

ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Summary & Background**

Summary & Background

ICAHN CHARTER SCHOOL 4

321100860948

SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Submission Instructions**

Submission Instructions

ICAHN CHARTER SCHOOL 4

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

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

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

ICAHN CHARTER SCHOOL 4

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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	Richard Santiago	rsantiago@ccics.org	08/31/2021
LEA Board President	Gail Golden	ggolden@ccics.org	08/31/2021

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 Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information****ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination**

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

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

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

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

- 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.**

Prior to and throughout the pandemic the Icahn 4 Charter School (Icahn 4) leaders have engaged, and learned from teachers, paraprofessionals, parents, and other community members in support of student learning. Engagement has taken the forms of Zoom meetings, Opinion Surveys, and personal contacts via email and telephone. 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 Icahn 4 Internet Site.

During and after the federal grant period implementation, Icahn 4 Charter School 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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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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://www.icahncharterschool4.org/>

In addition to the Icahn 4 Charter School Plan being posted on the school's internet site, copies will be available at the main office, and will be furnished to people requesting it.

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.

For prevention and mitigation strategies, the Icahn 4 Charter School has prepared and uploaded an updated Health and Safety Plan (HSP) on its Internet Site. \$46,703 in ARP funds are being used to acquire Personal Protective Equipment and air purifiers to increase personal safety as follows: ESSER I - \$37,133; ESSER II - \$0 and ARP ESSER - \$9,570 (29 - 5-Stage HEPA Air Purifiers)

Icahn 4 Charter School has prepared an updated Health and Safety Plan (HSP), based upon CDC guidance for reopening school in order to continuously and safely open and operate the school for in-person learning. Primary topics in the HSP include:

Use of mask

Physical Distancing

Space Configurations

Vaccination

Screening and Testing

Hygiene, Cleaning and Disinfection

Ventilation and Filtration

Vulnerable Populations including SWD

Coordination with State and Local Health Officials

School leaders have developed strategies and implemented public health protocols for these topics, which include 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. Funds are used to implement prevention and mitigation strategies. They support:

1. Procurement of PPE and other supplies/materials for cleaning and sanitizing to ensure personal safety for all stakeholders while attending school;

2. Professional development for teachers and other staff members designed to reduce the loss of learning by each student during the pandemic, while attending to their social and emotional needs and;

3. Assurance the school's ventilation and filtration systems meet NYDOH guidelines.

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

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

Icahn 4 Charter School (Icahn 4) 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 read "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 Icahn 4 Charter School's systematic use of assessment data improves instructional effectiveness and student learning. We utilize a variety of diagnostic, formative, and summative assessments to understand student's instructional needs and adjust lessons accordingly. i-Ready Diagnostics, NY Ready Assessments, mClass, and Fountas & Pennell benchmark testing help us to identify students' skill deficiencies and to identify students in need of academic and/or SEL intervention. Internally created ELA and math interim assessments are also administered throughout the school year to monitor student progress and to actively respond to student goals and learning plans. Teachers compile student performance data using Illuminate Education that stores student information over multiple years so that we can identify grade and school trends. These detailed analyses at multiple levels inform instructional planning and professional development. 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

Planned interventions and supports include:

- Pinpointing student strengths and knowledge gaps at the sub-skill level
- Delivering individualized learning paths for each student
- Implementing tools for Instruction to address identified skills gaps
- Saving time by automatically grouping students and offering targeted instructional recommendations • Helping to spot trends across student groups

Listed in the Icahn 4 ARP-ESSER FS-10 are the following planned intervention programs:

1:1 Virtual Tutoring in ELA and math by Club X - Youthuniversity,

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

Dance Instruction by Ailey Kids

Small Group Music Instruction by Music Kids

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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.

Icahn 4 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. The items in Codes 40 and 45 Listed below are intended to address the academic impact of lost instructional time in-school and at home. Special notes concerning Science expenditures and the integration of CARE ACT I, ESSER II, and ARP ESSER resources are presented after the table below.

Evidence-Based Interventions	Code-Line	Addressing Learning Loss
Teacher PD offered by EiE – Full day with materials, coaching sessions, and support webinars	40: 4-8	EiE professional development workshops, virtual trainings, and customizable implementation plans give Icahn 4 teachers the skills and confidence needed to teach hands-on, minds-on, interactive STEM curricula effectively with students from low-income families, students of color, students with disabilities, students experiencing homeless or foster care and ELLs given their diverse needs and abilities.
1:1 Virtual ELA/math Homework assistance by Club X Youthuniversity	40: 9	Virtual Tutoring in ELA/Math Club x Youthuniversity – High-intensity tutoring is one of the key evidence-based strategies recommended by the USDE to accelerate student learning and recover from the impacts of the COVID-19 disruption. (ED COVID-19 HANDBOOK Roadmap to Reopening Safely and Meeting All Students' Needs, Volume 2, pages 29-30 and research cited therein, https://www2.ed.gov/documents/coronavirus/reopening-2.pdf).
Small Group Music instruction by Music Kids	40: 10-19	Music may play an important role in meeting an Icahn 4 student's educational needs as it provides a means of self-expression, giving the student an outlet for feelings and emotions. Music, aside from being a source of enjoyment, is also a means of communication with others. Being able to perceive and understand people's feelings is a basis for empathy and moral development. Actively making music for Icahn 4 students is a fun and easy way to support our student's socio-emotional learning, helping them to develop self-regulation, self-confidence, leadership skills, and social skills. By helping students understand the emotion of music they can articulate their own feelings beyond "fine" helps students develop their ability to accurately articulate their own emotions while finding examples in musical performance and repertoire.
Dance support from Ailey Kids	40: 11 – 14	Self-awareness and self-management are

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Dance instruction
Percussion Lecture
Performance by dancers

24-27

fundamentally rooted in the body, making dance an excellent tool for building emotional awareness, accurate self-perception, and impulse control. Dance and movement are an importance way for students, especially those from low-income families, to explore how emotions are shown and felt in their bodies. Evidence of the value of dance in and as education from the areas of Creative Process, Neuroscience/Brain Research, Student EVIDENCE REPORT ON IMPACT OF DANCE 6 Achievement, Affective Domain, Student Performance, Equity, Cultural and World Dance, and Children-at-Risk will be presented.

<https://www.arts.gov/sites/default/files/Research-Art-Works-NDEO.pdf>.

The FLI Education Project provides access, diversity, and opportunity to the next generation of leadership of color for PK-12 urban public schools. Future Leaders Institute trainers support, coach, and select high-potential candidates of color who will improve educational experiences for children, and support the retention of teachers and leaders. Supports include:

- Independent and group coaching sessions, practice and preparation meetings.
- On-site support and feedback, mentoring, and collaboration through milestones, and at-your-pace
- Networking opportunities, support, and access to dedicated professionals in the NYC education arena
- On-going support and training in access and opportunity to inclusive school practices, models, and design geared towards educators of color.

The value for Icahn 4 is the development of teachers with increased skills and experience in re-engaging students from diverse backgrounds, including low-income families, students of color, and students with disabilities.

Preparing students to succeed in ELA and math concept testing requires a of knowledge of the characteristics and issues experienced by students as a result of learning loss affected by the COVID 19 pandemic. The instruction is designed to meet re-engagement students and support their mastery of the concepts introduced.

Lavinia Group team members support leaders and teachers at Icahn 4 achieve world-class literacy, math, and social studies instruction,

Teacher PD by Future Leaders Institute (FLI) 40: 16+17

ELA/Math concepts SHSAT

40: 20+21

Teacher PD – Lavinia Group

40: 22+23

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

Class VR -2020 Kit Headset 8 Hand (includes handlebar, rolling case with 8 headsets and hand controls (2021-22) 45; 5

Math & Movement – Supplies and Materials 45; 11+12

Tiny Ivy – Supplies and Materials 45; 13+14

through world-class leader and teacher training. One outcome of the relationship is the achievement by Icahn 4 of becoming a USED National Blue Ribbon School. The work with Lavinia emphasizes the approaches needed to address the needs of Icahn 4 students, including those of low-income families, students of color, students with disabilities, students experiencing homelessness and/or foster care, and ELLs who have suffered learning loss resulting from the pandemic.

VR Headsets replace the user's natural environment with virtual reality content where a simulation of the real world experience is created and can be entered or left at any time. IN the VR setting students can interact with what they see as if they are there. The technology is important for Icahn 3 students with disabilities as well as economically disadvantaged students from diverse population as it supports their reengagement with the learning process after lost instructional time due to the pandemic.

The Math and Movement program supports teaching with visual, auditory, and kinesthetic elements aligned with state standards. The M&M multi-sensory learning approach boosts retention rates, builds self-confidence, and increases test scores among students at risk of academic failure after a prolonged absence from school. It also strengthen numeracy and literacy, supplement existing curriculums, integrate core subjects, engages all learners, and support equity in school populations such as Icahn4, <https://mathandmovement.com/>

A large portion of students in America do not reach proficient levels of reading is among the most stubborn, systemic challenges of our time. This poor performance is tightly mapped to race and a core driver of systemic inequality. The children in our poorest communities are typically black or Latino and are far more likely to suffer from economic or family instability. The painful paradox is that these are the exact children who must learn faster than their high performing peers if we are to close the Achievement Gap and reach high levels of reading proficiency. The TIPS tutoring program helps build student self-confidence and cultivates an inclusive environment for students with learning disabilities in order for them to thrive regardless of their circumstances.

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Explore Learning	45: 15+16	Explore Learning offer Gizmos, which are interactive math and science virtual labs and simulations for grades 3-12. Over 400 Gizmos aligned to the latest standards help educators bring powerful new STEM learning experiences to the classroom. With this resource Icahn 4 teachers can work in person or virtually with students. Gizmos are designed to promote academic success amount students from low-income families, students of color, students with disabilities, students experiencing homelessness, or foster care and English language learners.
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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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

Icahn 4 will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act as follows:

Item Description	Code-Line	Description
Planning Support by JPS Solutions	40: 18	<p>JPS will provide planning support through Year 1 of the ARP ESSER two-year project (2021-22) - This service assumes that SED has not provided a protocol for the evaluation. Upon approval of the CS's ARP ESSER Plan by SED, JPS will undertake an initial activity of the service. This activity involves dissecting the Client School's (CS's) ARP ESSER Plan. Each item (program, activities, new hires, etc.) needs to be identified. Also, the CS's ARP ESSER Plan evaluation process must be noted as well as any plan to keep stakeholders involved and informed including the methods used to keep stakeholders engaged.</p> <p>Once the initial activity is completed, JPS will develop an evaluation calendar for the CS. This calendar will identify the 6-month evaluations and a three-month preliminary evaluation that occurs prior to each 6-month evaluation. JPS will also advise the CS leader to schedule two consecutive meetings with the CS's Leadership Team that are at least two weeks apart. The purpose of the meetings is for the Leadership Team to go through an exercise that will complete the "unpacking" of the CS's ARP ESSER Plan. JPS will participate in these meetings via Zoom.</p> <p>To support the school in preparing for this "unpacking" process, JPS will prepare an unpacking form for each item in the school's Plan that when completed by assigned members of the Leadership Team will result in the unpacking of the entire CS's ARP ESSER Plan. The typical ARP ESSER Plan may include several of the following items:</p> <ul style="list-style-type: none"> • Professional Development (teachers, principals, support staff, etc.) • Recruitment of staff • On-boarding of newly hired staff • Summer Program • Tutoring • Extended day, and or year • Reading (reading, writing, speaking) program(s) • Math program(s) • Social-Emotional Learning initiatives, program(s) • Other <p>For each item, the unpacking form will include</p>

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	<p>the following information:</p> <ul style="list-style-type: none"> • Name of item • A concise description of the item that includes the item's goal and objectives. • The identification of the member of the Leadership Team that is assigned responsibility for the item. • A calendar indicating the beginning and ending dates of item implementation, the dates of the required 6-month evaluation(s), and other significant implementation activities. • Target audience • A concise description of the evaluation process with the understanding that the Team member assigned responsibility for the item is responsible for its evaluation. • The total amount of the ARP ESSER budget allocated to the item. • Other <p>While several members of the Leadership Team may be directly involved in the implementation of a single item, the Team member assigned responsibility for an item is responsible for completing the respective item unpacking form. The agenda for a second Leadership Team meeting, which is scheduled at least two weeks from the initial meeting, is the delivery of descriptions of each of the completed unpacking forms by the assigned Team member. It is understood that a third meeting of the Leadership Team may be necessary to complete all the descriptions of the item unpacking forms</p> <p>The addition of HEPA Air Purifiers will improve the ventilation in each classroom at Icahn 4</p> <p>Ailey Kid T-Shirts and supplies complement the Dance Instruction program offered by AILEY Kids.</p>
<p>Life Cell 2550 5-Stage Ultimate HEPA & Carbon Air(2021-22) 45: 4</p> <p>T-Shirts & Performance Supplies for Ailey Kids 45: 6+7</p>	

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

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

Icahn 4 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, and children in foster care. Icahn 4 does not have migratory students in its population

Evidenced Based Intervention	Students w/ Disabilities	Low-Income	Black	Hispanic	Ells
1:1 Virtual Tutoring in ELA/Math Club x Youthuniversity – “Students of color and students from low-income communities are more likely to fall behind and to attend under-resourced schools lacking sufficient student supports” https://ies.ed.gov/ncee/edlabs/regions/west/relevantFiles/pdf/High_Quality_Tutoring_Webinar1_Participant_Slides_508c.pdf In Atlanta, the Choice Neighborhoods low-income housing residents tutoring program has shown a 73-percent increase in pre- to post-test grade-level standards and a 44-percent increase in in-school attendance. High-intensity tutoring is one of the key evidence based strategies recommended by the USDE to accelerate student learning and recover from the impacts of the COVID-19 disruption. (ED		X	X	X	X

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COVID-19
HANDBOOK
Roadmap to Reopening
Safely and Meeting All
Students' Needs,
Volume 2, pages 29-30
and research cited
therein,
<https://www2.ed.gov/documents/coronavirus/reopening2.pdf>

VR Interactive Head
Sets offer an immersive
learning solution
comprised of the
world's largest library
of interactive,
curriculum-aligned
AR/VR modules for
STEM, ELL and virtual
tours

**Math and Movement
Programming and
Supports** - Specific
recommendations for
the Mathematics
instruction of students
with learning
disabilities from
language-minority
backgrounds relate to:
1) appraising math
ability; 2) selecting the
language of instruction;
3) moving from
concrete to abstract
understanding; 4) using
strategies that help
students develop
mathematical concepts;
5) using math for
language development;
and 6) taking student
strengths into
consideration.
<http://www.ldonline.org/article/13077> Math
and Movement offers a
strategy to support
students as they
development
mathematical concepts

X

X

X

X

ARP-ESSER Application: Part 2 - ARP Act

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

through the use of visual, auditory, and kinesthetic elements aligned with state standards. Certain kinds of movement stimulate the release of dopamine and noradrenaline in the brain, which are important in learning.

Math skills tend to lag behind other educational outcomes for many students, particularly those in lower income communities. At the same time, levels of daily physical activity (PA) drop precipitously after elementary school, and most adolescents and adults in the US do not meet the recommended amounts of weekly PA.

The Math and Movement (M&M) program was developed in large part to help students use repetitive physical activities to enhance learning basic mathematical skills, thereby addressing two critical shortcomings. To date, anecdotal evidence suggests increased math outcomes when students participate in the M&M program. Further, there appears to be a concomitant increase in PA during the program intervention, yet it is unknown if this increase is sustained after the program is complete. If this pilot study can document

ARP-ESSER Application: Part 2 - ARP Act

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

increases in both math outcomes and physical activity, the results will be used to support grant funding opportunities for program expansion.

Dance Instruction by Ailey Kids - ARTS EDUCATION
REDUCES STRESS LEVEL OF LOW-INCOME STUDENTS

- Music and dance training can have an immediate,

physiological benefit.

A study featuring 310 economically disadvantaged preschoolers reports music, dance, and visual arts lessons effectively reduced their stress levels as measured by the level of a common hormone.

This effect kicked in during the first half of the school year, and remained strong

through the program's conclusion. "Our study is the first we know of that demonstrates that the arts may help alleviate the impact of poverty on children's physiological functioning," West

Chester University psychologist Eleanor Brown, the study's primary investigator, writes in the journal *Child Development*.

<https://psmag.com/news/arts-education-reduces-stress-level-of-low-income-students>

X

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction**

ARP-ESSER Return to In-Person Instruction

ICAHN CHARTER SCHOOL 4

321100860948

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://www.icahncharterschool4.org/>

The Icahn 4 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, Icahn 4 will download and post the approved application and budget forms at the school's website.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

2. An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) its 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 prevention and mitigation strategies provided for in ESSER I and ESSER II applications. There were no expenditures in the ARP-ESSER application for these strategies
- Attendance and Daily Schedule – Impact of resurgence of COVID-19
- Effectiveness of Academic and SEL Instructional Programs based upon student performance data, both
- In-school programs, including: Small Group Music Instruction, SHSAT by Princeton, Math and Movement
- After-school programs including 1:1 Virtual Tutoring, Dance Instruction
- Use of Technology – TEQ Veative Interactive Headsets,
- Professional Development in Math instruction offered by the Lavinia Group
- Assign specific responsibility for the implementation and review/evaluation of each part of the Plan to members of the Leadership Team, and
- Describe how each part of the Plan will be reviewed/evaluated and adjusted when necessary.

Once the deconstruction is complete and shared with the stakeholder team for their input, a formal written review of the Plan will occur every 6 months. The review may result in adjustments to the Plan. The written review will be posted on the school's website adjacent to the 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 period, Icahn 5 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

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

ICAHN CHARTER SCHOOL 4

321100860948

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 (\$)	1,023,644
Total Number of K-12 Resident Students Enrolled (#)	326
Total Number of Students from Low-Income Families (#)	231

ARP-ESSER Schools Served

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

ARP-ESSER Application: Part 2 - ARP Act

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

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

ICAHN CHARTER SCHOOL 4

321100860948

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	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.	171,755
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.	0
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	842,339

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	9,570
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:	1,023,664

ARP-ESSER Application: Part 2 - ARP Act

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

ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

ICS 4 2021-2023 ARP ESSER FS 10 - 5.xls
 Icahn 4 2021-23 ARP ESSER FS-10 complete.pdf
 Icahn 4 2021-23 ARP ESSER FS-10 complete.pdf
 ICS 4 2021-2023 ARP ESSER FS 10 - 2.xls

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

ICAHN 4 2021-23 ARP ESSER BN Revised - 7.docx
 ICAHN 4 2021-23 ARP ESSER BN Revised - 7.docx
 ICAHN 4 2021-23 ARP ESSER BN Revised - 7.docx
 ICAHN 4 2021-23 ARP ESSER BUDGETNARRATIVE.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	0
16 - Support Staff Salaries	0
40 - Purchased Services	642,365
45 - Supplies and Materials	381,299
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,023,664

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)

☐ = Required Field

Local Agency Information		
Funding Source:	ARP ESSER	
Report Prepared By:	Richard Santiago	
Agency Name:	Icahn Charter School 4	
Mailing Address:	1500 Pelham Parkway South	
	Street	
	Bronx	10461
	NY	
	City	State Zip Code
Telephone # of Report Preparer:	718 794 2341	County: Bronx
E-mail Address:	rsantiago@ccics.org	
Project Funding Dates:	3/13/2020	9/30/2023 ⁴
	Start	End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

PURCHASED SERVICES			
Subtotal - Code 40			\$596,086
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Professional Development Full Day w/Materials(2021-22)	EIE	4 Days@\$4,125	\$16,500
Coaching Sessions (2021-22)	EIE	5 Days @3,300	\$16,500
Support Webinars (2021-22)	EIE	3 Days @1,000	\$3,000
Professional Development Full Day w/Materials (2022-23)	EIE	4 Days@\$4,000	\$16,000
Coaching Sessions (2022-23)	EIE	4 Days @3,500	\$14,000
1:1 Virtual Tutoring ELA/Homework Assistance (2021-22)	Club X Youthuniversity	80 students@72 hrs pre student over 36 weeks	\$168,000
Dance instruction (2021-22)	Ailey Kids	2-10 week cycles@ \$22,453/cycle	\$44,906
Percussion Lecture Demonstration(2021-22)	Ailey Kids	1@\$800	\$800
Family Engagement (2021-22)	Ailey Kids	3@\$1041	\$3,070
Performance by the Dancers from the Ailey School (2022-23)	Ailey Kids	1 performance at \$1,460	\$1,460
Performance supplies	Ailey Kids	\$15.34	\$4,910
8 Full Day Site Visits (2021-22)	Future Leader Incubator	27 on-site visits@\$1250	\$32,400
Ongoing Professional Development (SY2023)	Future Leader Incubator	24 months@\$1,250	\$30,000

PURCHASED SERVICES			
Subtotal - Code 40			\$642,365
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Professional Development Full Day w/Materials(2021-22)	EiE	4 Days@\$4,125	\$16,500
Coaching Sessions (2021-22)	EiE	5 Days @3,300	\$16,500
Support Webinars (2021-22)	EiE	3 Days @1,000	\$3,000
Professional Development Full Day w/Materials (2022-23)	EiE	4 Days@\$4,000	\$16,000
Coaching Sessions (2022-23)	EiE	4 Days @3,500	\$14,000
1:1 Virtual Tutoring ELA/Homework Assistance (2021-22)	Club X Youthuniversity	80 students@ \$58.33/hr x 36 weeks	\$168,000
Small Group Musical Instruction for 150 students - (2021-22)	Music Kids	150 students x \$50/day x 2.65 Days	\$19,891
Dance instruction (2021-22)	Ailey Kids	1 cycle of 10 weeks @ \$22,453/cycle x 2	\$44,906
Percussion Lecture Demonstration(2021-22)	Ailey Kids	1@\$800	\$800
Family Engagement (2021-22)	Ailey Kids	3@\$1023.33	\$3,070
Performance by the Dancers from the Ailey School (2022-23)	Ailey Kids	1 performance at \$1,460	\$1,460
8 Full Day Site Visits (2021-22)	Future Leader Incubator	25.92 on-site visits@\$1,250	\$32,400
Ongoing Professional Development (SY2023)	Future Leader Incubator	24 months@\$1,250	\$30,000

Planning support through Year 1 of the ARP ESSER two-year project (2021-22)	JPS Solutions	10 visits x \$1,000	\$10,000
Small Group Musical Instruction for 150 students - (2021-22)	Music Kids	150 x 50 x 12.15 Days	\$91,125
Academic / SHSAT Prep (2021-2022)	Princeton Review	10 sessions @ \$1,020	\$10,200.00
Academic / SHSAT Prep (2022-2023)	Princeton Review	10 sessions @ \$1,020	\$10,200
Coaching Sessions (2021-22)	Lavinia Group	20.6 days @ \$2,500	\$51,563
Coaching Sessions (2022-23)	Lavinia Group	20.6252 days @ \$2,500	\$51,563
Dance Instruction (2022-23) Program in cycle of 10 weeks each x 2	Ailey Kids	1 cycle of 10 weeks @ \$22,891 x 2	\$45,782
Percussion Lecture Demonstration(2022-23)	Ailey Kids	1 Performance at \$880	\$880
Family Fun Night (2022-23)	Ailey Kids	3 Nights @ \$1,021.67	\$3,065
Performance by the Dancers from the Ailey School (2022-23)	Ailey Kids	1 @ \$1,460	\$1,460

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$381,299
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Life Cell 2550 5-Stage Ultimate HEPA & Carbon Air(2021-22)	29.00	\$330.00	\$9,570
Class VR -2020 Kit Headset 8 Hand (includes handlebar, rollingcase with 8 headsets and hand controls (2021-22)	50.00	\$3,449.00	\$172,453
Ailey Kids T-Shirts(2022-23)	150.00	\$13.20	\$1,980
Ailey Kids Performance Supplies	320.00	\$15.34	\$4,910
Explore Learning (SY 2022)	288.00	\$37.26	\$10,731
Explore Learning (SY 2023)	288.00	\$2.54	\$731
Supplies and Materials (SY 2022) (MATH and MOVEMENT)	320.00	\$219.92	\$70,374
Supplies and Materials (SY 2023) (MATH and MOVEMENT)	320.00	\$62.50	\$20,000
Supplies and Materials (SY 2023) TINY IVE	108.00	\$666.67	\$72,000
Supplies and Materials (SY 2022) TINY IVY	108.00	\$171.76	\$18,550

CF121
 ENTRY DATE 02/08/22
 PROJECT 5880214520
 SED CODE 321100860948
 NYC DOC #

GRANTS FINANCE
 PROJECT STATUS REPORT
 ARP ESSER 3
 ICAHN CHARTER SCHOOL 4

RUN DATE 02/08/22

BUDGET DETAIL INFORMATION

PROF SALARY	15	0.00	BEGIN DATE	03/13/20
NON PROF SALARY	16	0.00	END DATE	09/30/24
PURCH SERVICES	40	642,365.00	AMENDMENT #	
SUPP & MATERIAL	45	381,299.00	CONTRACT #	
TRAVEL EXPENSE	46	0.00	STOP DATE	
EMP BENEFITS	80	0.00	REFUND CHECK #	
INDIRECT COST	90	0.00	IND COST RATE	10.0
BOCES SERVICES	49	0.00	INT ELIG	Y
REMODELING	30	0.00		
EQUIPMENT	20	0.00		

BUDGET SUMMARY INFORMATION

FUNDYEAR	BUDGET SPLITS	PAID TO DATE	OUTSTANDING ENC
588021	1,023,664.00	102,366.00	921,298.00
588020	0.00	0.00	0.00
588019	0.00	0.00	0.00
	0.00	0.00	0.00
	0.00	0.00	0.00
TOTAL	1,023,664.00	102,366.00	921,298.00

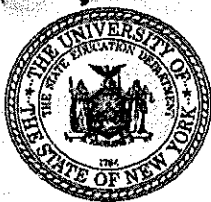
LOG AND CONTRACT DATES

	RECEIVED	ENTERED	CONTRACT	APPROVED
BUDGET	02/02/22	02/04/22		
INTERIM				
FINAL				

CASH DETAIL

ENTRY	DOC #	TRANS	ENC	RPT	LINE	AMOUNT	FUNDYR	MIR	PD	DT	STAT
020822	562403F	INIT	000	02/22	01	102,366.00	588021	020222			ENT

THIS BUDGET HAS BEEN PROCESSED BY THE NEW YORK STATE
 EDUCATION DEPARTMENT. THIS SUMMARY REPLACES THE SIGNED COPY.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Grants Finance
Room 510W, Education Building
Tel. (518) 474-4815

Reminder: Record Keeping and Retention

This document is intended as a reminder to local agencies on proper record keeping and retention.

Generally, local agencies must have a proper financial management system in place, along with strong internal controls and written procedures, to properly account for funds received through a grant/grant-contract awarded by NYSED. Additionally, program as well as financial records, including supporting and source documentation, must be maintained and available for review by State and federal representatives or their duly authorized representatives.

In order to meet the requirements of both State and federally funded programs, these records must be kept for a period of six years after the last payment was made unless specified by program requirements or otherwise stated in the grant agreement.¹ Audit or litigation will "freeze the clock" for records retention purposes until the issue is resolved.

Information on records retention may be found in:

- 2 CFR 200.333-337 of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards for awards made on/after 12/26/14.
- Parts 74 & 80 of the Education Department General Administrative Regulations (EDGAR), specifically 34 CFR 74.53 & 34 CFR 80.42, for federal awards made prior to 12/26/14.
- Part 76 of the Education Department General Administrative Regulations (EDGAR), specifically 34 CFR 76.730-731.
- Records Retention and Disposition Schedules published by the New York State Archives (http://www.archives.nysed.gov/records/mr_retention.shtml)

Local agencies must retain records² that show the amount of funds by grant, including total cost, how the awardee used the funds, authorizations, obligations, share of costs provided from other sources, as well as compliance with program requirements. In addition, source documents are required to support all transactions entered into the grantee's record keeping system. Source documents that authorize the disbursement of grant funds may consist of purchase orders, contracts, time & effort records, delivery receipts, vendor invoices, travel documentation, and payment documents, including check stubs. More information and examples of the types of documents used to support payment for other types of costs (such as goods, services, travel, utilities, and property leases) may be found in Chapter XII, Section 3 and Section 4.B.1 of the Guide to Financial Operations published by the NYS Office of the Comptroller (<https://www.osc.state.ny.us/agencies/guide/MyWebHelp/>).

¹ For projects awarded under a multi-year grant-contract, all project and contract-related documents (including the contract itself as well as the annual budgets) need to be retained for 6 years following the end of the contract.

² Please refer to 2 CFR 200.302 for a discussion of how federal awards are to be identified and accounted for in the financial management system. Proper accounting of federal funds will help ensure that appropriate and accurate documentation from this system can be provided if/when needed.

BUDGET NARRATIVE

LEA: Icahn Charter School 4	FOR: ARP ESSER
BEDSCODE: 321100860948	

**** 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																																				
Code 16 Support Staff Salaries																																				
Code 40 Support Staff Salaries	<p>\$642,365 of \$1,023,644 of ARP ESSER Funds allocated to Icahn 4 Charter School will support the acquisition of professional development, student instruction (both in-person and virtually), curriculum, and resources , workshops for parents, and planning support for ARP ESSER Plan reviews as follows:</p> <table><tr><th>Description</th><th>Provider of Service</th><th>Cost per Unit</th><th>Proposed Expenditure</th></tr><tr><td>Professional Development Full Day w/Materials(2021-22)</td><td>EiE</td><td>4 Days @ \$4,125</td><td>\$16,500</td></tr><tr><td>Coaching Sessions (2021-22) follow the full day PD to support teachers as they put training to practice</td><td>EiE</td><td>5 Days @ \$3,300</td><td>\$16,500</td></tr><tr><td>Support Webinars (2021-22)</td><td>EiE</td><td>3 Days @ 1,000</td><td>\$3,000</td></tr><tr><td>Professional Development Full Day w/Materials (2022-23)</td><td>EiE</td><td>4 Days@ \$4,000</td><td>\$16,000</td></tr><tr><td>Coaching Sessions (2022-23) follow the full day PD to support teachers as they put training to practice</td><td>EiE</td><td>4 Days @ 3,500</td><td>\$14,000</td></tr><tr><td>1:1 Virtual Tutoring ELA/Homework Assistance (2021-22)</td><td>Club X Youthuniversity</td><td>80 students@58.33 hrs pre student over 36 weeks</td><td>\$168,000</td></tr><tr><td>Small Group Musical Instruction for 150 students (2021-22)</td><td>Music Kids</td><td>150 X 50 x 2.65 Days</td><td>\$19,891</td></tr></table>				Description	Provider of Service	Cost per Unit	Proposed Expenditure	Professional Development Full Day w/Materials(2021-22)	EiE	4 Days @ \$4,125	\$16,500	Coaching Sessions (2021-22) follow the full day PD to support teachers as they put training to practice	EiE	5 Days @ \$3,300	\$16,500	Support Webinars (2021-22)	EiE	3 Days @ 1,000	\$3,000	Professional Development Full Day w/Materials (2022-23)	EiE	4 Days@ \$4,000	\$16,000	Coaching Sessions (2022-23) follow the full day PD to support teachers as they put training to practice	EiE	4 Days @ 3,500	\$14,000	1:1 Virtual Tutoring ELA/Homework Assistance (2021-22)	Club X Youthuniversity	80 students@58.33 hrs pre student over 36 weeks	\$168,000	Small Group Musical Instruction for 150 students (2021-22)	Music Kids	150 X 50 x 2.65 Days	\$19,891
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CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)			
	Dance instruction (2021-22)	Ailey Kids	1 cycle of 10 weeks @ \$22,453 x 2 years	\$44,906
	Percussion Lecture Demonstration(2021-22)	Ailey Kids	1 @ \$800	\$800
	Family Engagement (2021-22) It is important that parents understand the role dance instruction plays in learning, particularly in Math. The engagement activities help parents understand how they can support their children.	Ailey Kids	3 @ \$1041	\$3,070
	Performance by the Dancers from the Ailey School (2022-23)	Ailey Kids	1 performance at \$1,460	\$1,460
	8 Full Day Site Visits (2021-22)	Future Leader Incubator	27 on-site visits@ \$1250	\$32,400
	Ongoing Professional Development (SY2023)	Future Leader Incubator	24 months@ \$1,250	\$30,000
	Planning support through Year 1 of the ARP ESSER two-year project (2021-22)	JPS Solutions	10 Sessions @ \$1,000	\$10,000
	Small Group Musical Instruction for 150 students (2021-22)	Music Kids	150 X 50 x 12.15 Days	\$91,125
	Academic / SHSAT Prep (2021-2022)	Princeton Review	10 X \$1,020	\$10,200
	Academic / SHSAT Prep (2021-2022)	Princeton Review	10 X \$1,020	\$10,200
	Coaching Sessions (2021-22)	Lavinia Group	20.76 days @ \$2,500	\$51,924
	Coaching Sessions (2022-23)	Lavinia Group	20.76 days @ \$2,500	\$51,924
	Dance Instruction (2022-23) Program in cycle of 10 weeks each x 2	Ailey Kids	Each cycle @ \$22,891 x 2	\$45,782
	Percussion Lecture Demonstration(2022-23)	Ailey Kids	1 Performance at \$880	\$880
	Family Fun Night (2022-23)	Ailey Kids	\$1,021.67 x 3	\$3,065
	Performance by the Dancers from the Ailey School (2022-23)	Ailey Kids	1 @ 1460	\$1,460
<p>Focused professional develop for teachers is critical as they prepare to address the loss of learning among their students as school opens. The school has included a variety of professional development opportunities for teachers through coaching, preparation for the delivery of newly acquired program, and understanding the needs of the social, emotional and mental needs of their students. ARP ESSER funds support students academically, socially, emotionally, and mentally through the introduction of evidenced-based programming as they re-engage in in-person learning. Workshops of parents support them as they work with their children and school personnel in the return to in-person instruction. These initiatives are consistent with ARP ESSER Use of Funds #8: Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing</p>				

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	homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population; and #16: Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. Funds to support planning consultants will ensure the close monitoring of implementation progress, reporting and revising as needed. The planning initiative is consistent with ARP ESSER Use of Funds #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.																																												
Code 45 Supplies and Materials	<p>\$381,299 of \$1,023,664 in ARP ESSER Funds allocated to Icahn 4 Charter School will be used to acquire supplies and materials for the programs, and services identified in Code 40. Their selection is consistent with ARP ESSER Use of Funds #8 and #16, as presented in Code 40 above. Supplies and materials include:</p> <table><tr><th>Description</th><th>Number of Units</th><th>Cost per Unit</th><th>Total Cost</th></tr><tr><td>Life Cell 2550 5-Stage Ultimate HEPA & Carbon Air Purifer(2021-22)</td><td>29.00</td><td>\$330.00</td><td>\$9,570</td></tr><tr><td>Class VR -2020 Kit Headset 8 Hand (includes handlebar, rolling case with 8 headsets and hand controls (2021-22)</td><td>50.00</td><td>\$3,449.00</td><td>\$172,453</td></tr><tr><td>Ailey Kids T-Shirts(2022-23)</td><td>150.00</td><td>\$13.20</td><td>\$1,980</td></tr><tr><td>Ailey Kids Performance Supplies</td><td>320</td><td>\$15.34</td><td>\$4,910</td></tr><tr><td>Explore Learning (SY 2022)</td><td>288.00</td><td>\$37.26</td><td>\$10,731</td></tr><tr><td>Explore Learning (SY 2023)</td><td>288.00</td><td>\$2.54</td><td>\$731</td></tr><tr><td>Supplies and Materials (SY 2022) (MATH and MOVEMENT)</td><td>320.00</td><td>\$219.92</td><td>\$70,374</td></tr><tr><td>Supplies and Materials (SY 2023) (MATH and MOVEMENT)</td><td>320.00</td><td>\$62.50</td><td>\$20,000</td></tr><tr><td>Supplies and Materials (SY 2022) TINY IVY</td><td>108.00</td><td>\$171.76</td><td>\$18,550</td></tr><tr><td>Supplies and Materials (SY 2023) TINY IVE</td><td>108.00</td><td>\$666.67</td><td>\$72,000</td></tr></table> <p>With the exception of Air Purifiers, and educational technology, which includes Class VR -2020 Kit Headset 8 Hand, all supplies and materials selected support professional development and both academic and SEL programming listed in Code 40 and are consistent with ARP ESSER Use of Funds #16. The air purifier will improve the air quality of classrooms, which is consistent with ARP Use of Funds #18 - upgrade projects to improve the indoor air quality in school facilities, Educational technology selection, including Class VR -2020 Kit Headset 8 Hand is consistent with ARP ESSER Use of Funds #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</p>	Description	Number of Units	Cost per Unit	Total Cost	Life Cell 2550 5-Stage Ultimate HEPA & Carbon Air Purifer(2021-22)	29.00	\$330.00	\$9,570	Class VR -2020 Kit Headset 8 Hand (includes handlebar, rolling case with 8 headsets and hand controls (2021-22)	50.00	\$3,449.00	\$172,453	Ailey Kids T-Shirts(2022-23)	150.00	\$13.20	\$1,980	Ailey Kids Performance Supplies	320	\$15.34	\$4,910	Explore Learning (SY 2022)	288.00	\$37.26	\$10,731	Explore Learning (SY 2023)	288.00	\$2.54	\$731	Supplies and Materials (SY 2022) (MATH and MOVEMENT)	320.00	\$219.92	\$70,374	Supplies and Materials (SY 2023) (MATH and MOVEMENT)	320.00	\$62.50	\$20,000	Supplies and Materials (SY 2022) TINY IVY	108.00	\$171.76	\$18,550	Supplies and Materials (SY 2023) TINY IVE	108.00	\$666.67	\$72,000
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Code 46 <i>Travel Expenses</i>	
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>	