

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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Summary & Background

MILFORD CSD

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ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Summary & Background

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SUMMARY & BACKGROUND

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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Introduction/Instructions - Submission Instructions

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Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply**

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Marissa Christensen	mchristensen@milfordcentral.org	08/27/2021
LEA Board President	Mathew Johnson	mjohnson@milfordcentral.org	08/27/2021

ARP-ESSER Allocation - Construction-Related Costs

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

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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

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

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

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

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

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

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

Stakeholder input was required prior to the plan being posted to the district website on June 1, 2021. There were 17 responses to a survey that was sent out to the faculty, staff, students and community. Additional emails were sent directly to the Superintendent, Mark Place. The information provided by the survey was reviewed by the district CDEP (Comprehensive District Educational Planning Committee). The committee membership consists of school faculty, staff, community members, a member of the Board of Education, and school administration. Committee members will continue to monitor the plan and update the information on the website as needed. Should additional surveys be needed in future years, the CDEP committee will update such surveys and use the district website to provide access to and gain input from all community members.

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

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

<https://web.milfordcentral.org/common/pages/DisplayFile.aspx?itemId=95980309>

In addition to posting the plan on the website, paper/hard copies will be provided to any member of the community who so requests.

ARP-ESSER LEA Base 90% Allocation - Program Information

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

The district plans to use the funds as follows to implement presentation and mitigation strategies that are consistent with CDC guidance on reopening schools for the purpose of providing in-person learning:

- * The district will hire a Kindergarten through grade 5 Response to Intervention teacher for the purpose of supporting instruction and learning loss.
- * The district will use funds to pay for substitute teachers in an effort to provide classroom teacher with professional development opportunities in the areas of differentiated instruction, special education, social and emotional learning and the effective use of technology in the classroom.
- * The district will use funds to contract with our local BOCES or other vendors to provide embedded professional development opportunities for faculty and staff.

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

Student needs: The district will use data provided by climate surveys completed by the faculty, instructional support staff, students, parents and community members. The surveys were complete in the spring of 2021. Data from the surveys is being used by the Comprehensive District Educational Planning Committee to help identify student needs. In addition, the district will utilize, to the best of its ability, data gleaned from the NYS 3-8th grade assessments, and any available Regents assessments that were administered in the spring of 2021.

The District will use the STAR Early Literacy, Reading, and Math programs to monitor student progress during the 2021-2022 school year. The assessment will be used multiple times throughout the year. This will be used in addition to assessments designed for the lower grade levels.

The District has recently revised and updated its RtI plan, developing a Multi-tiered System of Support and Academic Interventions for all students, grades K - 12

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

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

The District has completely revised and updated its Response to Intervention program in an effort to address the concerns regarding the academic impact of lost instructional time. The program is focused on the development of multi-tiered approach that will support student growth and monitor student progress. The district will utilize a research based interventions. The goals of the program are to identify specific needs of students, provide necessary instructional support and close individual achievement and developmental gaps. The district has used the funds to hire additional faculty (certified teachers) to support the program. During the summer of 2021, the district provided vocal and instrumental music lessons to all interested students grades 4-12. Funds were used to pay a certified teacher to work with students in grades 9-12 needing credit recovery.

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

The district reviewed the allowable uses for ARP funds and developed its program based on those same uses. For the 2021-2022 school year funds will be used as follows:

Hire a fulltime, K-5 RtI Support teacher

Provide for the cost of substitute teachers so that faculty can attend much needed professional development opportunities

Providing funding for an After School Gardening Club Advisor

Providing opportunities for embedded Professional Development and for attendance of all staff at a Technology conference developed by our local BOCES

Providing funds for each of the following materials and supplies: technology, new writing program, playground upgrades, elementary science kits, musical instruments and keyboards, living wall for science classrooms,

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

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

The District will ensure the interventions implemented will address the needs outlined above through a variety of means:

Close monitoring of the Response to Intervention Program, reporting data of the number of teacher and parent requests for assistance to the Board of Education and through close progress monitoring of students.

Using the CDEP team to help develop mechanisms to monitor parent, faculty, staff and student responses to the interventions utilized. Information may be gleaned through the use of surveys, information gathered at parent/teacher conferences, through data gathered by the district school counseling staff and through the School Based Health Center.

Close monitoring of daily attendance

Student level of participation in extraclass activities will be closely monitored.

The CDEP team will work closely with the Title I coordinator, CSE chairperson, and Guidance Office staff and school administration to monitor the needs of students from low-income families, students of color, English learners, SWD, students experiencing homelessness, foster care and migrant students. As a small rural district, individuals in those positions are intimately connected with "students at risk" and are well-posed to both identify and address the ever-changing needs of our students.

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

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ARP-ESSER Return to In-Person Instruction

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

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

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

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

www.milfordcentral.org

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

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

The plan for in-person instruction will be reviewed by the district leadership and instructional teams on a 6 month basis. Results of that review will be presented to the Board of Education who will also have input in the review process.

Members of the community will have the opportunity to submit comments about the plan and its effectiveness to the district via phone, email or the District Facebook response page.

The Comprehensive District Educational Planning (CDEP) committee is comprised of school leaders, teachers, members of the support staff, a member of the Board of Education, Community members and student members will have the opportunity to review the plan.

Revisions to the plan shall be made based on input from all the groups listed.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution**

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

1. **Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its *most current enrollment* figures.**

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	486,017
Total Number of K-12 Resident Students Enrolled (#)	350
Total Number of Students from Low-Income Families (#)	164

ARP-ESSER Schools Served

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

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

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

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

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

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.

PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	312,500
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	14,473
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant	18,001

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

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	FUNDING Amounts (\$)
students, students experiencing homelessness, and children and youth in foster care.	
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	83,267
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	57,776
Totals:	486,017

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget**

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ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

FS-10 ARP - ESSER - MILFORD CSD.pdf

FS-10- ARP - 90 Base Allocation Version 2 PDF.pdf

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

Budget Narrative - ARP - 90 Based Allocation PDF.pdf

Budget Narrative - ARP - 90 Based Allocation Version 2 PDF.pdf

3. Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.

	Total Funds (\$)
15 - Professional Salaries	66,525
16 - Support Staff Salaries	0
40 - Purchased Services	54,000
45 - Supplies and Materials	228,749
46 - Travel Expenses	0
80 - Employee Benefits	33,243
90 - Indirect Cost	0
49 - BOCES Services	103,500
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	486,017

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

INSTRUCTIONS

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

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$66,525
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
K-5 RTI Support Teacher - 2021-2022	1.0 FTE	\$52,500	\$52,500
Substitute Teachers	1 school x 750 hours	\$12,750	\$12,750
Gardening Club Advisor	1 school X 1 advisor salary	\$1,275	\$1,275

PURCHASED SERVICES			
Subtotal - Code 40			\$54,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Providing embedded professional development to all staff focused on improving instruction for students 2021-2022, 2022-2023, 2023-2024 school years	Possible provider would probably be an Orton Gillingham trained provider	\$54,000.00	\$54,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$228,749
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Innovative Supports including Technology - Smart Boards with HDMI and wall mount	4.00	3286.00	\$13,144
Innovative Supports including Technology Classroom set of 30 Chibitronics for STEM activities	1 set	1329.00	\$1,329
PreK-6 ELA/Reading Program (to include but not limited to software, textbooks, teacher materials)	7 grades	4500.00	\$31,500
PreK-6 ELA/Reading Program- Student Workbooks	7 grades	1000.00	\$7,000
PreK-6 Math Program (to include but not limited to software, textbooks, teacher materials)	7 grades	4500.00	\$31,500
PreK-6 Math Program - Student Workbooks	7 grades	1000.00	\$7,000
PreK-12 Writing Program - Materials	13 grades	2000.00	\$26,000
Bootcamp for Life Course Materials	60 students	125.00	\$7,500
Gardening Club Materials to include but not limited to rakes, hoes, shovels, water hoses, plants, seeds, materials for raised beds	1 location	1500.00	\$1,500
Age 13+ Fitness Focused Playground Supplies and Materials - 25 students utilizing playground at any one time	25 students	1000.00	\$25,000
Elementary Science Kits - materials and supplies	10 classes	1500.00	\$15,000
Living Walls - 3 separate walls in classrooms and cafeteria	3 walls	3000.00	\$9,000
Playground Upgrades - Materials and Supplies - 30 students utilizing playground at any one time	30 students	775.86	\$23,276
Baritone Saxophone 2021-2022	1.00	\$4,900.00	\$4,900
Concert Bass Drum - 2021-2022	1.00	\$2,400.00	\$2,400

Alto Saxophone -2021-2022	1.00	\$2,200.00	\$2,200
Trumpets 2021-2022	2.00	\$1,500.00	\$3,000
Flutes 2021-2022	2.00	\$1,000.00	\$2,000
Concert Gong or Tam-Tam (w/Stand) 2022-2023	1.00	\$2,000.00	\$2,000
Clarinets 2022-2023	2.00	\$1,000.00	\$2,000
Bach Trombone 2022-2023	1.00	\$1,500.00	\$1,500
Alto Saxophone -2022-2023	1.00	\$2,000.00	\$2,200
3/4 BBb Tuba - 2023-2024	1.00	\$4,800.00	\$4,800
French Horn -2023-2024	1.00	\$3,000.00	\$3,000

Employee Benefits		
Subtotal - Code 80		\$33,243
Benefit		Proposed Expenditure
Social Security		\$5,090
Retirement	New York State Teachers	\$6,653
	New York State Employees	
	Other - Pension	
Health Insurance		\$21,500
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		

PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$103,500
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
DO Ed Tech Conference	ONC BOCES	\$7,500.00	\$7,500
Science Enrichment - 21-22, 22-23, 23-24 school years	ONC BOCES	\$15,000.00	\$45,000
BOCES Staff Developer - 10 days per year for 3 years - 21-22, 22-23, 23-24 school years	ONC BOCES	\$17,000.00	\$51,000

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$66,525
Support Staff Salaries	16	
Purchased Services	40	\$54,000
Supplies and Materials	45	\$228,749
Travel Expenses	46	
Employee Benefits	80	\$33,243
Indirect Cost	90	
BOCES Services	49	\$103,500
Minor Remodeling	30	
Equipment	20	
Grand Total		\$486,017

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).

11/8/21 
Date Signature

Romona Wenck, Interim Superintendent
Name and Title of Chief Administrative Officer

Agency Code:

471101040000

Project #:

5880-21-2400

Contract #:

Agency Name:

Milford Central School**FOR DEPARTMENT USE ONLY**

Funding Dates:

From

To

Program Approval:

Date:

Fiscal Year**First Payment****Line #**

Voucher #

First Payment

Finance: Logged

Approved

MIR

BUDGET NARRATIVE

LEA: Milford Central School	FOR TITLE: ARP-ESSER LEA Base 90% Allocation
BEDSCODE: 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.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 <i>Professional Salaries</i>	<p>The district will fund a K-5 RTI Support Teacher for the 2021-2022 school year.</p> <p>The district will fund substitute teachers to cover professional development training for teachers.</p> <p>The district will fund a salary for a gardening club advisor as it is a new club being developed</p>
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	The district will fund embedded professional development to all staff focused on improving instruction for students.
Code 45 <i>Supplies and Materials</i>	The district has only one school and will be purchasing innovative supports including technology, materials, supplies, software, textbooks and workbooks for the new writing, reading and math programs, supplies for the Boot camp for Life course, gardening club materials, age 13+ fitness focus playground materials and supplies, elementary science kits, musical instruments and keyboards, materials and supplies for living walls, and materials and supplies for elementary playground upgrades.
Code 46 <i>Travel Expenses</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 80 <i>Employee Benefits</i>	The district is allocating the FICA, TRS and insurance benefits related to the salaries being paid with this funding.
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	The district has allocated funds for the DOEd Tech Training for district staff through BOCES, Science Enrichment Program through BOCES for 3 school years, and services of a BOCES staff developer for 3 years.
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	