

ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Background Information**

Background Information

MARATHON CSD - 110901040000

Summary and Background Information

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 federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the **ARP ESSER Allocations Chart** (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved **ARP ESSER State Plan**, NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

Tier 1 - Strong Evidence: Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups).

Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

Tier 2 - Moderate Evidence: Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

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Tier 3 - Promising Evidence: Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

Tier 4 - Demonstrates a Rationale: High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that address the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated and an FS-10F Final Expenditure Report submitted by October 31, 2024.

Project Number

The project number stems for the three state-reserve programs are:

Fund Code	Project
5884-21-XXXX	ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time
5883-21-XXXX	ARP-ESSER 1% State-Level Reserve - Comprehensive After School
5882-21-XXXX	ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment

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

Submission Deadline

Completed applications are due by **November 30, 2021** (with extensions by request) and will be reviewed on a rolling basis.

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 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 State Reserve allocation returned to the United States Department of Education.

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Submission Instructions

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 – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

The *ARP-ESSER Application – State Reserves* is **due by November 30, 2021**.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

ARP-ESSER State Reserve: Assurances

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

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- ☒ YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- ☒ YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- ☒ YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- ☒ YES, the LEA provides the above assurance.
12. The LEA assures that:
1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
 2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
 3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
 4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
 5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
- ☒ YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

13. The LEA assures that:
1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
 2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
 3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
 4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- ☒ YES, the LEA provides the above assurance.
14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- ☒ YES, the LEA provides the above assurance.
15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.
- ☒ YES, the LEA provides the above assurance.
16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- ☒ YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - State Reserves Intent to Apply**

ARP-ESSER State Reserves: Intent to Apply

If an eligible school district does not intend to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

1. Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

2. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

3. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

4. 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	Thomas Goskoski	goskoskit@marathonschools.org	11/18/2021
LEA Board President	Rebecca Edsall	edsallr@marathonschools.org	11/18/2021

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation****ARP-ESSER State Reserve: Consultation**

1. **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); 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, students involved with the juvenile justice system, and other underserved students.**

In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.

- April 19, 2021: reviewed federal grant allocations, fiscal information, and created a timeline for implementation with the District's budget planning committee (administration and board of education members).
- April 26, 2021: Jr./Sr. High School faculty and staff were given an overview of the ARP grant and the district's total ARP-ESSER allocations which include the 90% LEA ARP-ESSER allocation and the State-level Reserves (1% State-level reserve for summer learning and enrichment, 1% State-level reserved for comprehensive after school activities, and 5% State-level reserve for learning loss). All faculty and staff were given time to provide written input on the usage of funds.
- April 28, 2021: Elementary School faculty and staff were given an overview of the ARP grant and the district's total ARP-ESSER allocations which include the 90% LEA ARP-ESSER allocation and the State-level Reserves (1% State-level reserve for summer learning and enrichment, 1% State-level reserved for comprehensive after school activities, and 5% State-level reserve for learning loss). All faculty and staff were given time to provide written input on the usage of funds.
- May 10, 2021: community forum held to provide an overview of the ARP grant and the district's total ARP-ESSER allocations which include the 90% LEA ARP-ESSER allocation and the State-level Reserves (1% State-level reserve for summer learning and enrichment, 1% State-level reserved for comprehensive after school activities, and 5% State-level reserve for learning loss). Breakout rooms/small groups were created to gain community input from all stakeholders on the usage of funds. This meeting was held both in-person and by Zoom. Stakeholders included parents, community members, students, and staff.
- May 21, 2021: Marathon Central School District's Proposed Plan for Federal Grant Money was distributed to Marathon community members. The plan provided a breakdown of the proposed expenditures and the utilization of the federal dollars allocated to Marathon. Notice was given to the community that the document was still in draft form and the final document would be approved at the June 23, 2021 board of education meeting. Feedback from the community on how the community members believed the money should be spent was requested. Feedback needed to be sent to the superintendent of schools by June 14, 2021.
- May 11-June 22, 2021: draft plan created with administration, staff, and community input
- June 23, 2021: plan presented to the Board of Education during public session and was approved by the Board of Education 7-0.
- August 2021: plan posted on district website
- The ARP Plan including the 90% LEA ARP-ESSER allocation and the State-level Reserves will be reviewed with the Board of Education during public meetings once a semester until the completion of the grant and will be included in the budget planning process. The review will include how the funds are being used and amendments which will be requested to best utilize the money to promote student learning and engagement. The budget planning process, which begins with the board of education financial planning committee, will include how general funds, ARP grant funds and other grants will be utilized to maximize student learning and engagement and be fiscally responsible to the taxpayers.

2. **In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds 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 LEA plan for using State-Level Reserve Funds will be posted on the district website: www.marathonschools.org

The plan will be made available upon request. Requests for the plan made by email or phone call will be directed to the district office. The district office will print a hard copy of the plan that is posted on the school district's website. Those requesting the plan will come to the district office to pick up a hard copy of the plan.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation**

3. **In the space provided below, please describe how the LEA will support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.**

The district uses multiple forms of communication with parents and families with regards to students' learning, achievement, and academic progress. Teachers will send home 5 week reports and 10 week report cards which indicate students' academic progress in each content area. Teachers will hold parent teacher conferences annually and on an as needed basis for identified students in need. Teachers, administrators, social workers, and guidance counselors will call and email parents/guardians in regards to their child's academic needs, social emotional needs, academic growth, and when a child is struggling academically. Teachers will send parents/guardians information via email and hard copy on how they can support their child at home. At the elementary level, each student has an agenda which is a form of communication with parents/guardians to indicate assignment completion. Parents/guardians will have access to their child's grades through Schooltools where they can check their child's grades on a regular basis and reach out to teachers as needed through email or phone call. Administration and the guidance office will send home letters to parents/guardians when students have been absent for an incremental number of days of school putting students at risk of being chronically absent from school. Administration will send letters home to parents/guardians when Academic Intervention Service and Response to Intervention services are needed to support a struggling learner or to support social, emotional, behavioral, or mental health needs. The district will also use Parent Square, a communication platform that sends phone calls, text messages, emails, and posts on social media platforms and the district website. Regular and consistent communication from the district is sent to parents and families using this platform. Communication includes but is not limited to information regarding school sponsored events that will support student success at school and assistance that is available to families to support their child(ren)'s academics and emotional needs.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Comprehensive Needs Assessment****ARP-ESSER State Reserve: Comprehensive Needs Assessment**

- In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, 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 district's pupil service team (which includes social workers, guidance counselors, special education director, school psychologist, building principals, social emotional learning coordinator, McKinney-Vento and Foster Care liaisons, and the ELL coordinator) meets weekly to address and target the mental health, social, emotional, and academic needs of the student population. Through weekly meetings, the team will evaluate the needs of students and create a plan for supporting the whole child. Through communication of members of PST with teachers, the district will determine the needs of the student population by reviewing various forms of student data. The district will be surveying students, staff, and community members with regards to diversity, equity, and inclusion in our schools. Teachers and students will be surveyed to identify SEL needs. Survey data will be analyzed to determine the needs of each demographic subgroup within our district. The elementary school will use its Response to Intervention Team through a referral process to identify students with social, emotional, mental health, behavioral, and academic needs by reviewing benchmark data, progress monitoring data, local assessment data, and teachers' anecdotal notes for a child. Intervention and support will be recommended for students by the RTI team in order to meet the needs of students.

District diversity primarily includes students with low socioeconomic status and children with disabilities. In addition, we have a very small population of students of color (approximately 2%), less than 1% of the population is English Language Learners, and approximately 1% of the population is experiencing homelessness, in foster care, or migratory. The district serves students with disabilities (approximately 16% of the total population) and a large number of low income students. The district is located in a rural population with over half of our students being from low-income families (56% of total population as determined by F&R lunch). The district will determine the social, emotional, mental health, and academic needs of our limited diverse population with the same standards it uses for all students which is regularly monitoring and evaluating the district's programs, communication with teachers, review of report card data and student assessment data, communication with counselors and social workers, and analysis of administered SEL and diversity surveys. Data will be desegregated by student demographics so that students from low income families, students of color, ELLs, students with disabilities, homeless students, children in foster care and migratory students will be represented in the data. This will allow the district to hone in on populations that are underserved to ensure student needs are being met through the designated interventions. If data for all students and sub groups of the student population shows an increase in student achievement and a closing of the learning gap, then this will be an indicator for the district that the grant funded programs and interventions are successfully working. If student data does not show improvement or shows regression, this will be an indicator that the programs and interventions are not working and an adjustment to the interventions may be warranted.

The District will use fall, winter, and spring benchmark assessments which include STAR Early Literacy, STAR Math, STAR Reading, AIMSweb Plus, Fountas & Pinnell, Math Facts, and Quarterly Assessments to monitor students' academic progress throughout the year. Course failure rates and chronic absenteeism reports will be used to target students who are not meeting class and grade level expectations and who are not attending school on a regular basis. NYS 3-8 Assessments, NYSESLAT, and Regents exams will be used to monitor student achievement of State standards. Reading Intervention programs (Voyager Passport and Language Live) are being used with targeted groups of students (general education students, special education students, and ELL's) who are not reading at grade level. Assessments within the reading intervention program will be given during three benchmark windows and at progress monitoring intervals. The reading intervention program will be a tool to address the academic impact of lost instruction in the area of reading. Summative and formative assessments will be given by classroom teachers and results will be used to provide data driven instruction. Report card grades will be used to track students who are failing courses and in need of intervention. The district will use report card data and course failures to identify the students who need to receive after school tutoring at both the elementary and high school. This intervention will support students outside the school day with academic content to mitigate the effect of lost instructional time. Extended learning and intervention beyond the school day will focus on closing the learning gap. End of the year report card data will be used to determine the high school students who have 2 or more course failures who will be placed in our high school credit recovery program.

The District's Results First Team (district consultants and administration) will meet monthly with teachers and five times a year as a group of consultants. The Result First Team members collect student achievement and attendance data, monitor results quarterly with grade level/department teachers, identify goals to move students towards the identified targets, support teacher colleagues with their targeted goals for student achievement, and assess building outcomes towards the areas of academic need. The Results First Team supports staff in the areas of reading, writing, math, science, social studies, special education, special areas, general education, and ELLs. They meet with grade level teams and departments to focus on quality instruction, data analysis, curriculum and instruction, and college and career readiness in order to analyze what is working and what is not, to discuss results of student performance, and to review the needs of struggling students.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time****5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Program Design**

1. The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.

The district selected the evidence-based interventions of curriculum alignment and enrichment and tailored/individualized acceleration as a means for addressing the impacts of lost instructional time. Through the analysis of multiple measures of student data: benchmark assessments, quarterly assessments, state assessments, and locally created assessments, sustaining a viable curriculum was a necessity for student academic achievement and to close the learning gap. Additionally faculty, staff, administration, and community stakeholders were surveyed as to the needs of our student population and how best to address the impact of lost instruction. Through the survey of constituent groups, curriculum alignment and enrichment and tailored/individualized acceleration were the resounding strategies for addressing lost instruction and closing the achievement gap. Having enough staff to teach the curriculum was a necessity. Research supports smaller class sizes by providing students with more individualized attention, providing teachers with the ability to identify student needs more easily, teachers are able to form better relationships with their students, and there is an increase in student engagement. Our district faculty, staff, and community members support the research of smaller class sizes and wanted to implement this strategy when addressing the impact of lost instruction. Tailored individualized instruction, intervention, and enrichment was the other evidence-based strategy for addressing learning loss that faculty, staff, administration, and the community identified as a means for supporting students who are academically struggling, providing targeted instruction and intervention, and closing the learning gap.

The state-reserve for addressing the impact of lost instructional time will fund the staff needed to provide enrichment and intervention for our students. Funding will be used to keep class sizes small and to provide students with more individualized attention and instruction to address the learning gaps caused by remote learning and the interrupted education students have had since the start of the COVID-19 pandemic. The anticipated use of funds in the state reserve portion of the grant will be in alignment with the other federal grants including those supported by ARP-ESSER Part 2, CARES, CRRSA, Title I Part A, IDEA or other fund sources by including the common thread of intervention and support for students. The grants are in alignment to include academic intervention services, staffing for students with special needs, staffing for enrichment programs, staffing for after school academic support, providing after school programs, offering summer school programs and summer enrichment programs, professional development for staff, reading curriculum materials, technology devices, technology support staff, and classroom supplies and materials. The consumable items within the other grants will be what is used by staff positions funded within the state reserves. Additionally many of the items within the state reserve portion of the grant are coordinated with the other grants as a continuation of services that are contained in the other grants.

2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	380,562	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System	The Elementary Enrichment/intervention teacher will provide enrichment and intervention to students in grades K-6. Intervention will focus on learning loss caused by COVID-19. Enrichment will focus on moving students to higher levels of academic achievement in curricular materials. Two additional elementary school teachers. These positions will allow for a smaller student to teacher ratio to provide a focus on students' learning gaps and targeted

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	intervention. The additional staffing is essential to the implementation of smaller class sizes.
Curriculum-Aligned Enrichment Activities	189,018	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The High School Social Studies Civic Readiness/enrichment/coaching position will support the social studies department with instruction and learning loss, intervention, enrichment, and the seal of civic readiness. Supporting students to close the learning gap. A High School Math Teacher and High School English Teacher will allow for smaller class sizes at the high school providing a smaller teacher to student ratio where the teachers can focus on students' learning gaps, provide intervention, and implement a sustaining and viable curriculum for students. The additional staffing is essential to the implementation of smaller class sizes at the high school.
Curriculum-Aligned Enrichment Activities	135,121	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The Elementary School Academic Intervention Teacher will allow for additional sections of academic intervention support at the elementary school. Intervention and support will be targeted to ELA and math to address the impacts of lost instruction and closing the learning gap for students. The additional staff member is essential to the implementation of the elementary Academic Intervention Program for students.
Tailored/Individualized Acceleration	30,325	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The Structured Study Hall TA will provide students with academic support and assistance from a TA to get students back on track after COVID-19 and to close the learning gap. Course content, course organization, and course work completion will be targets to keeping students on track for passing classes. The TA is essential to the program implementation of intervention and support for students at the high school.
Curriculum-Aligned Enrichment Activities	30,750	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System	Universal PreKindergarten TA. Early intervention is a critical component in closing the educational gap. A UPK class will provide our youngest students with an academic rich opportunity prior to attending kindergarten in the areas of ELA, math, science, social studies, physical education, gross motor and fine motor, social skills, technology, and emotional well being. The staffing of a TA is

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	essential to the implementation of the program in order to meet the student to teacher ratio required for UPK programs.
Curriculum-Aligned Enrichment Activities	5,000	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	SkyOp-drones will be used by students in technology courses. Lost instruction due to the school closure did not allow for enrichment and hands-on learning. Drones within the technology classroom will be an essential component in providing students with hands-on interactive and engaging lessons.

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

The district will ensure the interventions it implements supports all students by regularly monitoring and evaluating the program implementation. Administration will receive feedback from staff who are in the field working to close the learning gap. A review and analysis of student assessment data will be used to determine the effectiveness of programs and student achievement. Classroom observations and evaluations through the APPR process will evaluate the staff that are hired with grant funds. The district's pupil service team (which includes social workers, guidance counselors, special education director, school psychologist, building principals, social emotional learning coordinator, McKinney-Vento and Foster Care liaisons, and the ELL coordinator) meets weekly to address and target the mental health, social, emotional, and academic needs of the student population. Through weekly meetings, the team will evaluate the implementation of the grant programs and determine whether or not they are working and what needs to be adapted for effective implementation.

The district will monitor and evaluate the social, emotional, mental health, and academic needs of our limited diverse population with the same standards it uses for all students which is regularly monitoring and evaluating the district's programs, communication with teachers, review of report card data and student assessment data, communication with counselors and social workers, and analysis of administered SEL and diversity surveys. Data will be desegregated by student demographics so that students from low income families, students of color, ELLs, students with disabilities, homeless students, children in foster care and migratory students will be represented in the data. This will allow the district to hone in on populations that are underserved to ensure student needs are being met through the designated interventions. If data for all students and sub groups of the student population shows an increase in student achievement and a closing of the learning gap, then this will be an indicator for the district that the grant funded programs and interventions are successfully working. If student data does not show improvement or shows regression, this will be an indicator that the programs and interventions are not working and an adjustment to the interventions may be warranted.

Changes to the program plan will be brought to staff through building and district faculty meetings, budget planning meetings, and board of education meetings. The public session of board meetings will be a means for informing the community of changes to the plan.

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time**

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

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.

4. **Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

	Amount
LEA Allocation	770,776
Anticipated Number of Students Served	730
Anticipated Number of Schools Served	2

5. **Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**
The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

ARP_ESSER_5_State-Reserve-Addressing the Impact of Lost Instruction_FS10_Budget.pdf

6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

ARP-ESSER-5State-Reserve-Addressing Impact of Lost Instruction_Budget_Narrative_MarathonCSD.docx.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School****1% State-Level Reserve - Comprehensive After School: Program Design**

High-quality afterschool programs should have the goal of providing students with important opportunities for academic support and access to enrichment opportunities that help develop social, emotional, and leadership skills. These benefits are particularly important to students from low-income backgrounds, students who are struggling, and students at risk for later academic disengagement. High-quality afterschool programs have demonstrated positive effects on student math and language arts achievement, and programs strongly rooted in the school context can also have a positive impact on school related student outcomes, including greater self-confidence, increased civic engagement, better school attendance, improved high school graduation, and decreased delinquency.

- The interventions implemented through the 1% State-Level Reserve for comprehensive after school programming must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for comprehensive after school programming will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

The district selected the evidence-based interventions of curriculum alignment and enrichment and tailored/individualized acceleration as a means for comprehensive after school programming. Through the analysis of multiple measures of student data: benchmark assessments, quarterly assessments, state assessments, and locally created assessments, sustaining a high quality after school program with intervention and support activities and enrichment activities was a means to accelerate learning. Faculty, staff, administration, and community stakeholders were surveyed as to the needs of our student population and how best to address students' needs. Through the survey of constituent groups, curriculum alignment and enrichment and tailored/individualized acceleration were the resounding strategies for addressing lost instruction, closing the achievement gap, and meeting the academic, social, emotional, and mental health needs of students. The district selected after school programming as a way to extend student learning beyond the school day. Providing extracurricular activities will engage students in programs outside the regular school day. Research shows involvement in extracurricular activities can boost student achievement, it provides a mechanism for students to feel included and welcomed in their school community thus promoting the social emotional well being of each student. Having tailored individualized instruction, intervention, and enrichment activities was how the district selected the evidence-based strategy for addressing students' needs.

The state-reserve for comprehensive after school programming will be coordinated and aligned with other initiatives, other federal grants including those supported by ARP-ESSER Part 2, CARES, CRRSA, Title I Part A, IDEA or other fund sources by incorporating the common thread of intervention and enrichment for students to support academic achievement and learning. The other grants include academic intervention services, staffing for students with special needs, staffing for enrichment programs, staffing for after school academic support, providing after school programs, offering summer school programs and summer enrichment programs, professional development for staff, reading curriculum materials, technology devices, technology support staff, and classroom supplies and materials. The state reserves for after school programming listed in this grant are another means for providing students with targeted instruction and enrichment outside the school day. This is in alignment to the other grants and funding sources which also target student achievement, intervention, and enrichment both in and outside the school day by offering students opportunities to extend their learning outside the classroom. The after school programs are an extension of learning and an enrichment activity that will enhance the learning within students' course work. After school programming opportunities are also funded through Title I, Title IV, and ARP-ESSER Part 2.

- In the chart below, please provide additional information about the planned evidence-interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	9,900	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing	The Jr./Sr. high school enrichment activities during the school calendar year will provide students with academic support and enrichment opportunities after school hours. Extending the school day to address

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	learning loss and provide targeted intervention and enriching opportunities for students. The staff are essential to the implementation of after school enrichment activities because they will be facilitating, supervising, and designing the program activities for students. Without the staffing the district would not be able to offer the enrichment program to students.
Tailored/Individualized Acceleration	130,353	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Extracurricular advisors: debate, E-Sports, fitness gym, HS Drama, FFA, marching band, senior class, junior class, sophomore class, freshman class, yearbook, dramatics assistant, FBLA, honor society, sportsman's club, color guard, student council, ASL, art club, digital photography, and Spanish club. Additional extracurricular activities will be offered to provide students with additional engaging opportunities outside the school day. Students who are involved in school sponsored activities are able to make connections with peers and teachers and have a support system outside the classroom. The staff are essential to the implementation of after school extracurricular activities because they will be facilitating, supervising, and designing the program for students. Without the staffing the district would not be able to offer the extracurricular programs to students.
Community Schools Model Programming	6,406	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The theater/video advisor will record and live stream school sponsored events and athletics for family and friends who are unable to attend live events due to COVID-19. Students participating in these events will be the direct feature of the recording or live stream. This is essential because it will allow students to have the emotional support of their families and friends virtually when they can't be at the event in-person due to COVID-19 restrictions or health needs.
Tailored/Individualized Acceleration	7,500	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students	A strength and conditioning program through Lourdes Memorial Hospital will allow students to participate in health and wellness activities outside the school day. Fitness programs will be established for students that they can participate in throughout the school year. The fitness activities will support students physical, emotional, and mental health needs.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> None of the Above	

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected comprehensive after school programming/strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

The district will ensure the interventions it implements supports all students by regularly monitoring and evaluating the program implementation. This will be accomplished by collecting the student participation numbers in the high school enrichment activities and the extracurricular activities for which each advisor is supervising. At the close of each school year, advisors will submit a listing of the dates and times that they met for their extracurricular activity as well as an attendance roster. Enrollment data and the number of meetings held for each extracurricular activity will be reviewed to determine student engagement and whether or not the program is meeting the needs of the student population. Additionally, a review and analysis of student assessment data and report card grades will be used to determine if student engagement in extracurriculars is having a positive impact on students' academic performance. The district's pupil service team (which includes social workers, guidance counselors, special education director, school psychologist, building principals, social emotional learning coordinator, McKinney-Vento and Foster Care liaisons, and the ELL coordinator) meets weekly to address and target the mental health, social, emotional, and academic needs of the student population. Through weekly meetings, the team will evaluate whether or not the involvement of students in extracurricular activities is having a positive impact on students' social, emotional, and mental health. This will be determined by the counseling staff holding annual meetings with students to review students' academic profile, engagement in extracurriculars, and attendance at school. Changes to the program plan will be brought to staff through building and district faculty meetings, budget planning meetings, and board of education meetings. The public session of board meetings will be a means for informing the community of changes to the plan.

1% State-Level Reserve - Comprehensive After School: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX.

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.

4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

	Amount
LEA Allocation	154,159
Anticipated Number of Students Served	730
Anticipated Number of Schools Served	2

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

5. **Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.

ARP-ESSER_1__State-Reserve-Comprehensive After School_FS10_Budget.pdf

6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

ARP-ESSER-1State-Reserve-Comprehensive After School_Budget_Narrative_MarathonCSD.docx.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Summer Learning and Enrichment**

1% State-Level Reserve - Summer Learning and Enrichment: Program Design

Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Schools and districts should design programs that work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. These characteristics include: programs are voluntary, full-day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

- 1. The interventions implemented through the 1% State-Level Reserve for summer learning and enrichment must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for summer learning and enrichment will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

The district selected the evidence-based interventions of curriculum alignment and enrichment as a means for summer learning and enrichment program design. Through the analysis of multiple measures of student data: benchmark assessments, quarterly assessments, state assessments, and locally created assessments, sustaining a high quality summer learning and enrichment program was a means to an innovative approach to provide instruction in the summer months to accelerate learning. Additionally faculty, staff, administration, and community stakeholders were surveyed as to the needs of our student population and how best to address students' needs. Through the survey of constituent groups, curriculum alignment and enrichment were the resounding strategies for addressing lost instruction, closing the achievement gap, and meeting the needs during the summer months. The district selected summer school programming and extended summer school programming as a way to extend students' learning beyond the regular school calendar year. Having the staffing to support technology integration during summer school and staff to oversee the summer school program were a necessity in program implementation in order to provide direct services to students. Research supports that students lose math and reading skills during the summer months. Summer learning loss contributes to an increased number of course failures and higher dropout rates, especially among low income students. Summer school is a program to help students from falling behind, to close the achievement gap, and to receive additional instruction in reading and math. Analyzing course failure rates for students and benchmark assessment data was how the district selected the evidence-based strategy of curriculum alignment and enrichment to create a summer learning program to address students' needs during the summer months.

The state-reserve for summer learning and enrichment program design will be coordinated and aligned with other initiatives, other federal grants including those supported by ARP-ESSER Part 2, CARES, CRRSA, Title I Part A, IDEA or other fund sources by incorporating the common thread of intervention and enrichment for students to support academic achievement and learning. The other grants include academic intervention services, staffing for students with special needs, staffing for enrichment programs, staffing for after school academic support, providing after school programs, offering summer school programs and summer enrichment programs, professional development for staff, reading curriculum materials, technology devices, technology support staff, and classroom supplies and materials. The state reserves for summer learning and enrichment programming listed in this grant supports the staffing of individuals within the summer school program who are not already supported under other federal grants. The purchasing of Smartboards for the summer school classrooms will incorporate technology in the summer school classrooms. The technology coordinator and the technology support staff are needed to help with the implementation of the technology students will be using during summer school. The extended summer school and the summer enrichment activities were selected as a means to continue support for students beyond the summer school day. The items being utilized in the summer learning and enrichment program are in direct alignment with our summer school program that is supported by other grants (Title I and ARP-ESSER Part 2) because it is a continuation and extended support system of summer learning and enrichment to help close the achievement gap and to provide instruction in targeted areas.

- 2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	6,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Elementary and Jr./Sr. High School Summer enrichment activities. 200 hours of summer enrichment opportunities will provide students with social and emotional support, extend learning into the summer months, and provide learning experiences within and outside the school community. The staff are essential to the implementation of summer enrichment activities because staff will coordinate, plan, supervise, and oversee the summer enrichment opportunities for students. Without the staffing the district would not be able to offer the summer enrichment program to students.
Curriculum-Aligned Enrichment Activities	44,800	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Elementary extended summer school. Funding will be used for staffing salaries for the extended summer school program. Teachers are essential to the implementation of the extended summer school program because teachers will provide direct instruction and services to students during the extended summer school program. Students attend a 4-week summer school program at the elementary school. The extended program would be after summer school hours, providing additional instruction in academic core content areas, intervention, and enrichment for students.
Curriculum-Aligned Enrichment Activities	93,240	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>The Technology Coordinator and Technology Support Staff will support the technology infrastructure: hardware, software, connectivity, maintenance, installation, and purchasing throughout the district during the summer months. Direct technology support services will be provided to students attending the summer school and extended summer school programs. Students will be engaging with technology (computers, Smartboards, iPads, software programs) the technology coordinator and technology support staff are essential to the implementation of the programs because they will ensure that students have the opportunities to use technology devices and programs during their summer learning.</p> <p>The Summer School Coordinator, will oversee the daily maintenance and operations of the elementary summer school program. The coordinator is essential to the implementation of the summer school program because the coordinator will create the student and staff schedules for ELA and math as well as the reading intervention schedules for targeted students who are not reading on grade level. Students attending the summer school</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				program will receive direct services during core instruction and intervention that are scheduled by the summer school coordinator.
Curriculum-Aligned Enrichment Activities	10,119	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	New Smartboards will be installed in the elementary summer school classrooms. Replacement of outdated and broken Smartboards will provide students and staff with the most up to date technology within the classroom. The Smartboards will be essential for the implementation of the summer school program because students will be using the Smartboards on a daily basis during instructional time. Instructional materials will be delivered to students through the use of the Smartboard. A visual display of lessons for students will be on the Smartboard. Interactive and engaging lessons for students will be implemented using the Smartboard.

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected summer learning and enrichment strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

The district will ensure the interventions it is implementing supports all students by regularly monitoring and evaluating the program implementation. This will be accomplished by the administration collecting summer school curriculum from teachers to ensure a rigorous curriculum is being implemented. Administration will review fall benchmark data to determine the amount of summer regression between students who attended summer school and those who did not. Program adjustments may be warranted after reviewing student assessment data. Student participation numbers in summer enrichment activities will be collected by the administration to determine student engagement and whether or not the program is meeting the academic, social, emotional, and mental health needs of the student population. A school counselor will work during the summer to monitor students who are involved in the summer learning and summer enrichment activities to ensure that the programs are responding to the social, emotional, and mental health of students. The counselor will meet with targeted students and those referred to the counselor to support the well being of the child. The counselor will evaluate whether or not the students' needs are being met using anecdotal notes and student survey data. The counselor will communicate with the summer school coordinator about the monitoring and evaluation of students' social, emotional, and mental health needs who are participating in the summer learning and summer enrichment activities. An analysis of student survey data and anecdotal notes will be an evaluation tool of program effectiveness and meeting student needs.

Changes to the program plan will be brought to staff through building and district faculty meetings, budget planning meetings, and board of education meetings. The public session of board meetings will be a means for informing the community of changes to the plan.

1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Summer Learning and Enrichment**

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.

4. **Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

	Amount
LEA Allocation	154,159
Anticipated Number of Students Served	730
Anticipated Number of Schools Served	2

5. **Please upload a completed and signed copy of the FS-10 Budget the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.

ARP-ESSER_1_State-Reserve-SummerLearning_Enrichment_FS10_Budget.pdf

6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

ARP-ESSER-1State-Reserve-Summer Learning Enrichment_Budget_Narrative_MarathonCSD.docx.pdf

☐ = Required Field

Local Agency Information

Funding Source:	Application for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time	
Report Prepared By:	Thomas Goskoski	
Agency Name:	Marathon Central School District	
Mailing Address:	1 Park Street, P.O. Box 339	
	Street	
	Marathon	NY 13803
	City	State Zip Code
Telephone # of Report Preparer:	607-849-3224	County: Cortland
E-mail Address:	goskoskit@marathonschools.org	
Project Funding Dates:	3/13/2020	9/30/2024
	Start	End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
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Subtotal - Code 15			\$675,646
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Elementary Enrichment/Intervention Teacher - 2022-23	1.00	\$77,282	\$77,282
Elementary Enrichment/Intervention Teacher - 2023-24	1.00	\$79,997	\$79,997
Additional elementary teacher - 2022-23	1.00	\$66,221	\$66,221
Additional elementary teacher - 2023-24	1.00	\$68,539	\$68,539
Staff member- HS Social Studies Civic Readiness/enrichment/coaching (2023-24)	1.00	\$44,500	\$44,500
Preventing classsize reduction - Math (2021-22)	1.00	\$49,551	\$49,551
Preventing classsize reduction - English (2021-22)	1.00	\$65,912	\$65,912
Preventing classsize reduction - ES (2021-22)	1.00	\$43,500	\$43,500
Preventing classsize reduction - ES (2022-23)	1.00	\$45,023	\$45,023
Preventing classsize reduction - ES AIS (2021-22)	1.00	\$43,500	\$43,500
Preventing classsize reduction - ES AIS (2022-23)	1.00	\$45,023	\$45,023
Preventing classsize reduction - ES AIS (2023-24)	1.00	\$46,598	\$46,598

SALARIES FOR SUPPORT STAFF

Subtotal - Code 16			\$61,075
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Structured study hall TA 23-24	1.00	\$30,325	\$30,325
UPK TA 23-24	1.00	\$30,750	\$30,750

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$5,000
Description of Item	Quantity	Unit Cost	Proposed Expenditure
SkyOP - Drones	5.00	\$1,000.00	\$5,000


Employee Benefits		
Subtotal - Code 80		\$29,055
Benefit		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	\$29,055
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		
Structured Study Hall TA - (2 years)		
UPK TA		
Enrichment teacher - (2 years)		
Additional ES teacher		
Civic Readiness - SS		
Preventing classsize reduction - Math		
Preventing classsize reduction - English		
Preventing classsize reduction - ES		
Preventing classsize reduction - ES/AIS		

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$675,646
Support Staff Salaries	16	\$61,075
Purchased Services	40	
Supplies and Materials	45	\$5,000
Travel Expenses	46	
Employee Benefits	80	\$29,055
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$770,776

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

11/17/2021 

Date Signature

Rebecca Stone-Superintendent of Schools
Name and Title of Chief Administrative Officer

Agency Code:	110901040000
Project #:	5884-21-0575
Contract #:	
Agency Name:	Marathon Central School District

FOR DEPARTMENT USE ONLY

Fundina Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
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Voucher # _____
First Payment _____

Finance: Logged _____ Approved _____ MIR _____

BUDGET NARRATIVE

LEA: Marathon Central School District	FOR TITLE: American Rescue Plan - ESSER Part 2 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time
BEDS CODE: 110901040000	

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

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

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 Professional Salaries \$675,646	<p><i>The funding will be used to fund the salary of 1.0 FTE Elementary Enrichment/intervention teacher for two years (\$157,279) will provide enrichment and intervention to students in grades K-6. Intervention will focus on learning loss caused by COVID-19.</i></p> <p><i>1.0 FTE Elementary School Teacher for two years (\$134,760). An additional staff member will be hired in order to maintain social distancing in classroom spaces where student occupancy exceeded capacity due to social distancing requirements. The smaller ratio of students to teachers will provide a focus on students' learning gaps and targeted intervention.</i></p> <p><i>1.0 FTE HS Social Studies Civic Readiness/enrichment/coaching for one year (\$44,500). The position will support the social studies department with instruction and learning loss, intervention, enrichment, and the seal of civic readiness. Supporting students to close the learning gap.</i></p> <p><i>1.0 FTE High School Math Teacher one year (\$49,551). Staffing reductions would have been necessary without grant funding. The math position will allow for smaller class sizes at the high school providing a smaller teacher to student ratio where the teacher can focus on students' learning gaps and provide intervention.</i></p> <p><i>1.0 FTE High School English Teacher one year (\$65,912). Staffing reductions would have been necessary without grant funding. The English position will allow for smaller class sizes at the high school providing a smaller teacher to student ratio where the teacher can focus on students' learning gaps and provide intervention.</i></p> <p><i>1.0 FTE Elementary School Teacher two years (\$88,523). Staffing reductions would have been necessary without grant funding. The elementary school position will allow for smaller class sizes at the elementary school providing a</i></p>

	<p><i>smaller teacher to student ratio where the teacher can focus on students' learning gaps and provide intervention.</i></p> <p><i>1.0 FTE Elementary School Academic Intervention Teacher three years (\$135,121). Staffing reductions would have been necessary without grant funding. The elementary AIS position will allow for additional sections of academic intervention support at the elementary school. Intervention and support will be targeted to ELA and math to address the impacts of lost instruction and closing the learning gap.</i></p>
<p>Code 16 Support Staff Salaries \$61,075</p>	<p><i>The funding will be used to fund the salary of one 1.0 FTE Structured Study Hall TA for one year (\$30,325) and one 1.0 FTE Universal PreKindergarten TA for one year (\$30,750). A structured study hall will provide students with academic support and assistance from a TA to get them back on track after COVID-19. Course content, course organization, and course work completion will be targets to keeping students on track for passing classes. Early intervention is a critical component in closing the educational gap. A UPK class will provide our youngest students with an academic rich opportunity prior to attending kindergarten.</i></p>
<p>Code 40 Purchased Services</p>	
<p>Code 45 Supplies and Materials \$5,000</p>	<p><i>Funding will be used to purchase hardware for SkyOp-drones. Drones will be used for technology courses. Lost instruction due to the school closure did not allow for enrichment and hands-on learning. Drones within the technology classroom will provide students with hands-on interactive and engaging lessons.</i></p>
<p>Code 46 Travel Expenses</p>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
<p>Code 80 Employee Benefits \$29,055</p>	<p><i>The funding will help to fund (\$29,055) in NYS Teacher Retirement fund contributions for the positions listed above.</i></p>

Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	

Local Agency Information		
Funding Source:	Application for ARP-ESSER 1% State-Level Reserve - Comprehensive After School	
Report Prepared By:	Thomas Goskoski	
Agency Name:	Marathon Central School District	
Mailing Address:	1 Park Street, P.O. Box 339	
	Street	
	Marathon	NY 13803
	City	State Zip Code
Telephone # of Report Preparer:	607-849-3224	County: Cortland
E-mail Address:	goskoskit@marathonschools.org	
Project Funding Dates:	3/13/2020	9/30/2024
	Start	End

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
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- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

Subtotal - Code 15			\$146,659
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Stipend for HS Enrichment Activities (September 2022 - June 23)	165 hours of activities	\$30/hour	\$4,950
Stipend for HS Enrichment Activities (September 2023 - June 24)	165 hours of activities	\$30/hour	\$4,950
Debate Extracurricular Club Advisor, enrichment club after school 2022-23	2 staff	\$435 stipend/person	\$870
Debate Extracurricular Club Advisor, enrichment club after school 2023-24	2 staff	\$443 stipend/person	\$886
E-Sports Extracurricular Club Advisor 2022-23	1 staff	\$1,373 stipend/person	\$1,373
E-Sports Extracurricular Club Advisor 2023-24	1 staff	\$1,388 stipend/person	\$1,388
Fitness Gym Extracurricular Club Advisor 2022-23	1 staff	\$1,144 stipend/person	\$1,144
Fitness Gym Extracurricular Club Advisor 2023-24	1 staff	\$1,161 stipend/person	\$1,161
Stipend for theater/video advisor - live stream & video recorder of school sponsored events/athletics (2022-23)	1 staff member	\$3,203 stipend/person	\$3,203
Stipend for theater/video advisor - live stream & video recorder of school sponsored events/athletics (2023-24)	1 staff member	\$3,203 stipend/person	\$3,203
HS Drama 21-22	1.00	\$4,087	\$4,087
HS Drama 22-23	1.00	\$4,287	\$4,287
FFA 21-22	1.00	\$3,654	\$3,654
FFA 22-23	1.00	\$3,819	\$3,819
Marching Band Director 21-22	1.00	\$3,410	\$3,410
Marching Band Director 22-23	1.00	\$3,573	\$3,573
Senior Class Coordinator 21-22	1.00	\$4,994	\$4,994
Senior Class Coordinator 22-23	1.00	\$5,174	\$5,174
Senior Advisor 21-22	1.00	\$5,481	\$5,481
Senior Advisor 22-23	1.00	\$6,037	\$6,037
Senior Advisor 21-22	1.00	\$6,334	\$6,334

Senior Advisor 22-23	1.00	\$3,450	\$3,450
Yearbook Club 22-23	1.00	\$3,203	\$3,203
Junior Advisor 21-22	1.00	\$4,176	\$4,176
Junior Advisor 22-23	1.00	\$2,816	\$2,816
Junior Advisor 21-22	1.00	\$2,349	\$2,349
Junior Advisor 22-23	1.00	\$2,728	\$2,728
Dramatics, HS Assistant 21-22	1.00	\$2,610	\$2,610
Dramatics, HS Assistant 22-23	1.00	\$2,728	\$2,728
Sophomore Advisor 21-22	1.00	\$1,618	\$1,618
Sophomore Advisor 22-23	1.00	\$1,373	\$1,373
Sophomore Advisor 21-22	1.00	\$1,566	\$1,566
Sophomore Advisor 22-23	1.00	\$2,693	\$2,693
Freshman Advisor 22-23	1.00	\$2,798	\$2,798
Freshman Advisor 21-22	1.00	\$2,610	\$2,610
Freshman Advisor 22-23	1.00	\$2,429	\$2,429
FBLA 21-22	1.00	\$2,819	\$2,819
FBLA 22-23	1.00	\$2,904	\$2,904
Honor Society 21-22	1.00	\$1,357	\$1,357
Honor Society 22-23	1.00	\$1,426	\$1,426
Sportsman's Club 21-22	1.00	\$2,453	\$2,453
Sportsman's Club 22-23	1.00	\$2,534	\$2,534
Color Guard 21-22	1.00	\$1,357	\$1,357
Color Guard 22-23	1.00	\$1,426	\$1,426
Student Council, HS 21-22	1.00	\$1,775	\$1,775
Student Council, HS 22-23	1.00	\$1,848	\$1,848
Student Council, HS 21-22	1.00	\$1,592	\$1,592
Student Council, HS 22-23	1.00	\$1,663	\$1,663
ASL 22-23	1.00	\$970	\$970
Art Club, HS 21-22	1.00	\$1,436	\$1,436
Art Club, HS 22-23	1.00	\$1,496	\$1,496
Digital Photography, Elem 21-22	1.00	\$1,436	\$1,436
Digital Photography, Elem 22-23	1.00	\$1,496	\$1,496
Spanish Club 21-22	1.00	\$1,090	\$1,090
Spanish Club 22-23	1.00	\$1,136	\$1,136
Student Council, JH 22-23	1.00	\$1,320	\$1,320

PURCHASED SERVICES

Subtotal - Code 40			\$7,500
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Strength and Conditioning program for students (21-22)	Lordes Memorial Hospital	\$2,500.00	\$2,500
Strength and Conditioning program for students (22-23)	Lordes Memorial Hospital	\$2,500.00	\$2,500
Strength and Conditioning program for students (23-24)	Lordes Memorial Hospital	\$2,500.00	\$2,500

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$146,659
Support Staff Salaries	16	
Purchased Services	40	\$7,500
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$154,159

Agency Code:

110901040000

Project #:

5883-21-0575

Contract #:

Agency Name:

Marathon Central School District

FOR DEPARTMENT USE ONLY

Funding Dates:

From

To

Program Approval:

Date:

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

11/17/2021

Date

Signature

Rebecca Stone-Superintendent of Schools
Name and Title of Chief Administrative Officer

Fiscal Year

First Payment

Line #

Voucher #	First Payment

Finance: Logged _____ Approved _____ MIR _____

BUDGET NARRATIVE

LEA: Marathon Central School District	FOR TITLE: American Rescue Plan - ESSER 1% State-Level Reserve - Comprehensive After School
BEDS CODE: 110901040000	

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

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

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 Professional Salaries \$146,659	<p>The funding will be used to stipend the high school enrichment activities during the school calendar year for two years (\$9,900). This will provide students with academic support and enrichment opportunities after school hours. Extending the school day to address learning loss and provide targeted intervention and enriching opportunities for students.</p> <p>Stipends for extracurricular advisors: debate, E-Sports, fitness gym, HS Drama, FFA, marching band, senior class, junior class, sophomore class, freshman class, yearbook, dramatics assistant, FBLA, honor society, sportsman's club, color guard, student council, ASL, art club, digital photography, and Spanish club (\$130,353). Additional extracurricular activities will be offered to provide students with additional engaging opportunities outside the school day. Students who are involved in school sponsored activities are able to make connections with peers and teachers and have a support system outside the classroom. The theater/video advisor (\$6,406) will record and live stream school sponsored events and athletics for family and friends who are unable to attend live events due to COVID-19.</p>
Code 16 Support Staff Salaries	
Code 40 Purchased Services \$7,500	<p>- Purchasing a strength and conditioning program through Lourdes Memorial Hospital for three years (\$7,500) will allow students to participate in health and wellness activities outside the school day. Fitness programs will be established for student-athletes that they can participate both in and out of season.</p>

Code 45 <i>Supplies and Materials</i>	
Code 46 <i>Travel Expenses</i>	

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

☐ = Required Field

Local Agency Information

Funding Source:	Application for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment	
Report Prepared By:	Thomas Goskoski	
Agency Name:	Marathon Central School District	
Mailing Address:	1 Park Street, P.O. Box 339	
	Street	
	Marathon	NY 13803
	City	State Zip Code

Telephone # of Report Preparer:	607-849-3224	County:	Cortland
E-mail Address:	goskoskit@marathonschools.org		

Project Funding Dates: 3/13/2020 9/30/2024
Start End

INSTRUCTIONS

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

Subtotal - Code 15			\$123,740
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Stipend for ES/HS Summer Enrichment Activities (Summer 2023)	100 hours of activities	\$30/hour	\$3,000
Stipend for ES/HS Summer Enrichment Activities (Summer 2024)	100 hours of activities	\$30/hour	\$3,000
ES Extend summer school 2022	8 staff members	\$2,800	\$22,400
ES Extend summer school 2023	8 staff members	\$2,800	\$22,400
Technology Coordinator, Summer 2022	0.20	\$73,806	\$14,761
Technology Coordinator, Summer 2023	0.20	\$76,020	\$15,204
Summer School Coordinator, Summer 2022	0.20	\$105,851	\$21,170
Summer School Coordinator, Summer 2023	0.20	\$109,027	\$21,805

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$20,300
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Technology Support Staff, Summer 2022	0.20	\$50,000	\$10,000
Technology Support Staff, Summer 2023	0.20	\$51,500	\$10,300

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$10,119
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Smartboards for Summer School Classrooms	10.00	\$1,011.90	\$10,119


BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$123,740
Support Staff Salaries	16	\$20,300
Purchased Services	40	
Supplies and Materials	45	\$10,119
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$154,159

Agency Code:	110901040000
Project #:	5882-21-0575
Contract #:	
Agency Name:	Marathon Central School District

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

11/17/2021 

Date Signature

Rebecca Stone-Superintendent of Schools

Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____
From To

Program Approval: _____ Date: _____

[illegible]

Finance: Logged _____ Approved _____ MIR _____

BUDGET NARRATIVE

LEA: Marathon Central School District	FOR TITLE: American Rescue Plan - ESSER 1% State-Level Reserve - Summer Learning and Enrichment
BEDS CODE: 110901040000	

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

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

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 Professional Salaries \$123,740	<p>The funding will be used to fund the stipend of ES/HS Summer enrichment activities (\$6,000) for two summers. 200 hours of summer enrichment opportunities will provide students with social and emotional support, extend learning into the summer months, and provide learning experiences within and outside the school community. Staff who coordinate the summer enrichment will be paid a stipend funded through the reserve.</p> <p>8 Elementary extended summer school staff, two summers (\$44,800). Funding will be used for staffing salaries for the extended summer school program. Students attend a 4-week summer school program at the elementary school. The extended program would be after summer school hours, providing additional instruction, intervention, and enrichment for students.</p> <p>.20 FTE Technology Coordinator, for two summers (\$29,965). The position will support the technology infrastructure: hardware, software, connectivity, maintenance, installation, and purchasing throughout the district during the summer months.</p> <p>.20 FTE Summer School Coordinator, for two summers (\$42,975). The summer school coordinator will oversee the daily maintenance and operations of the elementary summer school program. The coordinator will create the student and staff schedules for ELA and math as well as the reading intervention schedules for targeted students who are not reading on grade level.</p>
Code 16 Support Staff Salaries \$20,300	<p>.20 FTE Technology Support Staff for two summers (\$20,300). The position will support the technology infrastructure: hardware, software, connectivity, maintenance, and installation, throughout the district during the summer months.</p>

Code 40 <i>Purchased Services</i>	
Code 45 <i>Supplies and Materials</i> \$10,119	<i>Funding will be used to purchase 10 Smartboards (\$10,119): New Smartboards will be installed in the elementary summer school classrooms. Replace outdated and broken Smartboards and provide students and staff with the most up to date technology within the classroom.</i>
Code 46 <i>Travel Expenses</i>	

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