

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

**Introduction/Instructions - Background Information**

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**Background Information**

MILFORD CSD - 471101040000

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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

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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

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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.

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**Submission Instructions**

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Directions for Submitting the Application:

- The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.
- LEAs *ARE NOT REQUIRED* to send hard copies of general application materials to the Department.
- LEAs *ARE REQUIRED* to send signed originals and two hard copies of each FS-10 Budget Form to:

*Office of ESSA-Funded Programs - Rm 320 EB*

*RE: ARP-ESSER Application – 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.

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**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.

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Assurances - Assurances

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5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- ☒ YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- ☒ YES, the LEA provides the above assurance.
7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- ☒ YES, the LEA provides the above assurance.
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.

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**12. The LEA assures that:**

- 1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;**
- 2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;**
- 3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;**
- 4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and**
- 5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.**

☒ **YES, the LEA provides the above assurance.****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.**



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15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.
- ☒ YES, the LEA provides the above assurance.
16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- ☒ YES, the LEA provides the above assurance.

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

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**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 | Marissa Christensen | mchristensen@milfordcentral.org | 2021-11-19                    |
| LEA Board President   | Gurpal Singh        | gsingh@milfordcentral.org       | 2021-11-19                    |

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

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**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 District utilized a district wide survey that was distributed to parents, community members, faculty, staff and students to obtain feedback in the areas listed. The Comprehensive District Educational Planning Committee, which is comprised of members of the Board of Education, community members, staff, faculty and administrators reviewed the survey information which was collated by an independent company, Educational Vistas, Inc. The information was also presented as part of the community discussion portion of public Board of Education meetings. The District has also engaged faculty and staff for the purpose of reviewing student data on NYS Assessments for grades 3-8 and for all Regents exams, has reviewed documentation provided by district counselors and by our School Based Health Center medical and counseling staff, data obtained through the end -of-year evaluations of the existing CROP afterschool program, and information obtained through the review of data provided through the Otsego County System of Care Program.

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://web.milfordcentral.org>

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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.

In an effort to ensure ongoing engagement with parents and families the district will utilize the following methods, many of which will allow for engagement specific to identified student needs, areas of student gains and will help the district provide assistance to families in our efforts to support student success:

\*Traditional types of communication/engagement: Parent/Teacher conferences, Open House nights, CSE meetings

\*Full implementation of an RtI and AIS programs which will provide progress monitoring on a weekly basis to classroom teachers who will, in turn, be able to use this data to inform parents

\*Use of afterschool tutoring programs designed to address specific student needs, both academic and social/emotional

\*Coordination with the Otsego County System of Care program to help address the social-emotional needs of students which are directly connected to student academic gains and success/struggles

\*Participation in the Otsego County System of Care Survey for the purpose of engaging parents, community members, staff, and students to help identify both areas of need and strategies to be used to help address those same needs

\*Weekly "Friday Reminders" to parents and community members which will be posted on the district website

\*Implementation of a Digital Equity Survey that will allow the district to provide direct assistance to families in our efforts to support student success

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**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 District will work directly with the Otsego County System of Care program to help support students. One of the strengths of this program will be the identification of students disproportionately impacted by the COVID-19 pandemic through the implementation of the System of Care Climate Survey. This survey is a collaborative project with our school and the Otsego County System of Care. This survey helps to provide schools with useful information for needs assessment, program development, and program evaluation. Particularly, the survey will provide information regarding programs for promoting social and emotional competencies and preventing bullying and other behavior problems. For example, scores on the School Climate Scale might indicate if a school needs to devote greater attention to important areas of school climate such as teacher-student relations, student relations, school safety, clarity of expectations, fairness of rules, and teacher-home communications.

The System of Care is a county-wide program, as a result, we have direct access to county services to help both identify and support students experiencing homelessness, children in foster care and migrant children. In addition to the access to county services, the program provides in district support for the counseling provided to students and helps to coordinate services for families both in and out of the school setting.

The District is also fortunate as a host school for a School Based Health Center through Bassett Hospital. This program assists the district in identifying students with both physical and mental health needs, and provides direct care to students in these areas. The School Based Health Center staff work closely with our staff to help identify and support students in need.

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**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.

One of the primary approaches selected by the district designed to provide instruction to accelerate learning focused on the development of a comprehensive, K-12, multi-tiered system of support in reading and math. The district developed a Response to Intervention (RTI) plan, following all New York State guidelines to achieve this goal. New staff will be hired to implement the program during the school year and to provide additional support during summer programs. Funds from the 5% reserve will support this initiative. The District will implement a K-12 Writing program that will be supported by a multi-year plan for embedded professional development and the materials needed to supply each classroom. Funds will support the hiring of a writing coordinator, responsible for the development of the program. Funds from the 5% reserve will be used to support this initiative.

The District will be purchasing innovative supports including technology to support student learning. The funds will be used to support the district one-to-one device program that has been instrumental in providing remote instruction to students.

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   |
|--|-----------------|--|--|--|
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 172,644         | <input checked="" type="checkbox"/> Primary<br><input checked="" type="checkbox"/> Elementary<br><input checked="" type="checkbox"/> Middle School<br><input type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Students with Disabilities<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Students Experiencing Homelessness<br><input type="checkbox"/> Students in Foster Care<br><input type="checkbox"/> Migratory Students<br><input type="checkbox"/> Students Involved with the Juvenile Justice System<br><input type="checkbox"/> Other Underserved Students | The district will fully implement a Response to Intervention program for students in grades K-8. The program will be designed to meet all New York State requirements and will run both during the school year and in the summer. The funds will support the hiring of one full-time certified math teacher. This individual will address the academic learning needs of students who have been identified as struggling in math. Data supplied by the NYS 3-8 grade math assessments, as well as teacher input based on |

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| Planned Intervention(s)                                    | Investment (\$) | Grade Levels Served   | Student Groups   | Detailed Description of Planned Intervention  |
|--|-----------------|---|--|---|
|  |                 |   | <input type="checkbox"/> None of the Above   | results of local assessments will be used to identify the students in need.   |
| Curriculum-Aligned Enrichment Activities                   | 223,825         | <input checked="" type="checkbox"/> Primary<br><input checked="" type="checkbox"/> Elementary<br><input checked="" type="checkbox"/> Middle School<br><input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Students with Disabilities<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Students Experiencing Homelessness<br><input type="checkbox"/> Students in Foster Care<br><input type="checkbox"/> Migratory Students<br><input type="checkbox"/> Students Involved with the Juvenile Justice System<br><input type="checkbox"/> Other Underserved Students<br><input type="checkbox"/> None of the Above | Through analysis of student data from State assessments, ( NYS 3-8, Regents assessments, locally designed assessments and teacher input) the District has identified a need to develop an integrated writing program, grades K-12. Funds will be utilized to hire a writing coordinator. The coordinator will work with teachers of all grade levels, and help to design an articulated writing curriculum, for grades K-12. In addition, the coordinator will help to design and provide embedded professional development opportunities for teachers. |
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 103,527         | <input checked="" type="checkbox"/> Primary<br><input checked="" type="checkbox"/> Elementary<br><input checked="" type="checkbox"/> Middle School<br><input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Students with Disabilities<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Students Experiencing Homelessness<br><input type="checkbox"/> Students in Foster Care<br><input type="checkbox"/> Migratory Students<br><input type="checkbox"/> Students Involved with the Juvenile Justice System<br><input type="checkbox"/> Other Underserved Students<br><input type="checkbox"/> None of the Above | The district will be purchasing innovative supports including technology to support student learning. Supports include items identified in our digital equity survey as needed to support all students, Chromebooks to support a one-to-one device program for students, Smart boards for use in classrooms, and staff computers to support in-class and remote instruction. These needs were identified through the use of a Digital Equity Survey that collected data from parents, community members, staff and students.                            |



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

Through the Response to Intervention (RtI) program, bi-weekly assessments on students will be completed and shared with classroom teachers and parents. Students will move in and out of tiered instruction based on both the progress monitoring and quarterly standardized results. Similarly, student achievement on standardized tests will be closely monitored to determine the impact of the writing curriculum once established. The Comprehensive District Educational Planning Committee (CDEP) will review results from a district-wide perspective and make recommendations for changes, alterations and adjustments to programs as needed. Such results will be communicated to the community at Board meetings. In addition, it will be the responsibility of department chairs to communicate program changes to their respective departments who will, in-turn, communicate changes to parents.

The goal of the Writing coordinator will be to develop an integrated Writing Curriculum for all grades, K-12. The curriculum will be developed through direct communication with classroom teachers. The impact of the curriculum, once developed, will be assessed and monitored based on results from the NYS 3-8 assessments in ELA as well as the NYS 11th grade Regents English exam. The results of these assessment will be analyzed and reviewed annually by the District Comprehensive Educational Planning team with results communicated at public meetings of the Board of Education.

**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                        | \$499,996 |
| Anticipated Number of Students Served | 380       |
| Anticipated Number of Schools Served  |           |



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

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Page Last Modified: 12/17/2021

|  |        |
|--|--------|
|  | Amount |
|  | 1      |

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 Addressing the Impact of Lost Instruction-Budget - Milford CSD.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 Addressing the Impact of Lost Instruction-Budget Narrative- Milford CSD.pdf

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

Page Last Modified: 12/17/2021

**1% State-Level Reserve - Comprehensive After School: Program Design**

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

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

The district plans to develop an intensive after-school tutoring program. A coordinator will be hired to develop and implement the program. Students in grades 6-12 will have access to the program. Students to be served by the program will be identified through a variety of instructional professionals in the building, including teachers and counselors. This program will work hand-in-hand with the districts's RtI, AIS and Special Education programs.

In addition to the after-school tutoring program, the district is planning to implement an after school enrichment activities program for elementary school students. These activities support the learning that takes place during the school day and will build on skills identified by classroom, RtI and special education teachers.

- 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   |
|--|-----------------|---|--|--|
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 90,002          | <input type="checkbox"/> Primary<br><input type="checkbox"/> Elementary<br><input checked="" type="checkbox"/> Middle School<br><input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Students with Disabilities<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Students Experiencing Homelessness<br><input type="checkbox"/> Students in Foster Care<br><input type="checkbox"/> Migratory Students | <p>The District will develop an after school tutoring program designed to address the specific learning/academic need of students grades 6-12.</p> <p>This program will work hand-in-hand with the Districts's RtI, AIS and Special Education programs.</p> <p>Student enrollment in the program will be based on a variety of criteria, including but not limited to teacher,</p> |

## ARP-ESSER Application: State Reserves - ARP State Reserves

## ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 12/17/2021

| Planned Intervention(s)                                    | Investment (\$) | Grade Levels Served   | Student Groups   | Detailed Description of Planned Intervention  |
|--|-----------------|---|--|---|
|  |                 |   | <input type="checkbox"/> Students Involved with the Juvenile Justice System<br><input type="checkbox"/> Other Underserved Students<br><input type="checkbox"/> None of the Above   | counselor, social worker, and/or parent recommendation. Individual students will also be allowed to self identify as program participant.   |
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 10,000          | <input checked="" type="checkbox"/> Primary<br><input checked="" type="checkbox"/> Elementary<br><input type="checkbox"/> Middle School<br><input type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Students with Disabilities<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Students Experiencing Homelessness<br><input type="checkbox"/> Students in Foster Care<br><input type="checkbox"/> Migratory Students<br><input type="checkbox"/> Students Involved with the Juvenile Justice System<br><input type="checkbox"/> Other Underserved Students<br><input type="checkbox"/> None of the Above | The district will develop an after school enrichment program for primary and elementary students. The purpose of the program will be to support, build upon and enhance the learning that takes place during the school day. The program will be open to all students grades K-5, and will require parental permission. |

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 effectiveness of the tutoring program will be evaluated on a weekly basis through information provided by each individual student's teachers, counselors, and/or social worker. The goals of the program will be to see improvement in student grades, amount of completion of student work, and improved attendance as well as improvements noted as evaluated by counselors, social workers and school health care providers. It will be our hope to provide both participants and parents with an end-of-program age appropriate survey or survey-like opportunities to evaluate the effectiveness of the program.

With regard to the after school enrichment program, evaluation will of the program will be similar in nature to that of the tutoring program with input from all providers; educators, counselors, social workers and school health care providers. It will be our hope to provide both participants and parents with end of program age appropriate survey or survey-like opportunities to evaluate the effectiveness of the program.

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

Page Last Modified: 12/17/2021

**1% State-Level Reserve - Comprehensive After School: Fiscal Information**LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4.

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

|                                       | Amount |
|---------------------------------------|--------|
| LEA Allocation                        | 100002 |
| Anticipated Number of Students Served | 200    |
| Anticipated Number of Schools Served  | 1      |

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 Comprehensive After School -Budget - Milford CSD.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 Comprehensive After School -Budget Narrative - Milford CSD.pdf

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

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Page Last Modified: 12/17/2021

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

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

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

The District plans include activities that support student academic success, help to prevent summer time learning loss as well as provide for enrichment activities. Activities will include:

\*Both vocal and instrumental music lessons will be offered to students in grades 4-12 for any interested individual.

\*Students will have the opportunity to , build, plant and maintain a community garden. The funding will provide for the needed adult supervision. Students will learn how to develop, tend and maintain a community accessible vegetable garden. Students will help to distribute produce from the garden to needy individuals as a community service project.

\*Funds will be used to support student attendance at summer enrichment camps focused on academics, music and STEAM activities. Camp vendors may include local colleges and theatre groups.

\*Funds will be used to provide intensive tutoring services in an effort to counter learning loss and provide credit recovery for students who have struggled as a result of the COVID pandemic.

All of the above activities support other initiatives of the district, those being academic, (both learning loss and enrichment), and social, mental and emotional health of students.

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

## ARP-ESSER Application: State Reserves - ARP State Reserves

## ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 12/17/2021

| Planned Intervention(s)                  | Investment (\$) | Grade Levels Served  | Student Groups   | Detailed Description of Planned Intervention   |
|--|-----------------|--|--|--|
| Curriculum-Aligned Enrichment Activities | 16,797          | <input type="checkbox"/> Primary<br><input checked="" type="checkbox"/> Elementary<br><input checked="" type="checkbox"/> Middle School<br><input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Students with Disabilities<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Students Experiencing Homelessness<br><input type="checkbox"/> Students in Foster Care<br><input type="checkbox"/> Migratory Students<br><input type="checkbox"/> Students Involved with the Juvenile Justice System<br><input type="checkbox"/> Other Underserved Students<br><input type="checkbox"/> None of the Above | The District will provide vocal and instrumental music lessons for all interested students, grades 4-12. The lessons will be provided by NYS certified K-12 music teachers and will align with the State Standards for the Arts and will provide academic enrichment opportunities for students.   |
| Curriculum-Aligned Enrichment Activities | 18,852          | <input checked="" type="checkbox"/> Primary<br><input checked="" type="checkbox"/> Elementary<br><input checked="" type="checkbox"/> Middle School<br><input type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Students with Disabilities<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Students Experiencing Homelessness<br><input type="checkbox"/> Students in Foster Care<br><input type="checkbox"/> Migratory Students<br><input type="checkbox"/> Students Involved with the Juvenile Justice System<br><input type="checkbox"/> Other Underserved Students<br><input type="checkbox"/> None of the Above | With these funds the district will be able to provide additional academic support for our summer CROP program. Students in grades K-8 will have access to a certified teacher who will be able to design and provide instruction to help prevent learning loss over the summer months. In additions, funds will be used to provide adult support for our community garden program. This is an enrichment program focused on instruction in gardening and on community service. Students will learn about the planting, growing, maintenance and harvesting of garden produce while at the same time learning the value of participating in community service activities. |
| Curriculum-Aligned Enrichment Activities | 60,000          | <input type="checkbox"/> Primary<br><input checked="" type="checkbox"/> Elementary<br><input checked="" type="checkbox"/> Middle School<br><input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Students with Disabilities<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Students Experiencing Homelessness<br><input type="checkbox"/> Students in Foster Care<br><input type="checkbox"/> Migratory Students<br><input type="checkbox"/> Students Involved with the Juvenile Justice System<br><input type="checkbox"/> Other Underserved Students<br><input type="checkbox"/> None of the Above | Summer Camps: Funds will be used to cover the costs of attendance at summer camp enrichment programs focused on academics, music, theatre and STEAM camps. These camps may be held on local college campuses and or local theatre groups.  |



## ARP-ESSER Application: State Reserves - ARP State Reserves

## ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 12/17/2021

| Planned Intervention(s)       | Investment (\$) | Grade Levels Served  | Student Groups   | Detailed Description of Planned Intervention   |
|-------------------------------|-----------------|--|--|--|
| High Dosage Tutoring Programs | 4,353           | <input type="checkbox"/> Primary<br><input type="checkbox"/> Elementary<br><input type="checkbox"/> Middle School<br><input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Students with Disabilities<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Students Experiencing Homelessness<br><input type="checkbox"/> Students in Foster Care<br><input type="checkbox"/> Migratory Students<br><input type="checkbox"/> Students Involved with the Juvenile Justice System<br><input type="checkbox"/> Other Underserved Students<br><input type="checkbox"/> None of the Above | Funds will be used to provide for intensive tutoring and credit recovery for students impacted by the COVID 19 related school closures. Students who struggled both academically and/or emotionally due to the pandemic will be provided the opportunity to work one-on-one or in small groups with a certified high school teacher. |

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.

Effectiveness of our summer learning and enrichment activities will be monitored to ensure the interventions implemented respond to students' social, emotional, mental health and academic needs as follows:

Summer music lessons: We will be able to determine the effectiveness of this program by the number of students who enroll and successfully complete the program. Based on this analysis, the program will be evaluated and modified annually.

Academic support for the summer CROP program: We will be able to determine the effectiveness of this program through the monitoring of student achievement on standardized assessments provided to the students in the fall of each year. Based on results of those assessments, modifications will be made to the program.

Enrichment for the CROP program through the implementation of a community garden: The effectiveness of this program will be monitored through the use of student surveys designed to measure the amount of time, growth in knowledge of how to plant and maintain a community garden. Surveys that include community members who assisted with the garden may be implemented and used to make future modifications to the program.

Intensive Tutoring: We will be able to determine the effectiveness of this program by monitoring student achievement with regard to completion of required course work, and/or assessments. Based on results of those assessments, modifications will be made to the program.

Changes in any of the programs will be communicated to stakeholders through the use of school newsletters, student achievement as documented on required assessments, at meetings of the Board of Education, and/or other forms of communication that occur normally between classroom teachers and parents. Parents will be afforded opportunities to evaluate the various programs. Information gathered from parents and other stakeholder groups will be reviewed by the District Comprehensive Educational Planning Team and will be used to modify and improve all programs.

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

Page Last Modified: 12/17/2021

**1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information**LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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                        | 100002 |
| Anticipated Number of Students Served | 300    |
| Anticipated Number of Schools Served  | 1      |

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 Summer Learning and Enrichment - Budget - Milford CSD.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 Summer Learning and Enrichment -Budget Narrative - Milford CSD.pdf



The University of the State of New York  
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A  
FEDERAL OR STATE PROJECT  
FS-10 (03/15)

☐ = Required Field

**Local Agency Information**

|  |  |                |          |
|--|--|----------------|----------|
| <b>Funding Source:</b>                     | ARP-ESSER Addressing the Impact of lost Instru |                |          |
| <b>Report Prepared By:</b>                 | Marissa Christensen                            |                |          |
| <b>Agency Name:</b>                        | Milford Central School                         |                |          |
| <b>Mailing Address:</b>                    | 42 West Main Street                            |                |          |
|  | Street   |                |          |
|  | Milford  | NY             | 13807    |
|  | City   | State          | Zip Code |
| <b>Telephone # of<br/>Report Preparer:</b> | 607-286-7912                                   | <b>County:</b> | Otsego   |
| <b>E-mail Address:</b>                     | mchristensen@milfordcentral.org                |                |          |
| <b>Project Funding Dates:</b>              | 3/13/2020                                      | 9/30/2024      |          |
|  | Start  | End            |          |

**INSTRUCTIONS**

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

# SALARIES FOR PROFESSIONAL STAFF

| Subtotal - Code 15                       |                      |                        | \$283,357      |
|--|----------------------|------------------------|----------------|
| Specific Position Title                  | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| K-12 Writing Coordinator - 2021-2022     | .67 FTE              | \$84,050               | \$56,314       |
| K-12 Writing Coordinator - 2022-2023     | .67 FTE              | \$85,700               | \$57,419       |
| K-12 Writing Coordinator - 2023-2024     | .67 FTE              | \$88,700               | \$59,429       |
| K-5 Math RTI Support Teacher - 2022-2023 | 1.0 FTE              | \$54,150               | \$54,150       |
| K-5 Math RTI Support Teacher - 2023-2024 | 1.0 FTE              | \$56,045               | \$56,045       |

## SUPPLIES AND MATERIALS

| Subtotal - Code 45  |          |           | \$103,527            |
|---------------------|----------|-----------|----------------------|
| Description of Item | Quantity | Unit Cost | Proposed Expenditure |
| SMART Boards        | 8.00     | 3286.00   | \$26,288             |
| Student Computers   | 20.00    | 1200.00   | \$24,000             |
| Chromebooks         | 90.00    | 350.00    | \$31,500             |
| Staff Computers     | 17.00    | 1200.00   | \$20,400             |
| Circuitscribe       | 1.00     | 1339.00   | \$1,339              |
|                     |          |           |                      |
|                     |          |           |                      |
|                     |          |           |                      |

| Employee Benefits      |                          |                      |
|------------------------|--------------------------|----------------------|
| Subtotal - Code 80     |                          | \$113,112            |
| Benefit                |                          | Proposed Expenditure |
| Social Security        |                          | \$21,677             |
| Retirement             | New York State Teachers  | \$28,335             |
|                        | New York State Employees |                      |
|                        | Other - Pension          |                      |
| Health Insurance       |                          | \$63,100             |
| Worker's Compensation  |                          |                      |
| Unemployment Insurance |                          |                      |
| Other(Identify)        |                          |                      |
|                        |                          |                      |
|                        |                          |                      |
|                        |                          |                      |
|                        |                          |                      |
|                        |                          |                      |
|                        |                          |                      |
|                        |                          |                      |
|                        |                          |                      |
|                        |                          |                      |

**BUDGET SUMMARY**

| SUBTOTAL               | CODE | PROJECT COSTS |
|------------------------|------|---------------|
| Professional Salaries  | 15   | \$283,357     |
| Support Staff Salaries | 16   |               |
| Purchased Services     | 40   |               |
| Supplies and Materials | 45   | \$103,527     |
| Travel Expenses        | 46   |               |
| Employee Benefits      | 80   | \$113,112     |
| Indirect Cost          | 90   |               |
| BOCES Services         | 49   |               |
| Minor Remodeling       | 30   |               |
| Equipment              | 20   |               |
| Grand Total            |      | \$499,996     |

Agency Code: **471101040000**Project #: **5884-21-2400**

Contract #:

Agency Name: **Milford Central School****FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**CHIEF ADMINISTRATOR'S CERTIFICATION**

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

11/19/21

Date

Signature

Romana N. Wenzel

Interim Superintendent

Name and Title of Chief Administrative Officer

Fiscal YearFirst PaymentLine #

Voucher #

First Payment

Finance: Logged \_\_\_\_\_

Approved \_\_\_\_\_

MIR \_\_\_\_\_

## BUDGET NARRATIVE

|                                       |  |
|---------------------------------------|--|
| <b>LEA:</b><br>Milford Central School | <b>FOR TITLE:</b><br>ARP-ESSER Addressing the Impact of Lost Instruction |
| <b>BEDSCODE:</b><br>471100040000      |  |

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

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

| <b>CODE/<br/>BUDGET CATEGORY</b>                | <b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY<br/>(as it relates to the program narrative for this title)</b>   |
|---|---|
| <b>Code 15</b><br><i>Professional Salaries</i>  | The district will fund the salary of a K-5 RTI Support Teacher for the 2022-2023 and 2023-2024 school year.<br><br>The district will fund .67 of the salary of a K-12 Writing Coordinator for the 2021-22, 2022-2023 and 2023-2024 school year. |
| <b>Code 16</b><br><i>Support Staff Salaries</i> |   |
| <b>Code 40</b><br><i>Purchased Services</i>     |   |
| <b>Code 45</b><br><i>Supplies and Materials</i> | The district has only one school and will be purchasing innovative supports including technology to support student learning as detailed in the budget.   |
| <b>Code 46</b><br><i>Travel Expenses</i>        |   |

| <b>CODE/<br/>BUDGET CATEGORY</b>           | <b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY<br/>(as it relates to the program narrative for this title)</b>       |
|--|---|
| <b>Code 80</b><br><i>Employee Benefits</i> | The district is allocating the FICA, TRS and insurance benefits related to the salaries being paid with this funding. |
| <b>Code 90</b><br><i>Indirect Cost</i>     |   |
| <b>Code 49</b><br><i>BOCES Services</i>    |   |
| <b>Code 30</b><br><i>Minor Remodeling</i>  |   |
| <b>Code 20</b><br><i>Equipment</i>         |   |

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT

**PROPOSED BUDGET FOR A  
FEDERAL OR STATE PROJECT  
FS-10 (03/15)**

☐ = Required Field

**Local Agency Information**

|  |                                       |                |          |
|--|---------------------------------------|----------------|----------|
| <b>Funding Source:</b>                     | ARP- ESSER-Comprehensive After School |                |          |
| <b>Report Prepared By:</b>                 | Marissa Christensen                   |                |          |
| <b>Agency Name:</b>                        | Milford Central School                |                |          |
| <b>Mailing Address:</b>                    | 42 West Main Street                   |                |          |
|  | Street                                |                |          |
|  | Milford                               | NY             | 13807    |
|  | City                                  | State          | Zip Code |
| <b>Telephone # of<br/>Report Preparer:</b> | 607-286-7912                          | <b>County:</b> | Otsego   |
| <b>E-mail Address:</b>                     | mchristensen@milfordcentral.org       |                |          |
| <b>Project Funding Dates:</b>              | 3/13/2020                             | 9/30/2024      |          |
|  | Start                                 | End            |          |

**INSTRUCTIONS**

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



# SALARIES FOR PROFESSIONAL STAFF

| Subtotal - Code 15   |                      |                        | \$83,721       |
|--|----------------------|------------------------|----------------|
| Specific Position Title                                    | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| Grades 6-12 Tutor - 2021-2022                              | 578 hours            | \$20,250               | \$20,250       |
| Grades 6-12 Tutor - 2022-2023                              | 578 hours            | \$20,250               | \$20,250       |
| Grades 6-12 Tutor - 2023-2024                              | 578 hours            | \$20,250               | \$20,250       |
| Tutor Coordinator - 2021-2022                              | .1 FTE               | \$5,250                | \$5,250        |
| Tutor Coordinator - 2022-2023                              | .1 FTE               | \$5,250                | \$5,250        |
| Tutor Coordinator - 2023-2024                              | .1 FTE               | \$5,250                | \$5,250        |
| After School Enrichment Teacher/LTA - Elementary 2021-2022 | 68 hours             | \$2,407                | \$2,407        |
| After School Enrichment Teacher/LTA - Elementary 2022-2023 | 68 hours             | \$2,407                | \$2,407        |
| After School Enrichment Teacher/LTA - Elementary 2023-2024 | 68 hours             | \$2,407                | \$2,407        |

| SUPPLIES AND MATERIALS                       |             |           |                      |
|--|-------------|-----------|----------------------|
| Subtotal - Code 45                           |             |           | \$1,505              |
| Description of Item                          | Quantity    | Unit Cost | Proposed Expenditure |
| After School Enrichment Supplies - 2021-2022 | 50 students | \$10.03   | \$502                |
| After School Enrichment Supplies - 2022-2023 | 50 students | \$10.03   | \$502                |
| After School Enrichment Supplies - 2023-2024 | 50 students | \$10.02   | \$501                |

| Employee Benefits      |                          |                      |
|------------------------|--------------------------|----------------------|
| Subtotal - Code 80     |                          | \$14,776             |
| Benefit                |                          | Proposed Expenditure |
| Social Security        |                          | \$6,404              |
| Retirement             | New York State Teachers  | \$8,372              |
|                        | New York State Employees |                      |
|                        | Other - Pension          |                      |
| Health Insurance       |                          |                      |
| Worker's Compensation  |                          |                      |
| Unemployment Insurance |                          |                      |
| Other(Identify)        |                          |                      |
|                        |                          |                      |
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**BUDGET SUMMARY**

| SUBTOTAL               | CODE | PROJECT COSTS |
|------------------------|------|---------------|
| Professional Salaries  | 15   | \$83,721      |
| Support Staff Salaries | 16   |               |
| Purchased Services     | 40   |               |
| Supplies and Materials | 45   | \$1,505       |
| Travel Expenses        | 46   |               |
| Employee Benefits      | 80   | \$14,776      |
| Indirect Cost          | 90   |               |
| BOCES Services         | 49   |               |
| Minor Remodeling       | 30   |               |
| Equipment              | 20   |               |
| Grand Total            |      | \$100,002     |

Agency Code:

471101040000

Project #:

5883-21-2400

Contract #:

Agency Name:

Milford Central School

**FOR DEPARTMENT USE ONLY**

Funding Dates:

From

To

Program Approval:

Date:

**CHIEF ADMINISTRATOR'S CERTIFICATION**

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

11/19/21

Date

Romana N. Wenzel

Signature

Romana N. Wenzel

Interim Superintendent

Name and Title of Chief Administrative Officer

Fiscal YearFirst PaymentLine #

Voucher #

First Payment

Finance: Logged \_\_\_\_\_

Approved \_\_\_\_\_

MIR \_\_\_\_\_

## BUDGET NARRATIVE

|                                       |   |
|---------------------------------------|---|
| <b>LEA:</b><br>Milford Central School | <b>FOR TITLE:</b><br>ARP-ESSER Comprehensive After School |
| <b>BEDSCODE:</b><br>471100040000      |   |

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

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

| <b>CODE/<br/>BUDGET CATEGORY</b>                | <b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY<br/>(as it relates to the program narrative for this title)</b>  |
|---|--|
| <b>Code 15</b><br><i>Professional Salaries</i>  | The district will fund salaries to provide for a Tutor Coordinator and Tutors for grades 6-12 for three years.<br><br>The district will fund salaries to pay for an After School Enrichment Teacher for three years. |
| <b>Code 16</b><br><i>Support Staff Salaries</i> |  |
| <b>Code 40</b><br><i>Purchased Services</i>     |  |
| <b>Code 45</b><br><i>Supplies and Materials</i> | The district will provide funding for materials and supplies for 50 students annually to partake in after school enrichment.   |
| <b>Code 46</b><br><i>Travel Expenses</i>        |  |

| <b>CODE/<br/>BUDGET CATEGORY</b>           | <b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY<br/>(as it relates to the program narrative for this title)</b> |
|--|---|
| <b>Code 80</b><br><i>Employee Benefits</i> | The district is allocating the FICA, TRS benefits related to the salaries being paid with this funding.         |
| <b>Code 90</b><br><i>Indirect Cost</i>     |   |
| <b>Code 49</b><br><i>BOCES Services</i>    |   |
| <b>Code 30</b><br><i>Minor Remodeling</i>  |   |
| <b>Code 20</b><br><i>Equipment</i>         |   |

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A  
FEDERAL OR STATE PROJECT  
FS-10 (03/15)

☐ = Required Field

Local Agency Information

|                                    |  |           |          |
|------------------------------------|--|-----------|----------|
| Funding Source:                    | ARP-ESSER - Summer Learning & Enrichment |           |          |
| Report Prepared By:                | Marissa Christensen                      |           |          |
| Agency Name:                       | Milford Central School                   |           |          |
| Mailing Address:                   | 42 West Main Street                      |           |          |
|                                    | Street                                   |           |          |
|                                    | Milford                                  | NY        | 13807    |
|                                    | City                                     | State     | Zip Code |
| Telephone # of<br>Report Preparer: | 607-286-7912                             | County:   | Otsego   |
| E-mail Address:                    | mchristensen@milfordcentral.org          |           |          |
| Project Funding Dates:             | 3/13/2020                                | 9/30/2024 |          |
|                                    | Start                                    | End       |          |

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[illegible]



| SALARIES FOR SUPPORT STAFF         |                      |                        |                |
|------------------------------------|----------------------|------------------------|----------------|
| Subtotal - Code 16                 |                      |                        | \$4,851        |
| Specific Position Title            | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| Summer Garden Support- Summer 2022 | 120 hours            | \$1,617                | \$1,617        |
| Summer Garden Support- Summer 2023 | 120 hours            | \$1,617                | \$1,617        |
| Summer Garden Support- Summer 2024 | 120 hours            | \$1,617                | \$1,617        |
|                                    |                      |                        |                |
|                                    |                      |                        |                |
|                                    |                      |                        |                |
|                                    |                      |                        |                |

| PURCHASED SERVICES   |                      |                           |                      |
|--|----------------------|---------------------------|----------------------|
| Subtotal - Code 40   |                      |                           | \$60,000             |
| Description of Item  | Provider of Services | Calculation of Cost       | Proposed Expenditure |
| Summer Music Camp @ Hartwick College 2022-2023 for 3 students            | Hartwick College     | 3 students @ \$5000 each  | \$15,000             |
| Summer Music Camp @ Hartwick College 2023-2024 for 3 students            | Hartwick College     | 3 students @ \$5000 each  | \$15,000             |
| SUNY Oneonta Summer STEAM Camp 2022-2023 for 10 students                 | SUNY Oneonta         | 10 students @ \$1000 each | \$10,000             |
| SUNY Oneonta Summer STEAM Camp 2023-2024 for 10 students                 | SUNY Oneonta         | 10 students @ \$1000 each | \$10,000             |
| Orpheus Theatre Summer Music and & Arts Program 2022-2023 for 5 students | Orpheus Theatre      | 5 students @ \$1000 each  | \$5,000              |
| Orpheus Theatre Summer Music and & Arts Program 2023-2024 for 5 students | Orpheus Theatre      | 5 students @ \$1000 each  | \$5,000              |

## SUPPLIES AND MATERIALS

[illegible]

| Employee Benefits      |                          |                      |
|------------------------|--------------------------|----------------------|
| Subtotal - Code 80     |                          | \$5,511              |
| Benefit                |                          | Proposed Expenditure |
| Social Security        |                          | \$2,217              |
| Retirement             | New York State Teachers  | \$2,414              |
|                        | New York State Employees | \$880                |
|                        | Other - Pension          |                      |
| Health Insurance       |                          |                      |
| Worker's Compensation  |                          |                      |
| Unemployment Insurance |                          |                      |
| Other(Identify)        |                          |                      |
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|                        |                          |                      |

**BUDGET SUMMARY**

| SUBTOTAL               | CODE | PROJECT COSTS |
|------------------------|------|---------------|
| Professional Salaries  | 15   | \$24,138      |
| Support Staff Salaries | 16   | \$4,851       |
| Purchased Services     | 40   | \$60,000      |
| Supplies and Materials | 45   | \$5,502       |
| Travel Expenses        | 46   |               |
| Employee Benefits      | 80   | \$5,511       |
| Indirect Cost          | 90   |               |
| BOCES Services         | 49   |               |
| Minor Remodeling       | 30   |               |
| Equipment              | 20   |               |
| Grand Total            |      | \$100,002     |

Agency Code:

471101040000

Project #:

5882-21-2400

Contract #:

Agency Name:

Milford Central School

**FOR DEPARTMENT USE ONLY**

Funding Dates:

From

To

Program Approval:

Date:

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

11/19/21

Date

Romona N. Wenck

Signature

Romona N. Wenck

Interim Superintendent

Name and Title of Chief Administrative Officer

Fiscal YearFirst PaymentLine #

Voucher #

First Payment

Finance: Logged \_\_\_\_\_

Approved \_\_\_\_\_

MIR \_\_\_\_\_

## BUDGET NARRATIVE

|                                       |   |
|---------------------------------------|---|
| <b>LEA:</b><br>Milford Central School | <b>FOR TITLE:</b><br>ARP-ESSER Summer Learning & Enrichment |
| <b>BEDSCODE:</b><br>471100040000      |   |

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| <b>CODE/<br/>BUDGET CATEGORY</b>                | <b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY<br/>(as it relates to the program narrative for this title)</b>  |
|---|--|
| <b>Code 15</b><br><i>Professional Salaries</i>  | The district will fund salaries to provide free vocal and instrumental music lessons for four summers.<br><br>The district will fund salaries for summer CROP supports.<br><br>The district will fund the salary for a summer student support teacher. |
| <b>Code 16</b><br><i>Support Staff Salaries</i> | The district will fund a salary for maintaining a community garden and supervising students for three summers.   |
| <b>Code 40</b><br><i>Purchased Services</i>     | It is the districts intention to support student attendances at summer camp enrichment programs focused on areas such as academics, music and STEAM activities. Some vendors may include the local colleges and theatre groups.                        |
| <b>Code 45</b><br><i>Supplies and Materials</i> | The district will provide funding for materials and supplies for 50 of our students to partake in community service projects.  |
| <b>Code 46</b><br><i>Travel Expenses</i>        |  |

| <b>CODE/<br/>BUDGET CATEGORY</b>           | <b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY<br/>(as it relates to the program narrative for this title)</b> |
|--|---|
| <b>Code 80</b><br><i>Employee Benefits</i> | The district is allocating the FICA, TRS and ERS benefits related to the salaries being paid with this funding. |
| <b>Code 90</b><br><i>Indirect Cost</i>     |   |
| <b>Code 49</b><br><i>BOCES Services</i>    |   |
| <b>Code 30</b><br><i>Minor Remodeling</i>  |   |
| <b>Code 20</b><br><i>Equipment</i>         |   |