

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

Page Last Modified: 09/29/2021

Summary & Background

NEW DAWN CHARTER HS II

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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**

Page Last Modified: 09/29/2021

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

Introduction/Instructions - Submission Instructions

Page Last Modified: 09/29/2021

Submission Instructions

NEW DAWN CHARTER HS II

342700861147

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 ActLEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

Page Last Modified: 09/29/2021

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

NEW DAWN CHARTER HS II

342700861147

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	Sara M. Asmussen	sasmussen@ndchsbrooklyn.org	8/15/2021
LEA Board President	Ronald Tabano	rtabano@jvlwildcat.org	8/15/2021

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

Page Last Modified: 02/18/2022

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

NEW DAWN CHARTER HS II

342700861147

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.

Due to COVID-19 our parents and community were not able to attend in person meetings when we were preparing this proposal so we developed several strategies to engage parents, community, students, and other stakeholders in developing this plan. Teachers and some students were in school during this time so meetings were held at the school to develop a variety of areas in which we could spend the money based on ESSER requirements. From these meetings, we developed a survey for students, parents, community members, and other stakeholders who were not able to come to the school for in-person meetings. We posted the survey to our website and advertised it on Facebook and Twitter. We sent messages to all students, parents, community partners, and other educational institutions about the survey. Through our student information system we alerted families and students which was followed by robocalls announcing the survey. Following this, the parent coordinator and office assistant called all homes and neighboring businesses to get information concerning how the community felt about spending the money. Other staff (McKinney-Vento Liaison, SPED Coordinator, and Community Liaison) were responsible for reaching out to the various other communities such as agencies serving homeless students, foster students, SPED students, as well as local community politicians and advocates.

Once the surveys and phone calls had been out for a month, we developed an actual plan for the money. This was then typed up and posted to the website with a section for public comments. Again, we sent this information out on robocalls, our student information system, and the parent coordinator and relevant staff contacted local businesses, organizations, and parents alerting them to the fact this was available for review. Going forward we will continue with these same strategies while we implement the plan. For example, you can see on our sister school's (New Dawn Charter High School) current website they posted pictures of the renovation of their current building so that the community could see what was happening. This same process will be used for this project along with a section for public comments posted on the website. Once we are cleared for COVID, we will again conduct tours of the building. We have an open-door policy and work closely with various businesses in the community and the homeless shelter across the street and they are all welcome to comment, visit, or contact us as they see fit. We also work closely with Districts 75 and 79, as well as the local CSE. We are planning, again once cleared for COVID, to hold public meetings as soon as possible.

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

Page Last Modified: 02/18/2022

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 request for public comment is posted to:

https://www.newdawncharterschools.org/esser_funds

<https://www.ndchsqueens.org/>

We have in place the following for anyone who requests the plan:

1. Anyone can stop at the school and pick up a copy of the plan; 2. We can send a plan home with a student if the parent requests it, 3. We can email it to anyone, and 4. We can mail it to anyone.

We will posted the entire approved plan on our website.

ARP-ESSER LEA Base 90% Allocation - Program Information

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

New Dawn schools were two of the only schools which were open at least once a week from March 16, 2020, through the end of the summer semester in August 2020. Further, all staff were back in the building with students rotating through the week for in-person instruction from September 9, 2020, through the end of the spring semester in June 2021. We had summer session with all students attending in person during July and August 2021. We are currently open for full attendance and have no remote or hybrid option. Because of this, we have had to spend program money already on all the prevention and mitigation strategies as well as equipment and supplies long before now. Further, we have updated our HVAC at the school and replaced all filters with HEPA filters. Since this money has already been spent and any necessary trainings and supplies have already been earmarked for the year, we are not using any of the ESSER money for this purpose. Safety and COVID-19 strategies have always been our first priority in remaining open and we have these funds already secured. We follow all CDC guidance, supported by the NYC DOH and DOE, on reopening the school and we modify school policy as guidance changes. We have not had one positive case of COVID-19 traced to the school.

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

Page Last Modified: 02/18/2022

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.

We will continue to identify and monitor student progress in four areas: social-emotional, academic, attendance, graduation rates, and college and career planning. Our plan will intervene in all these areas.

Social Emotional progress: At the beginning of every year (or at enrollment) all students are administered the ScholarCentric Assessment which measures students social-emotional status as compared to successful students who have enrolled in college. This provides information on friends and family, emotional stability, self harming behavior, substance use, and how students view staff. This measure is administered again at the end of the year to measure changes in social-emotional health. Further, we can identify students who are at risk academically and emotionally from the pre-test for interventions. We also have a PBIS (Postive Behavioral Interventions and Supports) implemented in our program. We measure number of positive touches as well as individual student growth over time. Finally, we track behaviors on our SIS Jupiter. This allows us to measure and track both positive and negative behaviors over time. We expect behaviors to improve over time if our interventions are working.

Academics: This will be measured by credit accumulation (grades), pre- and post-test SLO's (Student Learning Objectives), and Regent exams test results. The first two measures (credit accumulation and SLOs) allow us to target individual students for interventions and closely track their progress over time. Item analysis on the Regents exams is used not only to review success for each student, but we review our curriculum and identify strengths and weaknesses within the curriculum for the next semester.

Attendance: As a transfer schools the attendance of our students has always been lower than traditional schools. We expect at least 65% attendance rate for the whole school. The reasoning for this is that it takes time after a student has not attended high school for sometimes years, to get back to attending. We enroll all students with no enrollment requirements so we take chances on students that we know are not going to attend in the beginning, if ever. We also know from past tracking at our Brooklyn school, that if we can get a student into the building at least 35% of the time, we can get that student to graduate. It may take more years than those with better attendance but the student does eventually get to graduation. We will track this through re-enrollment in school. At this point, we are still reaching out to students who should be back for in-person instruction. To assist with this, we are hiring an Outreach Team who will go into the community to support students and families with the return to school.

Graduation rates: We will not have graduates until June 2023 so in September 2022 we will have a list of all students who could potentially graduate by August 2023 and these students will be tracked with all graduation requirements in mind. We will report on the percentage of these students who do indeed graduate as planned.

College and Career Planning: We track the Career and College Pathways of all students in the building through our Internship Program and College/Career Bridge Programs. All students must have a plan prior to graduation in 2023, and we have all students complete the CDOS requirements for NYSED. We monitor these results to ensure that at least 85% of all students are successful in each area.

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.

As transfer schools, New Dawn schools have always had extended day and summer programming, as outlined in it's charter, because our students always come in with learning loss even without a pandemic. During the 2019-2020 school year, 83% of our students scored at a middle or lower grade level on math assessments and 68% scored at a middle school or lower grade level in reading. We have always dealt with this issue. School runs until 4 p.m. and students attend school year round. This will continue and we are not asking for any money to do this, we have always had summer sessopm and it has always been at no expense to the taxpayer. This will continue. We are spending our 20% (\$76,442, we will spend \$77,000) as follows.

After surveying the needs of students and reviewing the needs of the school, we have determined that to combat learning loss, we will spend our 20% set aside (\$77,000) on hiring a certified special education teacher with a specialty in math and/or science who will work with ALL students. These were the two hardest-hit areas of the school year during remote/hybrid learning which occurred between September 2020 and June 2021. Of all the students who enrolled in a math class, only 16% received credit; for science, 20% received credit. While ELA and Social Studies also need support, we currently have the necessary supports both in intervention and special education/at-risk already in place at the school. Therefore, we are planning on hiring a full-time, certified math/science/special education teacher to support existing staffing and programming.

This will add additional instructional support for students during their regularly scheduled classes. Further, this will allow us to set up classes that drill down to the specific deficits our students are experiencing. Although we are specifically looking for a certified SPED teacher, because of their experience with lesson differentiation and using different instructional strategies, this support will be available to ANY student who is struggling regardless of whether they have an IEP or not. SPED Teachers have special training and experience on reaching students with a multitude of learning issues and we want to open up this support for all students. Based on the needs analysis it is clear that our biggest area of concern is in math and science and this is the area in which we would like to bring in multiple methods of instruction.

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

Page Last Modified: 02/18/2022

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.

With the remaining \$305,768, we will combat learning loss and social emotional learning in a very different way. Our school is based on the belief that a robust Internship Program, combined with a rigorous academic program is key to the success of our students, many of whom are lower income, have disabilities, are English learners, are racial & ethnic minorities, and students who are homeless. We have always believed that the Internship Program is what helps our students bridge the gap between school, which many struggle through, and future careers. The pandemic has had a devastating impact on our Internship Program. When NYC closed down and went into quarantine, we lost all of our community internship sites. We purchased virtual internship programs to take the place of real internships, but only 22% of the students were able to pass these programs.

We understand the argument that college is for everyone, and we believe it. However, when dealing with students who are struggling with success in school, college is many times the last place they wish to be. Research has shown that linking academics to community internships can result in experiential and transformative learning, resulting in students' eventual enrollment in higher education.[1] Students who struggle in school, even if they wish to go to college, need to involve themselves in activities that increase their self-worth. Internships provide this opportunity. When the pandemic hit, this opportunity for our students ended. Unfortunately, the virtual methods we used were just no substitute for what our students need to be successful.

We are proposing to use the rest of the funding to redesign the cafeteria and kitchen in the school to provide internships in the culinary and hospitality field to our students. There is already a sizable kitchen on site, although it is very outdated and is not situated as a teaching environment. By reconfiguring this space and updating the equipment, we will always have an internship site available for our students. True, it will be on site with the school, but it is a culinary kitchen, and we will hire a chef/teacher to oversee the process. Our goal is to have this kitchen certified as a CTE (career technical education) program with the New York State Education Department.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 02/18/2022

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.**

The at-risk groups (special education, English language learners, economically disadvantaged, students of color, foster care/homeless, and over-aged/under-credited) are the groups that New Dawn has always served: low-income (93%), students of color (99%), English Learners (22%), students with disabilities (38%), homeless and foster care students (23%), and our charter only allows us to enroll students over the age of 16 who have failed at another high school. We are a full inclusion school and do not academically track (in the classroom or by teachers) any of the groups. Students are assigned to classes based on their need for credits and not based on any other "grouping". Our teachers do not differentiate students (lessons and instruction, yes) along any of these groupings and we do not track in any activity, class, or extracurricular activity based on any of these groupings. If other schools were able to work with our group of students, there would be no need for transfer schools. We only serve those students who have been "counseled out" of their prior schools or who have dropped out. As such New Dawn Charter Schools (of which NDCHS II is part of), has developed strategies and methodologies that allow us to be successful with all these groups. Some of our strategies include a progressive discipline policy (emotional health, focused on decreasing the number of students of color who are suspended), active PBIS program supported by counselors (mental health and social emotional, focused specifically on what motivates students of color, ELL students, homeless/foster students), gang and drug reduction programs (physical health, mostly students of color, SPED students, economically disadvantaged), two teachers in a classroom (academic support, all students) and a variety of classes at differing levels to help students who are already behind catch up (mental, emotional, social emotional, academic, all geared towards being restorative and culturally sensitive). All our programs are modified from traditional programs to specifically meet the needs of students who are special education (differentiation), ELL (ELL department who pushes into classes), economically disadvantaged (providing ALL school supplies), students of color (lessons and techniques that reflect the surrounding cultures), foster care/homeless (you can always come to school here, we provide transportation, modify our program so some work can be done off site, and we provide food and clothing), and provide many modifications for those who are overaged/undercredited.

While the above programs are successful, we are constantly looking for ways to improve student engagement which significantly impacts all our groups of students, learning, social emotional learning, mental health, and ability to navigate in the world following graduation. One of the items that continually been coming up over the years (and was reflected in the needs assessment) is a need for learning to work at school. To this end we want to use the rest of this money to develop our culinary teaching program. We have always believed that the Internship Program is what helps our students bridge the gap between school, which many struggle through, and future careers and this is a key part of a charter and how we reengage disenfranchised students. The pandemic has had a devastating impact on our Internship Program. When NYC closed down and went into quarantine, we lost all of our community internship sites. We purchased virtual internship programs to take the place of real internships, but only 22% of the students were able to pass these programs.

As stated above, we understand the argument that college is for everyone, and we believe it. However, when dealing with students who are struggling with success in school, college is many times the last place they wish to be. Research has shown that linking academics to community internships can result in experiential and transformative learning, resulting in students' eventual enrollment in higher education.[1] Students who struggle in school, even if they wish to go to college, need to involve themselves in activities that increase their self-worth. Internships provide this opportunity. When the pandemic hit, this opportunity for our students ended. Unfortunately, the virtual methods we used were just no substitute for what our students need to be successful.

We are proposing to use the rest of the funding to redesign the cafeteria and kitchen in the school to provide internships in the culinary and hospitality field to our students. Culinary teaching kitchens in high schools have also show to have an impact on learning. Authors at Harvard's T.H. Chan School of Public Health and the Culinary Institute of America are now beginning to identify "teaching kitchens" as bridging many disciplines including nutrition, science, health, and focusing on lifestyle changes.[2] Research has shown that these situations are not just teaching cooking but also the need for physical activity, using web-based resources, and motivation.[3] These are all things that at-risk students listed in funding category 8, struggle with and when resolved, will have a positive impact on quality of life, including education.

A Culinary Teaching Kitchen also impacts learning in general. Because cooking involves all the senses, students with different learning styles are effortlessly learning math, safety, science and are increasing self confidence and are making the connection between learning and building positive memories, which aids in further education.[4] Culinary kitchens also promote a love of social studies by introducing students in real time to other cultures, providing an opportunity to discuss the history around such cultures.[5] Renovating the space not only will impact categories 15 and 16, but 17 as well.

Providing the extra supports in science and math, supported by work opportunities for students will increase student well being and make up for the loss of learning during the pandemic particularly our group of students who are economically disadvantaged, SPED, ELL, in foster care or homeless, students of color and behind in school.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 02/18/2022

- [1] Angelique, H. L. (2001). Linking the Academy to the Community Through Internships: A Model of Service Learning, Student Empowerment, and Transformative Education. *Sociological Practice*, 3(1), 37–53. <http://www.jstor.org/stable/43735783>
- [2] Found on <http://familycookproductions.org/blog/what-is-a-teaching-kitchen/> on 9/21/2021.
- [3] Eisenberg, D. M., & Imamura, Be. (2020). Teaching Kitchens in the Learning and Work Environments: The Future Is Now. *Global Advances in Health and Medicine*. <https://doi.org/10.1177/2164956120962442>
- [4] Found on <https://healthy-food-choices-in-schools.extension.org/cooking-with-kids-in-schools-why-it-is-important/> on 9/21/2021.
- [5] Found on <https://www.ecpi.edu/blog/importance-of-studying-culinary-arts-why-its-so-necessary> on 9/21/2021

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

Page Last Modified: 09/29/2021

ARP-ESSER Return to In-Person Instruction

NEW DAWN CHARTER HS II

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

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

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

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

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

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

<https://www.ndchsqueens.org/policy>

We have in place the following for anyone who requests the plan:

1. Anyone can stop at the school and pick up a copy of the plan;
2. We can send a plan home with a student if the parent requests it;
3. We can email it to anyone;
4. We can mail it to anyone.

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

Page Last Modified: 09/29/2021

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

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.

We update the plan whenever the CDC, NYC DOH, and/or NYC DOE have changes but at least every six months. An example of this is the NYC vaccine mandate. When this is finalized, the Re-Opening Plan will be modified. The plan is reviewed, modified, and posted on the website for public comment. Once this has occurred, the Board of Trustees has final approval.

Going forward we will hold public in-person meetings at the school as well as virtually. The plan will be posted to the school's website and invites to review the plan will be posted on social media sites as well as put on the school's SIS. This will be done in the same way as the plans have been done to date, as well as surveys and use of ESSER monies. Anyone requesting the plan can have it emailed, mailed or can pick it up from the school.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

Page Last Modified: 02/18/2022

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

NEW DAWN CHARTER HS II

342700861147

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 (\$)	382,210
Total Number of K-12 Resident Students Enrolled (#)	223
Total Number of Students from Low-Income Families (#)	205

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

Page Last Modified: 02/18/2022

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

NEW DAWN CHARTER HS II

342700861147

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.	0
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	77,000

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 02/18/2022

	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.	305,210
Totals:	382,210

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 02/18/2022

ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs

NEW DAWN CHARTER HS II

342700861147

PLEASE NOTE:

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

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

ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99

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

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

305,210

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs**

Page Last Modified: 02/18/2022

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

Team would be engaged to plan and file for a new teaching kitchen and service space in the existing group floor. A kitchen consultant and MEP will need to be engaged in this process along with an expediter. Approval will be applied for through the NYC Department of Buildings. It is understood that a competitive bid process is needed and is included in this proposal.

II. Scope of Services**Phase I: Schematic Design**

Finalize your scope of use, conduct a building survey of existing conditions, coordinate with you and verify the information provided by the kitchen consultant and MEP (Mechanical Electrical and Plumbing) Engineer, producing 3 layout options for review, finalize and prepare the document for filing. Schematic design drawings will include: demolition plan; propose new floor plans; exterior elevations (partial rear faced if needed); limited interior elevations as needed; and zoning and analysis and specifications as required by NYC DOB.

Phase 2: DOB filing and Design Development

Refinement of the approved scheme with more detailed information. Drawings shall include: demolition and ground floor plans; limited elevations as needed; site plan with zoning and limited construction notes and specifications; coordinate with kitchen consultant, engineers (MEP); and coordinate with expediter and apply to Department of Buildings.

Phase 3: Construction Documents + Bid Documents

In addition to the drawings provided above detailed and coordinated drawings and specifications will be provided for pricing and construction. This will include: proposed construction/demolition plans; interior elevations; tile layouts and cabinetry elevations; coordination with engineer for changes; coordinate with Kitchen Consultant; specifications and details as needed; and materials schedules, lighting schedules, equipment, and plumbing schedules.

Phase 4: Construction Administration

This will include: periodic site visits for the purpose of reviewing the contractor's installed work and to respond to contractor's questions; review contractor's payment requests verifying work completed; and coordinate with expediter and code enforcement to attain final project sign-off from Department of Buildings.

The following will be paid for through this grant:

Testing Services Asbestos: \$20,000

MEP Engineer: \$15,000

Kitchen Consultant: \$10,000

Expediting Services: \$5,000

Permitting and fees with NYC: \$5,600

Construction costs for renovating 555 square feet of kitchen: \$249,610

NDCHS II will pay for the following:

Construction costs for renovating 645 square feet of kitchen: \$290,390

Equipment \$125/Sf: \$150,000

General conditions: \$138,000

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

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

ARP-ESSER - Construction-Related ASSURANCES**4. The LEA assures it will have or obtain a full title or other interest in the site, including right of access, that is sufficient to insure the grantee's undisturbed use and possession of the facilities for 50 years or the useful life of the facilities, whichever is longer. § 75.603 (Authority: 20 U.S.C. 1221e-3 and 3474)**

☒ YES, the LEA provides the above assurance.

5. The LEA assures it will ensure that sufficient funds are available to meet any non-Federal share of the cost of constructing the facility. § 75.604

☒ YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 02/18/2022

6. **The LEA assures work will begin on construction within a reasonable time after the grant for the construction is made. § 75.605 (Authority: 20 U.S.C. 1221e-3 and 3474)**
☒ YES, the LEA provides the above assurance.
7. **The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606**
☒ YES, the LEA provides the above assurance.
8. **The LEA assures that the construction is functional; economical; and not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474)**
☒ YES, the LEA provides the above assurance.
9. **In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSED Office of Facilities Planning for review and approval prior to construction.**
☒ YES, the LEA provides the above assurance.
10. **The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:**
 - For residential facilities - 24 CFR part 40; and
 - For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610☒ YES, the LEA provides the above assurance.
11. **The LEA assures that, in planning the construction, the LEA shall, in accordance with the provisions of Executive Order 11988 of February 10, 1978 (43 FR 6030) and rules and regulations that may be issued by the Secretary to carry out those provisions: Evaluate flood hazards in connection with the construction; and as far as practicable, avoid uneconomic, hazardous, or unnecessary use of flood plains in connection with the construction. § 75.611**
☒ YES, the LEA provides the above assurance.
12. **The LEA assures that it shall maintain competent architectural engineering supervision and inspection at the construction site to insure that the work conforms to the approved drawings and specifications. § 75.612**
☒ YES, the LEA provides the above assurance.
13. **The LEA assures that it will comply with the regulations on relocation assistance and real property acquisition in 34 CFR part 15. § 75.613**
☒ YES, the LEA provides the above assurance.
14. **The LEA assures that, when construction is completed, sufficient funds will be available for effective operation and maintenance of the facilities. § 75.614**
☒ YES, the LEA provides the above assurance.
15. **The LEA assures that it shall operate and maintain the facilities in accordance with applicable Federal, State, and local requirements. § 75.615**
☒ YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 02/18/2022

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

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

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

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

☒ YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget**

Page Last Modified: 02/18/2022

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.**

ESSER Part2 FS10 NDCHS II Final.pdf

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

Budget_Narrative_ARP_ESSER_NDCHS_II Update.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	77,000
16 - Support Staff Salaries	0
40 - Purchased Services	305,210
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:	382,210