


**ARP-ESSER Grant Application
Narrative Responses**

Reviewer Comments in RED

Reviewer: Jessica Munger (Jessica.munger@nysed.gov)

School Name	ONTECH		
Section 1: Intent to Apply			
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	Mark Chudzicki	mark.chudzicki@ontechcharter.org	
LEA Board President	Kwame Fluker	kwame.fluker@ontechcharter.com	
Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			
Section 2 – Plan Development and Dissemination			
Narrative Response 1: Please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan. OnTECH stakeholders were afforded the opportunity to participate in a discussion of use of ARP-ESSER funds this summer and early fall. Throughout the summer, the administration talked to various service providers to receive proposals relating to funds, addressing enrichment and implementing a robust MTSS. On September 7, the staff presented funding options to the school community of students, teachers, staff and parents and received feedback and questions. Again on September 14, the deans, principal and school founder met with parents to discuss use of funds to serve students’ needs.			



The feedback provided allowed OnTECH to become aware of the way in which the school community and the public recognized both academic and social-emotional needs as highly critical, as well as the importance they place on creating a very safe environment relative to COVID-19 transmission. OnTECH consulted with a social worker on the plan, and planned an extensive communication campaign around the value of the summer session that is part of the OnTECH full-year program. In addition the school has had regular meetings with staff and families on the science supporting the health and safety of the school facility during the COVID-19 pandemic, including the importance of quality air filtration, masking and vaccination in order to ensure the community's confidence in running in-person learning

In order to continuously engage stakeholders throughout the implementation of the plan, OnTECH will include discussion of programs funded with the ARP-ESSER grant as a standing topic at monthly board meetings and at the monthly Family Council meetings. Updates resulting from these ongoing discussions will be posted on the OnTECH website.

Please specify how the feedback was incorporated into the development of the plan and how the LEA will continue to engage stakeholders throughout the implementation of the plan.

Narrative Response 2: Please provide the URL for the website(s) where the LEA ARP-ESSER Plan is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

<http://www.ontechcharter.com/ARP/>

Because each OnTECH student has a computer, students, parents and legal guardians will be able to access the plan on the website ; however, parents can also access the plan on their smart phones and by calling the school and requesting a hard copy. Parents can request for the materials to be translated to Spanish - ONTECH has designated faculty to communicate with our Spanish-speaking families.

The URL provided is inactive and the page was not found.

Once the application receives programmatic approval please download the approved application and budget forms and post at the designated URL. Please be advised the application, budget, and budget narrative can be obtained as a PDF from the LEA's dashboard.

Narrative Response 3: Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable,

consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

OnTECH has implemented comprehensive prevention and mitigation strategies that are consistent with the most recent CDC guidance on reopening schools through the following means: testing, stocking PPE such as masks, hand sanitizer, air filters, temperature checks, following social distancing protocols, and making crucial upgrades to the HVAC system. In addition two security officers have been hired to ensure that temperatures are checked as individuals enter in the building and that each entrant self-screens. ARP funds will specifically cover the cost of HEPA air filters.

Staff and Students are trained in specific prevention protocols to keep the facility safe. Pursuant to New York State regulations all staff and students wear masks and all times, except when eating and this is carefully monitored. In addition to self-reporting of symptoms and daily temperature checks, staff and students sanitize their hands before coming in the room each period and also clean the tables with sanitizing wipes at the end of each period. This includes classrooms and cafeteria. Seating and hallway passage enforces 6 feet distancing when possible. OnTECH has extensive testing including daily pool PCR testing facilitated by the local Department of Health and the County of Onondaga in addition to home testing supplied by a private donation of rapid tests, supplemented by state-provided kits for staff and students. In addition, when the weather permits, OnTECH has outdoor eating areas for lunchtime and outdoor classroom set ups. Signage relating to protocol are posted throughout the building.

OnTECH Charter High School's prevention and mitigation strategies coupled with the PPE supplies and equipment per CDC and DOH guidelines will help create the safest environment that can be reasonably implemented for in-person learning.. HEPA filters will be placed in all classrooms, offices and other key areas.

Please describe how the prevention and mitigation strategies described above will allow for the continuous and safe operation of schools for in-person learning.

Narrative Response 4: Please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.

OnTECH will identify student needs and monitor student progress through multiple measures, including: local assessments including

- STAR ELA and MATH testing;
- state assessment data; and,
- Standardized testing including PSAT and SAT
- Feedback from adaptive technology in subject matter areas.
- Qualitative feedback from advisors and teachers
- Data collected through the MTSS process/grade level reporting process

- Feedback from parents and students.

The planned interventions and supports that address students' needs will include a full-year program and intervention services with both intervention teachers in the classroom and remedial classes in lieu of electives for students at the lowest achievement levels. In addition to these approaches, classroom teachers will be using scaffolding and differentiated instruction as appropriate. Both ELA and math classes will use adaptive educational software to allow a group of students to engage in independent learning while teachers work directly with a second group of students. This will allow OnTECH staff to work with smaller groups of students and either focus on bringing them up to grade or engage in more advanced learning. The data that will be used to monitor student progression are listed above. If new students have been identified, they will be incorporated into the programming options. If little growth is shown looking at the entire out-of-school time program effectiveness, there will be changes made to curriculum implementation, approaches, and teaching strategies, etc. to ensure that students' needs are being met.

Please describe the planned interventions and supports that address student needs and that this data will be used monitor.

Please describe how this data will be used to monitor and evaluate the effectiveness of the activities described in Question 5

Narrative Response 5: Please describe how the LEA will use the funds it reserves under section 2001(e)(1) -the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.

OnTECH will use ARP-ESSER monies to address the academic impact of lost instructional time through the implementation of a year-round school program. Funding will go to support staff and teacher salaries as well as bussing transportation, in addition to arts programming that supports the social-emotional health of students.

To address the academic impact of lost instructional time, the school will continue to implement a full-year program. This program will be offered for both our students who need further support to move towards grade-level proficiency in both ELA and Mathematics and for our students performing at or above grade-level to engage in more advanced learning. The summer program functions with transportation being provided by OnTECH. ARP funding will be used to fund summer school staffing, art-enriched programming and student transportation.

Interventions under the 20% requirement for activities to address the impact of lost-instructional time are required to be evidence based. Please fully describe the evidence-based interventions and how the interventions address the academic-impact of lost instructional time.

Narrative Response 6: Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.

To address our students' loss of soft skills during the pandemic, OnTECH will use ARP Purchased Services funds to support a college and career collaboration with a local non-profit, organization to provide support to apply for colleges and trade school and the related soft skills necessary to get a job and succeed in college such as interpersonal (people) skills, communication skills, listening skills, time management, and identifying passion paths that will allow our youth to persist (On Point for College, \$180,000). Finally, a portion of the ARP Purchased Services funds will be used to partially cover the cost of professional development for the instructional team focused on meeting the needs of ENL and at-risk students through SIOIP (Sheltered Instruction Observation Protocol (SIOIP) training (Center for Applied Linguistics, \$7,941).

Please specify what expenditures in the FS-10 are reflected in this response. Please pair each use of funds with an identified need and planned outcome.

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

OnTECH is responding to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic via the interventions described above as well as extensive enrichment opportunities offered at the school and additional supports provided. Every student at ONTECH is member of following subgroups: low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, and children in foster care. The use of funds will address academic, social, emotional, and mental health needs of all students but specifically those from subgroups students from low-income families, students experiencing homelessness, students of color and students with disabilities as outlined below.

With regard to all subgroups, year-round programming provides consistent, nondisruptive learning and engagement, providing more hours to close the achievement gaps. Specifically, summer programming not only supports students with credit recovery but supports social emotional health of students and families. Programming with nonprofit partner, Educational Alchemy, is centered on the performing arts, specifically ethnographic theater. Trauma-informed educational and arts programming addresses social emotional needs of generational low-income families who are living through pandemic during a complex time of racial tension. During the program students are given the skills to discuss and write about issues affecting their lives and script a theatrical performance that allows for the community and their families to respond and engage. Programming supports development of the 16 Habits of the Mind including developing skills integrating manageability of impulsiveness, listening to others with understanding and empathy and problem-solving to name a few. In addition the summer programming includes a work-based opportunity with a local agency (CNY Works) for students to receive payment for work related to agribusiness, a key design element of the school. Work-study incentivizes low-income families, students experiencing homelessness, students of color and students with disabilities to attend school.

In addition to the summer programming, OnTECH is building out a robust MTSS programming, unique to its programming. Staff meet in grade level meetings on a weekly basis to identify students of these four subgroups who need academic and social and emotional support. All teachers receive professional development from local health organizations to support the social and emotional needs of our students, specifically relating to cognitive disorders and developing trauma-informed programming faced by. In addition all teachers receive professional development with the SIOP delivery of education. SIOP or The Sheltered Instruction Observation Protocol (SIOP) model is a **research-based method of instruction that addresses** the academic needs of English language learners (ELLs) but also supports low-literacy issues faced by our students of low-income families, students experiencing homelessness, students of color and student with disabilities. OnTECH is building a cohort of staff and outside resources that have expertise to support the social emotional health of our students and families of low-income families, students experiencing homelessness, students of color and students with disabilities.

Please provide a description of how the use of funds will address both academic, social, emotional, and mental health needs of the students, specifically those from **all** subgroups including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Please address at least **four** subgroups in your response.

Return to In-Person Instruction

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

<http://www.ontechcharter.com/in person plan/>

Because each OnTECH student has a computer, students, parents and legal guardians will be able to access the plan on the website; however, parents can also access the plan by smart phone or by calling the school to request a copy. In addition, OnTECH holds regular parent meetings, such as open house nights and monthly parent council meetings at which the reopening plans can be requested.

The URL provided is inactive and/or does not contain the LEA's most current re-opening/return to in-person learning plan. Please update the link and share on the LEA's next submission of the application.

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

Please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) its plan for in-person instruction, including a description of how public comment will be collected.

OnTECH leadership will meet regularly to review and regularly update the school's plan for in-person instruction. Leadership will discuss and receive feedback from teachers in order to iterate the plan. Any updates will be presented publicly at a Board of Trustees meeting and

family council meetings every month so that multiple stakeholders have the opportunity to be present and provide feedback. Any changes of the plan will be clearly identified in the written text and properly noticed to the whole community. A section of the website will include announcements and regular updates.

ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs (IF APPLICABLE)

Response 2. Please describe the planned construction activities and costs.

NA

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

NA

BUDGET REVISION:

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

Please provide the "calculation of cost" for entry in Code 40 vs. lump sum (description of work x amount = total). Costs and items may be estimated, but large amounts without cost breakdown cannot be approved.