

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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Summary & Background

NEW DAWN CHARTER HIGH SCHOOL

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SUMMARY & BACKGROUND

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

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

- ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.
- ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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Introduction/Instructions - Submission Instructions

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Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Sara M. Asmussen	sasmussen@ndchsbrooklyn.org	09/15/2021
LEA Board President	Ronald Tabano	rtabano@jvlwildcat.org	09/15/2021

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.

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

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

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

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

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

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

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1. **In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.**

Due to COVID-19 our parents were not able to attend in person meetings when we were preparing this proposal so we developed several strategies to engage parents, students, and the community 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, and community members 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 and parents about the survey through our student information system, 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. 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 contacted local businesses 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 current website we posted pictures of the renovation of our current building so that the community could see what we were doing. 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 much the same way in which we did during the renovation of the building. We have an open-door policy and work closely with various businesses in the community and the housing project across the street and they are all welcome to comment, visit, or contact us as they see fit. We are planning, again once cleared for COVID, to hold public meetings as soon as possible.

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 budget and request for public comment is posted to:

https://www.newdawncharterschools.org/esser_funds

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

<https://echalk-slate-prod.s3.amazonaws.com/private/districts/81887/site/fileLinks/f680c563-d0e0-44db-b5a9-2441ecae1b3f?AWSAccessKeyId=AKIAJSZKIBPXGFLSZTYQ&Expires=1954961688&response-cache-control=private%2C%20max-age%3D31536000&response-content-disposition=%3Bfilename%3D%22Proposal%2520for%2520ESSER%2520Grant%2520Spending%2520Brooklyn.pdf%22&response-content-type=application%2Fpdf&Signature=uljl3u5pw%2B%2BuHFPsjQdcqwkZetU%3D>

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 LEA Base 90% Allocation - Program Information

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

We are not using any of the money for this purpose. During the pandemic we completed a gut renovation of the building which included a completely new HVAC and filtration system. Further, we had already earmarked monies for use for prevention and mitigation strategies and supplies since the school never shut down completely after March 16, 2020. This has 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 as guidance changes.

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

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 this pre-test. We also have a PBIS (Positive Behavioral Interventions and Supports) program implemented at the school. 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. We expect behaviors to improve over time if our interventions are working. Our entire educational program is based on improving the SEL of all students through regular interventions. Every semester, regardless of number of credits, all students must take an advisory which focuses on a number of SEL factors: developing resiliency, working effectively, dealing with co-workers and supervisors, dealing with anger (ART=Anger Replacement Therapy), career development, etc. We also do not suspend students, we keep them in school and help them work through their issues using counseling strategies. Every student has a mentor who helps them resolve their interpersonal and professional differences with others.

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 school the attendance of our students has always been lower than in traditional schools. We expect at least a 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 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. We also know from past tracking 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. Traditional attendance for us is not really a viable measure; therefore, we will track attendance through re-enrollment in school. At this point, we are still reaching out to 163 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 identify all students who have enough credits in September to graduate by August of the following year and then track them throughout the year to plan for interventions and supports to ensure graduation.

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 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.

While we have all these programs, students who do not attend school will not be able to benefit from any of our interventions in any of the areas above. Therefore, we will use our 20% reserve to get these students back to school so they can benefit from the program.

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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.**

New Dawn has always had extended day and summer programming, as outlined in its charter, because our students always come in with learning loss even without a pandemic. During the 2019-2020 school year, 80% of our students scored at a middle or lower grade level on math assessments and 58% scored at a middle school or lower grade level in reading. We have always dealt with this issue. The school day runs until 4 p.m., periods are 50 minutes, and students attend school year-round. This will continue and we are not asking for any money to do this, we have always had a summer session and it has always been at no expense to the taxpayer. This will continue. We are spending our 20% (minimum \$179,096; we plan to spend \$253,500) on an outreach team to reengage students in the community and added special education support.

Students who are not in school cannot learn; after analyzing our results from last year, the students who struggled with remote learning are the same students who are not returning to school. Therefore, we are using money to hire an Outreach Teach to reestablish education for the 67% of the students who have not returned to school this semester. These students cannot afford to miss any more school and we must either get them back to school or find other options for them. In the past, our current staff conducted these visits but at any given time we may have had 20 students on the list; this year we have 163 students. We must have support in this area to impact their continuation of learning. This impacts their ability to benefit through social emotion learning, academics, graduation, and the development of college and career plans.

New Dawn has approximately 50% of our students designated as students with disabilities. We are therefore proposing to hire another special education teacher to push into classrooms. New Dawn is a fully inclusive model so special education teachers are supporting the general education teachers in all classes. With students so far behind coupled with the learning loss experienced during the pandemic (and continuing), it is important to have this extra support in the classroom.

The outcomes for these students align with #4 above and all students will be tracked on each variable.

These interventions all align with category 16 and fulfill our 20% set aside.

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

One issue that has hit New Dawn very hard is staff motivation. Working until 4 p.m. in classes and 5 p.m. for PD everyday and working year round with students who are already significantly behind in all content areas is hard enough. Working at this level during a pandemic, providing both in-person and remote instruction at the same time for an entire year is even more exhausting. We had five teachers leave their positions with little or no notice during the pandemic. This is something that we have not experienced over the last five years. Further, we did have staff that struggled with social-emotional issues due to isolation. Students do not learn from unhappy teachers, it increases truancy and misbehavior in classes. Therefore, we felt it was important to start this full in-person instructional year off with motivational professional development which will be used to bolster staff confidence and provide an opportunity to remember the joy of teaching while helping staff develop strategies (project-based learning and professional learning communities) by which they can help themselves and students. This aligns with category 20.

We are using the remainder of the funding, \$628,981, to reconfigure our current space to include a room for intervention for use to overcome the learning loss from the September 2020-June 2021 school year. We have no space for any physical activity, so we had planned to convert our computer lab into a physical education space. However, with students coming back we need the computer room for intervention programs such as READ 180 and Math 180 (both funded through Title monies), but it is also very important that students have space for physical education. We have an empty room on the roof (the elevator leads to the roof so is ADA compliant) that can be converted to a physical education space and classroom. We also need to install pavers on the roof so that this space can be used for our outside space for PE classes. This falls into categories 16 and 20.

There is no doubt that we need the room for the added interventions we have for students returning after 18 months of remote or hybrid instruction. But just as important, we need the stand-alone classroom for PE classes, as well as the roof space. By freeing up space in the building, we can develop our purely academic interventions. PE is just as important. Physical education has been shown to impact the development of both academic and social skills by increasing oxygen flow, brain neurotransmitters, and neurotrophins which impact the brain's ability for higher learning.[1] Studies have shown that PE results in higher academic test scores. The CDC conducted a meta-analysis of 50 research studies (56% were on secondary schools) on the impact of physical education on academic performance and found that physical activity was positively related to academic achievement, academic behaviors, and indicators of cognitive skills such as concentration, memory, self-esteem, and verbal skills. 86% of the studies found at least one positive outcome.[2]

Further, the outdoor space would provide the Science classes with the necessary space they need for the weather station and greenhouse for horticulture. These activities will also provide support for learning loss since it was very difficult teaching these things virtually. Research has shown that many students need tactile activities (kinesthetic learning) for a strong connection with learning.[3] These results show the importance of physical activity on academic performance, as well as increased opportunities for kinesthetic learning, both of which will help combat learning loss.

[1] Taken from <https://blog.schoolspecialty.com/physical-activity-affect-academic-performance/>

[2] Taken from https://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf

[3] Gadit-Johnson, CD & Price, Gary E. (2000). Comparing students with high and low preferences for tactile learning, Education, Spring, Vol. 120 Issue, 3, p. 581.

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

The at-risk groups (special education, English language learners, economically disadvantaged, students of color, and over-aged/under-credited) are the groups that New Dawn has always served: low-income (83%), students of color (99%), English Learners (12%), students with disabilities (52%), homeless and foster care students (25%), and we have been identified as serving one of the highest at-risk populations (49%) in NYC by the NYC DOE. While we have not identified any migratory students, we do have a number of students who have come directly from the southern Texas border after being processed. 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, yes) along any of these groupings and we do not track in any activity, class, or extra curricular activity based on any of these groupings.

These students have already been left behind by traditional schools and having them not attending school now is educational neglect. The pandemic destroyed so much of our community because most students were out for 18 months (some came in but most chose to remain remote) and they got jobs, moved, or just became discouraged. Therefore, by hiring an outreach team to meet them in the community we are providing a direct bridge back to their education.

Employing an additional special education teacher allows for support in the classroom as well as support for teachers who are struggling to differentiate lesson plans/instruction and work with all students. This extra teacher works not only with SPED students but with any student having issues with learning. So a student who is struggling in math, even if they do not have an IEP, can receive help from the SPED teacher. This increases our ability to reach all struggling students. SPED teachers are trained on how to organize lessons and instruction for those students who do not learn in traditional ways. This helps students in all our risk categories (SWD, ELL, ED, foster care, homeless, and students of color).

These interventions help all our students in the following ways:

SWD: they receive more academic support and they have an outreach group that targets their specific needs to get them back into school or appropriate placement. ELL: receive support in the same way, the SPED teacher works closely with our ELL teacher differentiating instruction. ED: this group receives support through added academics and our usual ways (we pay for all supplies). Foster care: support through differentiation and added academic support. Students of color: a culturally responsive curriculum and differentiation. Homeless: all of the above plus help with transportation, reachout, and catching up on missed school work.

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

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ARP-ESSER Return to In-Person Instruction

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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).

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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.ndchsbrooklyn.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;
- and 4. We can mail it to anyone.

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.

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 for staff. 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.

New Dawn's reopening plan has already been executed, we keep our families up to date on active COVID cases in the building and reports this information to the the DOH and the DOH makes. the decision about school closure. Based on Federal, State, and City guidelines at this time, we do not have option to close school ourselves but must follow federal, state, and city instructions.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

NEW DAWN CHARTER HIGH SCHOOL

331500861016

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 (\$)	895,481
Total Number of K-12 Resident Students Enrolled (#)	263
Total Number of Students from Low-Income Families (#)	221

ARP-ESSER Schools Served

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

NEW DAWN CHARTER HIGH SCHOOL

331500861016

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	0

ARP-ESSER Application: Part 2 - ARP Act

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

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	FUNDING Amounts (\$)
students, students experiencing homelessness, and children and youth in foster care.	
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 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.	351,756
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.	543,725
Totals:	895,481

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

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

NEW DAWN CHARTER HIGH SCHOOL

331500861016

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?

530,725

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

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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 an occupied roof top area along with one study area located near the nechanical equipment. We will be applying for approval to the NYC Department of Buildings using Metropolis Group as our expeditor and Mandelbaum Salsburg PC as our land use attorneys. This work will include a new rooftop paving plan, new student area, and an understanding of enclosure requirements for legal occupancy.

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

Finalize the scope of use, conduct a building survey of existing conditions, coordinate and verify the information provided by the prior architect. Schematic design drawings will include: proposed new rooftop plans for client; exterior elevations, rooftop elevations as needed; and zoning 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 incude: rooftop floor plans, section, site plan; zoning information, limited construction notes and specifications; 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.

Phase 4: Construction Administration

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

The following will be paid for through this grant:

Architect fees: \$19,000

Expediting Services: \$1,500

Permitting and fees with NYC: \$1,200

Legal Land Use Attorney: \$14,625

Paver/Pedestal materials for 4,3000 X \$20 sf: \$86,000

Construction costs for paver/pedestal materials: \$86,000

Construction for interior space for rooftop classroom 600sf X \$400 sf: \$240,000

General conditions: \$82,400

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

ARP-ESSER Application: Part 2 - ARP Act

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

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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.
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.

ARP-ESSER Application: Part 2 - ARP Act

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

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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.
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

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ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

FS10 ESSER Part 2 NDCHS.pdf

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

Revised Bud Narrative ESSER Part 2 NDCHS Jan 22.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	105,400
16 - Support Staff Salaries	165,000
40 - Purchased Services	457,725
45 - Supplies and Materials	86,000
46 - Travel Expenses	0
80 - Employee Benefits	81,356
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	895,481