Funding Dates:	3/13/2020	9/30/2024
	Start	End

INSTRUCTIONS
<ul style="list-style-type: none"> Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance. The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee. An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting. For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$1,700,510
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
20% RESERVE: Director of Summer Academy	0.11	\$135,000	\$14,850
20% RESERVE: Summer Academy Program Track Leaders - stipends	1.98	\$28,000	\$55,440
20% RESERVE: Summer Academy Lead Teachers - stipends	1.32	\$24,000	\$31,680
20% RESERVE: Summer Academy Instructors - stipends	8.58	\$16,000	\$137,280
Dean of Culture	0.66	\$115,000	\$75,900
Associate Dean	0.66	\$76,500	\$50,490
Associate Dean	0.66	\$76,500	\$50,490
Associate Dean	0.66	\$76,500	\$50,490
Associate Dean	0.66	\$76,500	\$50,490
Social Worker	0.66	\$78,500	\$51,810
Social Worker	0.66	\$78,500	\$51,810
Mental Health Case Manager	0.66	\$94,500	\$62,370
Attendance Coordinator	0.66	\$62,500	\$41,250
20% RESERVE: Director of Scholar Services	0.66	\$145,000	\$95,700
20% RESERVE: Manager of Assessment for Learning	0.66	\$92,500	\$61,050
Specialized Classroom Teacher	0.6038699	\$76,952	\$46,469
20% RESERVE: Dean of Instruction 2022-23	0.66	\$105,000	\$69,300
20% RESERVE: Dean of Instruction 2023-24	0.3551428	\$105,000	\$37,290
20% RESERVE: Dean of Instruction 2022-23	0.66	\$105,000	\$69,300
20% RESERVE: Dean of Instruction 2023-24	0.3551428	\$105,000	\$37,290
20% RESERVE: Math Teacher 2022-23	0.66	\$85,000	\$56,100
20% RESERVE: Math Teacher 2023-24	0.66	\$85,000	\$56,100
20% RESERVE: ELA Teacher 2022-23	0.66	\$85,000	\$56,100
20% RESERVE: ELA Teacher 2023-24	0.66	\$85,000	\$56,100
20% RESERVE: ELA Teacher 2022-23	0.66	\$85,000	\$56,100
20% RESERVE: ELA Teacher 2023-24	0.66	\$85,000	\$56,100
20% RESERVE: ENL Teacher 2022-23	0.6599957	\$88,893	\$58,669

20% RESERVE: ENL Teacher 2023-24	0.6600069	\$88,893	\$58,670
20% RESERVE: ENL Coordinator 2022-23	0.6440387	\$82,155	\$52,911
20% RESERVE: ENL Coordinator 2023-24	0.6440387	\$82,155	\$52,911

Finance: Logged _____

Approved _____

MIR _____