

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

Page Last Modified: 12/13/2021

Background Information

GOSHEN CSD - 440601040000

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

Page Last Modified: 12/13/2021

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

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

Page Last Modified: 12/13/2021

standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

- **Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies that 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 the 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 which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align to 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

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

Page Last Modified: 12/13/2021

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 Reserves**Introduction/Instructions - Submission Instructions**

Page Last Modified: 12/13/2021

Submission Instructions

GOSHEN CSD - 440601040000

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 ReservesAssurances - Assurances

Page Last Modified: 12/13/2021

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

Page Last Modified: 12/13/2021

☒ 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.

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

ARP-ESSER Application: State Reserves - ARP State ReservesAssurances - Assurances

Page Last Modified: 12/13/2021

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.

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.

ARP-ESSER Application: State Reserves - ARP State ReservesAssurances - Assurances

Page Last Modified: 12/13/2021

☒ 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**

Page Last Modified: 12/13/2021

ARP-ESSER State Reserves: Intent to Apply

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**.

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	Mr. Richard Linden	richard.linden@gcsny.org	12/13/2021
LEA Board President	Mr. Jason Pucci	jason.pucci@boe.gcsny.org	12/13/2021

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

Page Last Modified: 12/16/2021

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.

The Goshen Central School District invited, and consequently consulted with major stakeholder groups that represent the interests of all students. This included students, parents, building level and district level administrators, teachers, and leaders of our major bargaining units. Invitations were sent by email and the consultation meeting was held via Google Meet. Additionally, the proposed ARP ESSER State Reserve plan was discussed during public session of the Board of Education. Throughout the project period, the Goshen Central School District will reconvene the stakeholder group to discuss the status of programs utilizing funds, and to further receive feedback. Frequent communication with the classroom teacher(s) is recommended. Parents will be contacted if/when a student is referred to the Rti team. Ongoing communication will be continuous thereafter to ensure that parents/guardians are aware of all concerns addressed at the meeting and all recommended strategies to mitigate the identified issues hindering academic growth/achievement.

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.

<https://www.gcsny.org/american-rescue-plan/>

Upon request, individuals may be requested to retrieve information regarding the details of the plan from the website listed above, or if preferred, they may be offered a copy of the plan by email.

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 Goshen Central School District will provide ongoing engagement with parents and families specifically related to students' identified needs, and academic growth and achievement by providing the opportunity to conference with teachers and/or service providers periodically throughout the school year. Additionally, parent reports will be generated, when available, through the use of growth monitoring tools and intervention programs including, but not limited to STAR Reading and Math, NWEA MAPs, Fast Forward,

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

Page Last Modified: 12/16/2021

Fundations, etc.

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

Page Last Modified: 01/14/2022

ARP-ESSER State Reserve: Comprehensive Needs Assessment

1. 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 Goshen Central School District will promote collaboration between all administrators, teachers, clinicians, and service providers, and families to determine the social, emotional, and mental health needs of all students, including those disproportionately impacted by COVID-19. The RtI team will be utilized as one intervention for students negatively affected by the pandemic. Additionally, the use of tools, such as the Collaborative for Academic, Social, and Emotional Learning (CASEL) Student Survey will be helpful in determining students' individual needs. Students' academic needs will be assessed through the use of computer based programs, such as STAR Reading and Math, NWEA MAPs, as well as Fountas and Pinnell Benchmark Assessments. Students in grades K-8 will be monitored through the use of NWEA MAPs assessments. Baseline measures are acquired during the first 30 days of school. Students' RIT (Rasch Unit) scores will be analyzed and compared to previous year's scores. Additionally, student growth will be monitored as individual scores are compared to student norms as documented by NWEA. Necessary, targeted interventions will then be designed and implemented. Students in grades 9-12 will be monitored through the use of STAR reading and math assessments (Renaissance Learning). These computer adaptive tests will provide information regarding students' current level of achievement, and in time, growth measures. Once again, targeted interventions will then be designed and implemented.

The Goshen Central School District will regularly consult with the McKinney Vento liason, the ENL Department Chair, Pupil Personnel Services Director, Pupil Personnel Services Assistant Director and School Social Worker to identify the academic, social and emotional and mental health needs of low-income students, students of color, English learners, children with disabilities, students experiencing homelessness, children in Foster Care and migratory students. Interventions will include direct support in school based counseling and referral to outside agencies for school to home connections to increase attendance and academic success.

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

Page Last Modified: 01/14/2022

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.

Through consultation and collaboration with major stakeholder groups within and throughout the Goshen Central School District, to design an innovative approach to accelerate learning. During this collaborative meeting, class size data was reviewed, along with current NWEA and STAR assessment data in the core content areas of ELA and Math. This approach and ensuing plan fully corresponds with plans previously developed for use of ARP-ESSER : Part 2. Additionally, this proposal will align with use of Title I-Part A, and Title II funds (class size reduction).

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
High Dosage Tutoring Programs	548,242	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>The Goshen Central School District plans to hire five full-time teachers to provide targeted enrichment services to children identified as "at-risk". The addition of five teachers will effectively minimize group sizes, allowing for more personalized instruction. Ongoing informal assessments will drive instruction, while growth will be monitored through the use of our district approved screening tools.</p> <p>These efforts will take place during the school day as research proves that this will yield the greatest results.</p>

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

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

Page Last Modified: 01/14/2022

students) will be communicated to stakeholders.

The Goshen Central School District will monitor and evaluate the effectiveness of high dose/high frequency tutoring by administering ongoing, informal assessments in addition to the use of district approved universal screening tools and other research based tools. Programs such as Foundations (WWC), FastForWord (WWC), NWEA MAPs and STAR Reading and Math will be utilized. The district may also utilize organic benchmarks in ELA and organic, recursive benchmarks in mathematics. Formal and informal assessment results will be monitored to ensure that all students receive tutoring, when needed. The RtI team, comprised of administrators, clinicians, and classroom teachers will be utilized to monitor students' social, emotional, and mental health. The use of tools, such as the Collaborative for Academic, Social, and Emotional Learning (CASEL) Student Survey will be helpful in determining students' individual SEL needs, and parent/teacher recommendation will also be considered. The stakeholder group will reconvene periodically throughout the project duration. Stakeholders will be notified of proposed changes to the program plan at that time. Program changes may also be listed on the district website.

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

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	548,242.00
Anticipated Number of Students Served	2,851
Anticipated Number of Schools Served	4

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 Application: State Reserves - ARP State Reserves

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

Page Last Modified: 01/14/2022

ARP ESSER Reserve_5.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 State Reserve 5 2.pdf

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

Page Last Modified: 01/14/2022

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 Goshen Central School District has decided to establish an evening middle/highschool after school program in order to offer high dosage tutoring opportunities for students in need of remediation due to loss of learning time as a result of quarantine, in addition to school closures throughout the pandemic. Tutoring is most effective when delivered frequently and in a small group setting. This effort aligns with previous program proposals within the ARP ESSER: PART 2 grant, as well as the programs designed utilizing Title I grant monies.

- 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
High Dosage Tutoring Programs	109,651	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System	Students determined to be in need of a more frequent and intensive enrichment/remediation program during the school year will voluntarily enroll in the evening program. The primary focus of the program will be in the areas of ELA, math, literacy/fluency skills, Social Studies, and Science. Students will attend up to four days per week over the course of a semester. Students will receive instruction for up to three hours per day. The District

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

Page Last Modified: 01/14/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>will make the effort to cap group sizes at no more than ten students. Lessons designed and implemented will be standards based and focus on closing documented learning gaps. Additionally, lessons will provide students with the opportunity to receive enrichment in content areas and will allow for students to utilize technology as often as possible. Student growth will be monitored in collaboration with regular classroom teachers. Formal and informal assessments will be monitored in addition to results retrieved from growth monitoring programs. Students' needs will be reviewed at the end of each semester to further determine remediation needs.</p>

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 Goshen Central School District will monitor and evaluate the effectiveness of high dose/high frequency tutoring by administering ongoing, informal assessments in addition to the use of district approved universal screening tools and other research based tools. Programs such as FastForWord (WWC), NWEA MAPs and STAR Reading and Math will be utilized for secondary students. The district may also utilize organic benchmarks in ELA, Science, and Social Studies along with organic, recursive benchmarks in Mathematics. Formal and informal assessment results will be monitored to ensure that all students receive tutoring, when needed. The RtI team, comprised of administrators, clinicians, and classroom teachers will be utilized to monitor students' social, emotional, and mental health. The use of tools, such as the Collaborative for Academic, Social, and Emotional Learning (CASEL) Student Survey will be helpful in determining students' individual needs, and parent/teacher recommendation will also be considered. The stakeholder group will reconvene periodically throughout the project duration. Stakeholders will be notified of proposed changes to the program plan at that time. Program changes may also be listed on the district website.

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

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

Page Last Modified: 01/14/2022

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	109651
Anticipated Number of Students Served	1254
Anticipated Number of Schools Served	2

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 Reserve 1 After School FS-10.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 State Reserve After School 2.pdf

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

Page Last Modified: 01/14/2022

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.

- 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 Goshen Central School District plans to implement a "Gladiator Gains" program to address lost instructional time in prospective years following administration of benchmark assessments. The primary focus will be in the areas of ELA, math, and literacy/fluency skills. This enrichment program will allow students to have an extended learning experience while working with New York State certified teachers in a fun, interactive, technology-rich, and safe learning environment. Students' performance on NWEA MAPs assessments, STAR assessments, Fountas and Pinnell Benchmark Assessments, and formative and summative classroom assessments will allow teachers to identify those in need of enrichment/intervention. The Gladiator Gains program will take place during the months of July and August. This proposal also aligns with ARP ESSER: PART 2 program proposals.

- 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
Tailored/Individualized Acceleration	109,651	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing	Students determined to be in need of a more frequent and intensive program during the summer months will be enrolled in the Gladiator Gains program. The primary focus of the program will be in

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

Page Last Modified: 01/14/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School <input checked="" type="checkbox"/> High School	Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	the areas of ELA, math, and literacy/fluency skills. Students will voluntarily enroll in the program and attend three days per week over a five to six week period. Students will receive instruction for up to three hours per day. The District will make the effort to cap class sizes at no more than 15 students. Lessons designed and implemented will be standards based and focus on closing documented learning gaps. Additionally, lessons will provide students with the opportunity to receive enrichment in content areas and will allow for students to utilize technology as often as possible.

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 Goshen Central School District will monitor and evaluate the effectiveness of high dose/high frequency tutoring by administering ongoing, informal assessments in addition to the use of district approved universal screening tools and other research based tools. Programs such as Foundations (WWC), FastForWord (WWC), NWEA MAPs and STAR Reading and Math will be utilized throughout the District at the beginning and end of the proposed program. The district may also utilize organic benchmarks in ELA, along with organic, recursive benchmarks in Mathematics. Formal and informal assessment results will be monitored to ensure that all students receive additional instruction, as needed. The Rti team, comprised of administrators, clinicians, and classroom teachers will be utilized to monitor students' social, emotional, and mental health. The use of tools, such as the Collaborative for Academic, Social, and Emotional Learning (CASEL) Student Survey will be helpful in determining students' individual needs, and parent/teacher recommendation will also be considered. The stakeholder group will reconvene periodically throughout the project duration. Stakeholders will be notified of proposed changes to the program plan at that time. Program changes may also be listed on the district website.

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

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

Page Last Modified: 01/14/2022

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.

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	109651
Anticipated Number of Students Served	2851
Anticipated Number of Schools Served	4

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 Reserve 1 Summer FS-10.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 State Reserve Summer 2.pdf

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Grants Finance, Rm. 510W EB
 Albany, New York 12234

**FINAL EXPENDITURE REPORT FOR A
 FEDERAL OR STATE PROJECT
 FS-10-F Long Form (03/15)**

☐ = Required Field

Local Agency Information

Funding Source:	ARP SLR Learning Loss	
Report Prepared By:	Amanda Barone	
Agency Name:	Goshen Central School District	
Mailing Address:	227 Main Street	
	Street	
	Goshen	10924
	City	Zip Code
Telephone # of Report Preparer:	845-615-6743	County: Orange
E-mail Address:	amanda.barone@gcsny.org	

INSTRUCTIONS

- For State grants, final expenditure reports are generally due within 30 days after the grant's end date. Reports for federal projects are generally due within 90 days after the grant's end date. See the Grant Award Notice to verify the due date. However, the Department program office may impose an earlier due date.
- Agencies should use only the FS-10-F Long Form to report actual project expenditures.
- Agencies must maintain complete and accurate records and may be requested to provide additional detail to support reported expenditures.
- All encumbrances must have taken place within the grant's approved funding dates, which can be found on the FS-10 or FS-20 budget form and on the Grant Award Notice.
- The Chief Administrator's Certification on the Final Summary page must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- Submit one report with original signature and one copy directly to Grants Finance, New York State Education Department, Room 510W EB, Albany, NY 12234.
- For special legislative projects, submit one report with original signature and two copies, along with a final program narrative report.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$448,486
Name	Position Title	Beginning and End Dates of Work	Salary Paid
Ryan Capocciamo	Teacher - ELA Interventionist	9/1/2023-6/30/2024	\$58,499
Danielle Cavagnaro	Teacher - Math Interventionist	9/1/2023-6/30/2024	\$53,703
Amanda Ortiz	Teacher - ELA Interventionist	9/1/2023-6/30/2024	\$56,660
Erin Hawthorne	Teacher - Math Interventionist	9/1/2023-6/30/2024	\$58,499
Christina Jurik	Teacher - ELA Interventionist	9/1/2023-6/30/2024	\$83,359
Teresa Batista	Teacher - ELA Interventionist	9/1/2023-6/30/2024	\$62,678
Jessica Shulman	Teacher - Math Interventionist	9/1/2023-6/30/2024	\$75,088

CF121
 ENTRY DATE 08/06/24
 PROJECT 5884212245
 SED CODE 440601040000
 NYC DOC #

GRANTS FINANCE
 PROJECT STATUS REPORT
 ARP SLR LEARNING LOSS
 GOSHEN CSD

RUN DATE 08/06/24

BUDGET DETAIL INFORMATION

PROF SALARY	15	448,486.00	BEGIN DATE	03/13/20
NON PROF SALARY	16	0.00	END DATE	09/30/24
PURCH SERVICES	40	0.00	AMENDMENT #	
SUPP & MATERIAL	45	0.00	CONTRACT #	
TRAVEL EXPENSE	46	0.00	STOP DATE	
EMP BENEFITS	80	99,756.00	REFUND CHECK #	
INDIRECT COST	90	0.00	IND COST RATE	11.6
BOCES SERVICES	49	0.00	INT ELIG	N
REMODELING	30	0.00		
EQUIPMENT	20	0.00		

BUDGET SUMMARY INFORMATION

FUNDYEAR	BUDGET SPLITS	PAID TO DATE	OUTSTANDING ENC
588421	548,242.00	548,242.00	0.00
588420	0.00	0.00	0.00
588419	0.00	0.00	0.00
	0.00	0.00	0.00
	0.00	0.00	0.00
TOTAL	548,242.00	548,242.00	0.00

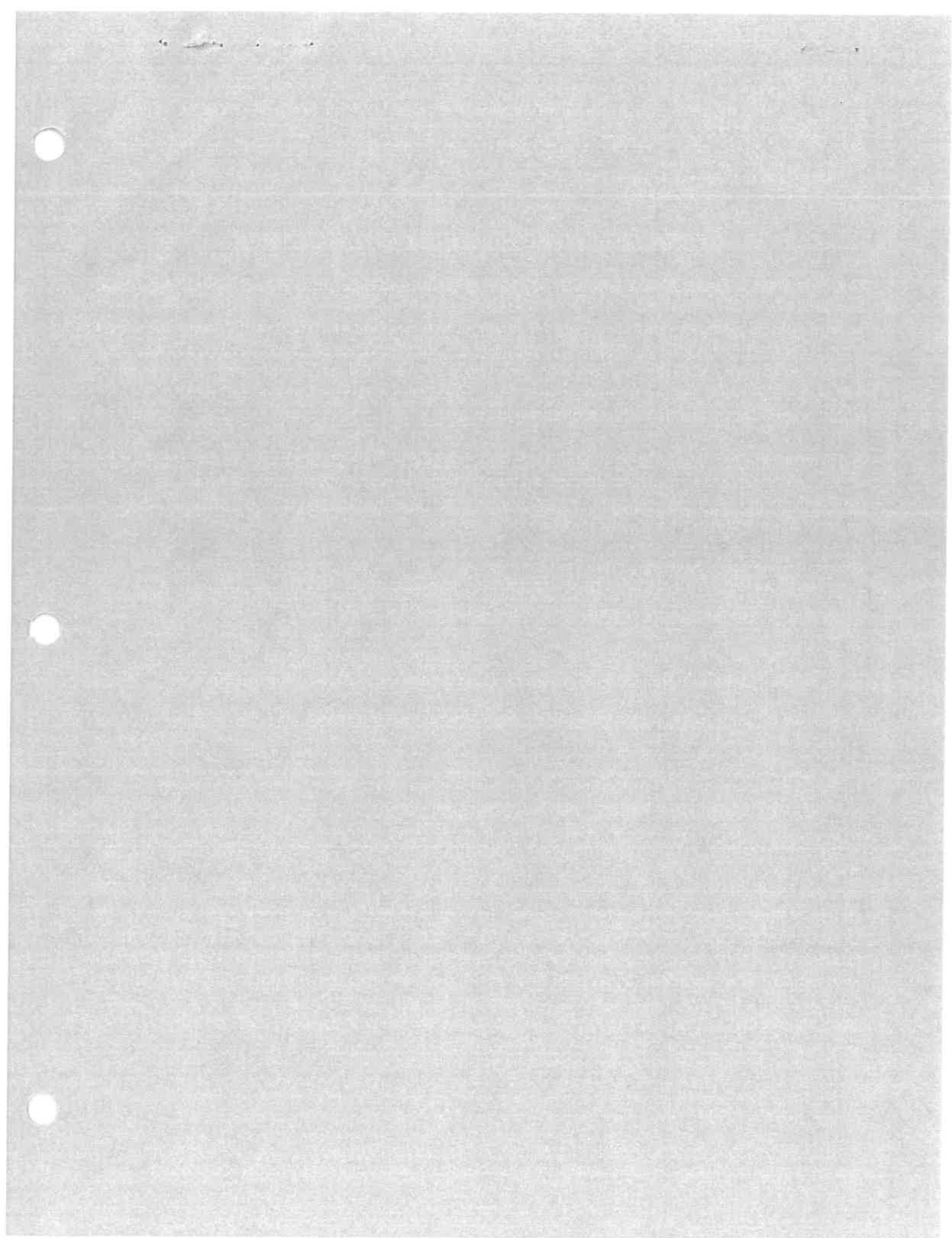
LOG AND CONTRACT DATES

	RECEIVED	ENTERED	CONTRACT	APPROVED
BUDGET	02/14/22	02/23/22		
INTERIM				
FINAL	08/02/24	08/06/24		

CASH DETAIL

ENTRY	DOC #	TRANS	ENC	RPT	LINE	AMOUNT	FUNDYR	MIR	PD DT	STAI
030122	564493F	INIT	000	03/22	01	109,648.00	588421	021422		PAID
080624	644593F	FINAL	000	08/24	02	438,594.00	588421	080624		ENT

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



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Grants Finance, Rm. 510W EB
 Albany, New York 12234

**FINAL EXPENDITURE REPORT FOR A
 FEDERAL OR STATE PROJECT
 FS-10-F Long Form (03/15)**

☐ = Required Field

Local Agency Information

Funding Source:	ARP SLR Summer Enrichment	
Report Prepared By:	Amanda Barone	
Agency Name:	Goshen Central School District	
Mailing Address:	227 Main Street	
	Street	
	Goshen	10924
	City	Zip Code
Telephone # of Report Preparer:	845-615-6743	County: ORANGE
E-mail Address:	amanda.barone@gcsny.org	

INSTRUCTIONS

- For State grants, final expenditure reports are generally due within 30 days after the grant's end date. Reports for federal projects are generally due within 90 days after the grant's end date. See the Grant Award Notice to verify the due date. However, the Department program office may impose an earlier due date.
- Agencies should use only the FS-10-F Long Form to report actual project expenditures.
- Agencies must maintain complete and accurate records and may be requested to provide additional detail to support reported expenditures.
- All encumbrances must have taken place within the grant's approved funding dates, which can be found on the FS-10 or FS-20 budget form and on the Grant Award Notice.
- The Chief Administrator's Certification on the Final Summary page must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- Submit one report with original signature and one copy directly to Grants Finance, New York State Education Department, Room 510W EB, Albany, NY 12234.
- For special legislative projects, submit one report with original signature and two copies, along with a final program narrative report.
- For additional information, please refer to Fiscal Guidelines for Federal and State Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$93,929
Name	Position Title	Beginning and End Dates of Work	Salary Paid
Mendez, Michelle	Teacher	7/1/2023-8/30/2023	\$842
Miles, Fred	Teacher	7/1/2023-8/30/2023	\$4,048
Mullane, Hunter	Teacher	7/1/2023-8/30/2023	\$5,213
Paneto, Marisol	Teacher	7/1/2023-8/30/2023	\$2,818
Perez, Myra	Teacher	7/1/2023-8/30/2023	\$5,948
Phillips, Mary	Teacher	7/1/2023-8/30/2023	\$8,084
Pregiato, Francis	Teacher	7/1/2023-8/30/2023	\$6,134
Puertas, Soraya	Teaching Assistant	7/1/2023-8/30/2023	\$5,480
Reid, Kirsten	Teacher	7/1/2023-8/30/2023	\$5,915
Roman, Aida	Teaching Assistant	7/1/2023-8/30/2023	\$5,425
Rumsey, Margaret	Teaching Assistant	7/1/2023-8/30/2023	\$5,919
Saltzberg, Julissie	Teacher Aide	7/1/2023-8/30/2023	\$5,959
Schellberg, Casey	Teacher	7/1/2023-8/30/2023	\$5,506
Schlechtweg, McKenzie	Teacher	7/1/2023-8/30/2023	\$2,309
Spellman, Susan	Teacher Aide	7/1/2023-8/30/2023	\$1,602
Tangney, Michael	Teacher	7/1/2023-8/30/2023	\$3,420
Taravella, Rohrssen, Lisa	Teacher	7/1/2023-8/30/2023	\$1,428
Tofallos, Joseph	Teacher	7/1/2023-8/30/2023	\$5,924
Tzouganatos, Dionissia	Assistant Principal	7/1/2023-8/30/2023	\$4,713
VanCott, Jennifer	Teacher Aide	7/1/2023-8/30/2023	\$1,669
Williams, Jennifer	Teacher Aide	7/1/2023-8/30/2023	\$5,573

Employee Benefits			
Subtotal - Code 80			\$15,722
Benefit	Salaries (from codes 15 and 16)	Rate	Amount Expended
Teacher Retirement			\$8,323
Employee Retirement			
Other Retirement			
Social Security			\$6,497
Worker's Compensation			
Unemployment Insurance			
Health Insurance			\$902
Other(Identify)			

CF121
 ENTRY DATE 02/12/24
 PROJECT 5882212245
 SED CODE 440601040000
 NYC DOC #

GRANTS FINANCE
 PROJECT STATUS REPORT
 ARP SLR SUMMER ENRICHMENT
 GOSHEN CSD

RUN DATE 02/12/24

BUDGET DETAIL INFORMATION

PROF SALARY	15	93,929.00	BEGIN DATE	03/13/20
NON PROF SALARY	16	0.00	END DATE	09/30/24
PURCH SERVICES	40	0.00	AMENDMENT #	001
SUPP & MATERIAL	45	0.00	CONTRACT #	
TRAVEL EXPENSE	46	0.00	STOP DATE	
EMP BENEFITS	80	15,722.00	REFUND CHECK #	
INDIRECT COST	90	0.00	IND COST RATE	11.6
BOCES SERVICES	49	0.00	INT ELIG	N
REMODELING	30	0.00		
EQUIPMENT	20	0.00		

BUDGET SUMMARY INFORMATION

FUNDYEAR	BUDGET SPLITS	PAID TO DATE	OUTSTANDING ENC
588221	109,651.00	109,651.00	0.00
588220	0.00	0.00	0.00
588219	0.00	0.00	0.00
	0.00	0.00	0.00
	0.00	0.00	0.00
TOTAL	109,651.00	109,651.00	0.00

LOG AND CONTRACT DATES

	RECEIVED	ENTERED	APPROVED
BUDGET	02/14/22	02/23/22	
INTERIM			
FINAL	12/20/23	02/12/24	

CASH DETAIL

ENTRY	DOC #	TRANS	ENC	RPT	LINE	AMOUNT	FUNDYR	MIR	PD DT	STA
022822	564294F	INIT	000	02/22	01	21,930.00	588221	022822		PAID
021224	630944F	FINAL	000	02/24	02	87,721.00	588221	021224		ENT

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



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

Grants Finance
Room 510W, Education Building
Tel. (518) 474-4815
Fax (518) 486-4899

Transition from DUNS to UEI

Important Information

As of April 4, 2022, the DUNS (Data Universal Numbering System) number will no longer be used as the unique and official identifier for entities doing business with the federal government or for federal grant tracking and reporting purposes. It will be replaced by a new 12 character alpha-numeric value, called the Unique Entity Identifier (UEI).

Entities with a DUNS number that are **currently registered (active)** in the federal System for Award Management (SAM.gov) will automatically be assigned a UEI. No additional steps will be needed; however, entities must still maintain a current registration in SAM.gov by reviewing their information (registration) annually.

Critical Next Steps:

If your agency is not registered or active in SAM, do so as soon as possible to ensure that your agency is assigned a UEI. Failure to do so may delay the awarding of funds and/or payments through NYSI.

To register your agency or obtain a unique entity identifier or update your registration, please visit <https://sam.gov>.

Information on the transition from DUNS to UEI and other related resources may be found on the Federal Service Desk website (<https://www.fsd.gov>).



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

Reminder: Record Keeping and Retention

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

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

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

Information on records retention may be found in:

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

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

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

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

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Grants Finance, Rm. 510W EB
 Albany, New York 12234

**FINAL EXPENDITURE REPORT FOR A
 FEDERAL OR STATE PROJECT
 FS-10-F Long Form (03/15)**

☐ = Required Field

Local Agency Information

Funding Source:	ARP SLR Comprehensive After School	
Report Prepared By:	Amanda Barone	
Agency Name:	Goshen Central School District	
Mailing Address:	227 Main Street	
	Street	
	Goshen	NY 10924
	City	State Zip Code
Telephone # of Report Preparer:	845-615-6743	County: ORANGE
E-mail Address:	amanda.barone@gcsny.org	

INSTRUCTIONS

- For State grants, final expenditure reports are generally due within 30 days after the grant's end date. Reports for federal projects are generally due within 90 days after the grant's end date. See the Grant Award Notice to verify the due date. However, the Department program office may impose an earlier due date.
- Agencies should use only the FS-10-F Long Form to report actual project expenditures.
- Agencies must maintain complete and accurate records and may be requested to provide additional detail to support reported expenditures.
- All encumbrances must have taken place within the grant's approved funding dates, which can be found on the FS-10 or FS-20 budget form and on the Grant Award Notice.
- The Chief Administrator's Certification on the Final Summary page must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- Submit one report with original signature and one copy directly to Grants Finance, New York State Education Department, Room 510W EB, Albany, NY 12234.
- For special legislative projects, submit one report with original signature and two copies, along with a final program narrative report.
- For additional information, please refer to Fiscal Guidelines for Federal and State Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$101,106
Name	Position Title	Beginning and End Dates of Work	Salary Paid
Bonizzi, Diane L	Teaching Assistant	9/1/2021-11/30/2023	\$253
Capocciamo, Ryan	Teacher	9/1/2021-11/30/2023	\$285
Carman, Heather	Principal	9/1/2021-11/30/2023	\$124
Davin, Maggie	Teacher	9/1/2021-11/30/2023	\$7,257
Dewitt, Myah	Teacher	9/1/2021-11/30/2023	\$228
Dombrowski, Lisa	Teacher	9/1/2021-11/30/2023	\$228
Fedor, Joseph C	Teacher	9/1/2021-11/30/2023	\$674
Gannon, Elizabeth	Teacher	9/1/2021-11/30/2023	\$228
Green, Kristin B	Teacher	9/1/2021-11/30/2023	\$3,299
Hartley-Gordon, Gayonne	Teacher	9/1/2021-11/30/2023	\$3,662
Hendershot, Heather C	Director of PPS	9/1/2021-11/30/2023	\$340
Jabbar, Sarah	Assistant Principal	9/1/2021-11/30/2023	\$910
Kennedy, Brittany	Teacher	9/1/2021-11/30/2023	\$786
Kuklis, Kanika	Specoal Ed Teacher	9/1/2021-11/30/2023	\$6,696
Larocca-Migneco, Jaclyn A	Teacher	9/1/2021-11/30/2023	\$2,131
Laroe, Matthew	Teacher	9/1/2021-11/30/2023	\$171
Leblanc, Joseph	Teacher	9/1/2021-11/30/2023	\$1,745
Linguanti, Danielle R	Teacher	9/1/2021-11/30/2023	\$562
Lupkovich, Lisa M	Teacher	9/1/2021-11/30/2023	\$16,385
Malles, Kelsey M	Teacher	9/1/2021-11/30/2023	\$1,799
Martin, Jennifer M	Principal	9/1/2021-11/30/2023	\$580
Meyers, Dominique J	Teacher	9/1/2021-11/30/2023	\$2,139
Miles, Fred	Teacher	9/1/2021-11/30/2023	\$2,198
Moussa, Emil C	Teacher	9/1/2021-11/30/2023	\$570
Mullane, Hunter T	Teacher	9/1/2021-11/30/2023	\$4,422
O'Reilly, Sharon A	Teacher	9/1/2021-11/30/2023	\$225
Pantaleone, Nicholas	Principal	9/1/2021-11/30/2023	\$2,219
Rodelli, Liana	Teacher	9/1/2021-11/30/2023	\$912
Roddey, Kyle P	Teacher	9/1/2021-11/30/2023	\$6

Schrank, Rachel	Teacher Aide	9/1/2021-11/30/2023	\$1,895
Schwartz, Lisa B	Teacher	9/1/2021-11/30/2023	\$393
Serrano-Ayau, Ana	Teaching Assistant	9/1/2021-11/30/2023	\$3,889
Shaffer, Katherine M	Social Worker	9/1/2021-11/30/2023	\$3,502
Siracuse, Robert M	Assistant Principal	9/1/2021-11/30/2023	\$56
Stephens, John P	Teacher	9/1/2021-11/30/2023	\$2,191
Storms, Margaret M	Teacher	9/1/2021-11/30/2023	\$421
Trieste, Susan	Teacher	9/1/2021-11/30/2023	\$3,098
Tzouganatos, Dionissia	Assistant Principal	9/1/2021-11/30/2023	\$20,411
Weber, Nancy J	Assistant Principal	9/1/2021-11/30/2023	\$303
Wentworth, Matthew T	Principal	9/1/2021-11/30/2023	\$192
Woelfel, Sharon J	Teacher	9/1/2021-11/30/2023	\$2,035
Boles, Patricia	Teacher	9/1/2021-11/30/2023	\$87
Higgins, Kathleen	Teacher	9/1/2021-11/30/2023	\$291
Hughes, Karyn	Teacher	9/1/2021-11/30/2023	\$145
Hughes, Margaret	Teacher	9/1/2021-11/30/2023	\$436
Perrego, Samantha	Teacher	9/1/2021-11/30/2023	\$291
Robinson, Janine	Teacher	9/1/2021-11/30/2023	\$174
Rosado, Jennifer	Teacher	9/1/2021-11/30/2023	\$262

Employee Benefits			
Subtotal - Code 80			\$8,545
Benefit	Salaries (from codes 15 and 16)	Rate	Amount Expended
Teacher Retirement			\$4,245
Employee Retirement			
Other Retirement			
Social Security			\$4,300
Worker's Compensation			
Unemployment Insurance			
Health Insurance			
Other(Identify)			

CF121
 ENTRY DATE 03/21/24
 PROJECT 5883212245
 SED CODE 440601040000
 NYC DOC #

GRANTS FINANCE
 PROJECT STATUS REPORT
 ARP SLR COMPREHENSIVE AFTER SCHOOL
 GOSHEN CSD
 RUN DATE 03/21/24

BUDGET DETAIL INFORMATION

PROF SALARY	15	101,106.00	BEGIN DATE	03/13/20
NON PROF SALARY	16	0.00	END DATE	09/30/24
PURCH SERVICES	40	0.00	AMENDMENT #	
SUPP & MATERIAL	45	0.00	CONTRACT #	
TRAVEL EXPENSE	46	0.00	STOP DATE	
EMP BENEFITS	80	8,545.00	REFUND CHECK #	
INDIRECT COST	90	0.00	IND COST RATE	11.6
BOCES SERVICES	49	0.00	INT ELIG	N
REMODELING	30	0.00		
EQUIPMENT	20	0.00		

BUDGET SUMMARY INFORMATION

FUNDYEAR	BUDGET SPLITS	PAID TO DATE	OUTSTANDING ENC
588321	109,651.00	109,651.00	0.00
588320	0.00	0.00	0.00
588319	0.00	0.00	0.00
	0.00	0.00	0.00
	0.00	0.00	0.00
TOTAL	109,651.00	109,651.00	0.00

LOG AND CONTRACT DATES

	RECEIVED	ENTERED	APPROVED
BUDGET	02/11/22	02/22/22	CONTRACT
INTERIM			
FINAL	03/18/24	03/21/24	

CASH DETAIL

ENTRY	DOC #	TRANS	ENC	RPT	LINE	AMOUNT	FUNDYR	MIR	PD	DT	STAT
022422	564209F	INIT	000	02/22	01	21,930.00	588321	022422			PAID
032124	634702F	FINAL	000	03/24	02	87,721.00	588321	031824			ENT

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

