

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

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Background Information

BRADFORD CSD - 570401040000

Summary and Background Information

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund.

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

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

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

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

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

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

Tier 1 - Strong Evidence: Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

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

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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 can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

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

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

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Submission Instructions

BRADFORD CSD - 570401040000

Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

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

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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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.
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.

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Assurances - Assurances

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7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- ☒ YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- ☒ YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- ☒ YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- ☒ YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- ☒ YES, the LEA provides the above assurance.
12. The LEA assures that:
1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
 2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
 3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and 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.

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13. The LEA assures that:

1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

☒ YES, the LEA provides the above assurance.**14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.**☒ YES, the LEA provides the above assurance.**15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.**☒ YES, the LEA provides the above assurance.**16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.**☒ YES, the LEA provides the above assurance.

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

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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	Ms. Lisa Kuhnel	lkuhnel@gstboces.org	12/14/21
LEA Board President	Ms. Jo Miller	jmiller@bradfordcsd.org	12/14/21

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 Superintendent convened a committee in the spring of 2021 to begin planning for the use of ARP funds to ensure that both the 20% reserve of the 90% ARP allocation and the 7% State Reserve allocations were maximized to provide the interventions that Bradford students need. The committee, comprised of the building principal, school business official, staff, parents, Board of Education members, union representatives, and representatives of all applicable stakeholder groups within district boundaries, including students with disabilities, students from low-income families, and children in foster care,* reviewed student/district needs as assessed through surveys and other sources of data to determine how to address the impact of lost instructional time during the school day and through summer and afterschool learning and enrichment. Plans were developed and posted on the school website along with an easily accessed online form for constituents to provide feedback. The 5%, 1% summer, and 1% afterschool plans presented in this application reflect input received from stakeholders, both within the school and community. As programming is implemented, district stakeholders will participate on the data team that will gather data to support the committee's evaluation of the planned interventions and development of adjustments to support ongoing improvement. Public stakeholders will continue to be engaged as the plan is implemented--updates will be provided on the plan's progress at Board meetings, and there will be opportunities to provide input to the Superintendent and other district administrators throughout the program period.

*The district does not currently serve English Language Learners, homeless children, migratory students, students involved with the juvenile justice system, or students in other identified underserved groups. Nor does the district have tribal organizations within its boundaries.

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

<https://www.bradfordcsd.org/page/arp-7-state-reserve-funds>

Upon verbal or written request, the district will provide a print copy of the ARP State Reserve Learning Loss plan.

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

The Bradford Central School District is uniquely situated to support ongoing engagement with parents and families because of its size and location. Most parents are familiar with the school from having attended there and are easily able to access staff and administrators, who are highly visible throughout the day and at all school events. Parents will be kept informed of their students' needs, implemented supports, and progress through progress reports, report cards, parent conferences, and direct communication with teachers and staff. Parents will continue to have "real time" access to their child's grades, assignments, schedule, and attendance through the parent portal, which also facilitates email communication between teachers and families. The social worker, school counselor, and School Resource Officer will link parents and families to community resources for further support. Regular communication throughout the project period with school staff will keep parents engaged. Throughout the implementation of the State Reserve funded programming and the project period, there will be formal (e.g., Board meetings, Open Houses, staff meetings) and informal (emails, drop-in visits with superintendent, etc.) opportunities for stakeholders to provide feedback on the plan's effectiveness to the Superintendent and other district administrators, helping to inform adjustment of programming.

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

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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.**

In addition to surveys undertaken to inform the re-opening plan, Bradford CSD utilized a variety of data sources to determine the social, emotional, mental health, and academic needs of students, particularly those that may have been disproportionately impacted by the COVID pandemic including students from populations currently served by the district--students from low-income families, children with disabilities, and children in foster care. The data team triangulated data from a variety of sources to determine academic need, including formative and summative assessments, teacher observations, attendance, and report cards. Additionally, the school social worker gathered data from direct interaction with students and families, the school counselor, the School Resource Officer, and teachers to determine the need for supports for student subgroups (including those not currently represented in the Bradford student population--homeless, migratory, English learners, and students of color that may enroll in the future), grade levels, and individuals. Through the implementation of Response to Intervention, students' needs will continue to be monitored and appropriate interventions provided.

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

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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.

To determine the evidence-based interventions that would most effectively address identified student needs, the district consulted What Works Clearinghouse as well as the NYSED Micro-Guidance entitled *Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding*, the ED COVID-19 Handbook, volume 2, and other white papers and studies.

After research, the Bradford CSD has chosen to address students' academic and social-emotional needs by delivering tailored/individualized acceleration and integrating social-emotional learning across the curriculum. The district will utilize ARP 5% State Reserve funds to support 1.4 FTE interventionist staff that will collaborate with classroom teachers to provide differentiated instruction and multiple pathways to learning, meeting students where they are in order to build grade-level competence, supported by evidence-based assessment and learning software and high quality instructional materials.

As part of its initiative to respond to students' needs arising from the pandemic, Bradford CSD is implementing a multi-tiered system of support within the evidence-based Response to Intervention framework. ARP 5% State Reserve funds will support 0.76 FTE of the social worker that will be instrumental in developing behavioral interventions and coordinating the integration of social-emotional learning into classes, using an evidence-based curriculum.

ARP ESSER 90% funds will support the remaining portions of the FTE of both the 0.40 FTE interventionist and the 0.76 FTE social worker in order to maximize the impact of funding.

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
Tailored/Individualized Acceleration	326,817	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>1.40 FTE elementary interventionists will support tailored/individualized accelerated learning for students identified on the basis of data-driven student profiles that map their specific needs. The interventionists will collaborate with classroom teachers to provide opportunities for students to build on what they already know in order to increase access to grade level learning.</p> <p>The district will utilize ARP 5% State Reserve funds to contract with GST BOCES for training on the evidence-based iReady assessment and diagnostic platform and to purchase high-quality intervention materials (e.g., grammar and vocabulary extension materials) for grades K-3 that will accelerate progress toward specific learning goals based on systematic assessment, decision-making, and</p>

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				progress monitoring. These materials will be aligned with the NYS standards, core instructional materials, and classroom content and will be chosen based on evidence of effectiveness.
Integrated Social Emotional Learning	173,179	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	0.76 FTE Social Worker will support the implementation of RtI district-wide and coordinate the behavioral interventions aligned to students' needs. Additionally, the Social Worker will develop and coordinate the integration of evidence-based SEL programming across g1-12. ARP 5% funds will support the purchase of the evidence-based Positive Action SEL program kits for grades 1-12. The program is rated effective by What Works Clearinghouse for improving students' behavior and increasing academic achievement.

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.

Bradford CSD will monitor the effectiveness of the planned interventions funded by the 5% State Reserve allocation through review of student performance data, collected and compiled by the data team, 4 x yearly, as well as teacher and social worker observations. The information will be used by data team members to adjust individual students' dosage and frequency and by the administrative team to determine the need for global adjustments to programming. The administrative team will communicate proposed changes to stakeholders at board meetings and through the website.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4.

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

	Amount
LEA Allocation	

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	Amount
	499996
Anticipated Number of Students Served	217
Anticipated Number of Schools Served	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.

Bradford CSD_ARP_5 State Reserve_FS10_2021_2024.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.**

Bradford CSD_ARP_5 State Reserve_Budget Narrative_2021_2024.pdf

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

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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.**

To determine the evidence-based interventions that would most effectively address identified student needs, the district consulted What Works Clearinghouse as well as the NYSED Micro-Guidance entitled *Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding*, the ED COVID-19 Handbook, volume 2, and other white papers and studies.

The Bradford Central School District determined that high dosage tutoring delivered afterschool for a minimum of four days a week would best meet the needs of students as they continue to be challenged by the pandemic. Focus and content of the tutoring will be closely linked to school-day learning to reinforce, enhance, and expand on students' learning.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	100,002	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>The Bradford Central School District will utilize ARP 1% State Reserve funds to provide evidence-based High Dosage tutoring.</p> <p>A coordinator will align tutoring and project-based instruction with school-day learning and the students' needs as determined through data-driven assessments and referrals from teachers. The coordinator will track attendance and monitor students' progress.</p> <p>Tutoring will be provided 4 times/week with students participating for at least 30 minutes, 3 times weekly, in order to meet the evidence-based criteria.</p> <p>Certified teachers, familiar with students and with the curriculum/standards, will deliver the tutoring. A teacher aide will provide support for students with disabilities that are participating in tutoring.</p> <p>Funds will also be used to purchase trade books for students' literacy support. NAEP data shows that students who have access to print reading materials</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				have better literacy outcomes. Students will read the books independently and collaboratively. (https://www2.ed.gov/datastory/bookaccess/index.html) Late bus transportation will be provided to ensure that students requiring tutoring are able to access it.

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.

Bradford CSD will monitor the effectiveness of the planned interventions funded by the 1% State Reserve Afterschool allocation through attendance records, tutoring logs, classroom teacher observations, and student performance data. Classroom teachers will be informed of which students are participating in tutoring to enable them to monitor students' progress and also identify areas of focus for the tutors. Data will be reviewed by the district administrative team to determine the need for adjustments to interventions and programming. The team will communicate proposed changes to stakeholders at board meetings and through the website.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

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	75
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.

Bradford CSD_ARP_1 State Reserve_Afterschool_FS10_2021_2024.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 10/14/2021

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

Bradford CSD_ARP_1 State Reserve Afterschool_Budget Narrative_2021_2024.pdf

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

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

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

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

To determine the evidence-based interventions that would most effectively address identified student needs, the district consulted What Works Clearinghouse as well as the NYSED Micro-Guidance entitled *Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding*, the ED COVID-19 Handbook, volume 2, and other white papers and studies.

After research, the Bradford CSD chose to address students' academic and social-emotional needs by delivering high dosage tutoring in year 1 and implementing tailored/individualized acceleration and enrichment programming in years 2 and 3. The district selected these interventions because they would accelerate students' learning while supporting their connection to the school and increasing their engagement.

The State Reserve funds will support summer programming for students in g3-12 with Extended School Day funding providing programming for students in prek-g2. Funding from Extended School Day will be coordinated with ARP State Reserve funds to provide transportation for students to and from the district site to increase access to the summer enrichment program for all students.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	8,973	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	High dosage tutoring for students in grades 3-12 was provided in year 1 for a minimum of 4 times/week with students participating for at least 30 minutes/session, 3 times weekly, in order to meet the evidence-based criteria. Certified teachers, familiar with students and with the curriculum/NYS standards, delivered the tutoring. Students with disabilities were supported by teacher aides to ensure that they could access learning activities.
Tailored/Individualized	84,629	<input type="checkbox"/> Primary	<input checked="" type="checkbox"/> All Students	In years 2 and 3, Bradford CSD will utilize State

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
dualized Acceleration		<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Reserve Summer funds to support a coordinator that will collaborate with school year teachers to align tutoring with curriculum and areas of student need; coordinate project-based instruction aligned to the music, art, and social-emotional curricula; track attendance; and monitor student progress. Certified teachers will deliver targeted tutoring aligned to school year curriculum and students' identified needs. To address the gaps in students' access to well-rounded education, specifically the arts, during the pandemic, 1% State Reserve Summer funds will support a summer arts camp (g3-12) that will include individual and small group music and art lessons and collaborative projects that provide students with the opportunity to apply what they have learned. Program aides will support students with disabilities and special needs to ensure full access to instruction and project activities. Funds will be used to purchase instruments and materials to support music and art instruction. Participation in the camp will support students' social emotional health by developing their sense of belonging and community. (NYSED micro-guidance p. 14) Transportation to and from the camp will facilitate students' participation in programming.
Curriculum-Aligned Enrichment Activities	6,400	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	ARP 1% State Reserve Funds will provide funds for tickets and transportation for field trips to museums to engage students (g3-12) in experiential instruction proven to accelerate learning (COVID manual p. 31).

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.

Bradford CSD will monitor the effectiveness of the planned interventions funded by the 1% State Reserve allocation through attendance records, tutoring logs, teacher and facilitator observations, and parent feedback. Data will be reviewed by the district administrative team to determine the need for adjustments. The team will communicate proposed changes to stakeholders at board meetings and through the website.

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

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

Page Last Modified: 10/14/2021

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	100
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.

Bradford CSD_ARP_1 State Reserve_Summer_FS10_2021_2024.pdf

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

Bradford CSD_ARP_1 State Reserve Summer_Budget Narrative_2021_2024.pdf

Local Agency Information

Funding Source: **ARP 5% State Reserve—Addressing the Impact of Lost Instructional Time**

Report Prepared By: **John Marshall, Superintendent**

Agency Name: **Bradford Central School District**

Mailing Address: **2820 Route 226**

Street		
Bradford	NY	14815
City	State	Zip Code

Telephone #: **607-583-4616** County: **Steuben**

E-Mail Address: jmarshall@bradfordcsd.org

Project Operation Dates: 03 / 13 / 20 09 / 30 / 24
Start End

INSTRUCTIONS

- ❖ **Submit the original 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 the Grants Finance.**
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
 - Personnel positions, number and type
 - Equipment items having a unit value of \$5,000 or more, number and type
 - Minor remodeling
 - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
 - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or properly authorized designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<u>2021-2022</u> Tailored/Individualized Acceleration			
Elementary Academic Intervention Services Teacher	1.0 FTE	\$47,308/year	\$47,308
Elementary Academic Intervention Services Teacher	0.40 FTE	\$48,451/year	\$19,380
Integrated Social-Emotional Learning Social Worker	0.76 FTE	\$52,000/year	\$39,520
<u>2022-2023</u> Tailored/Individualized Acceleration			
Elementary Academic Intervention Services Teacher	1.0 FTE	\$48,727/year	\$48,727
Elementary Academic Interventionist Services Teacher	0.40 FTE	\$49,905/year	\$19,962
Integrated Social-Emotional Learning Social Worker	0.76 FTE	\$53,560/year	\$40,706
<u>2023-2024</u> Tailored/Individualized Acceleration			
Elementary Academic Intervention Services Teacher	1.0 FTE	\$50,189/year	\$50,189
Elementary Academic Interventionist Services Teacher	0.40 FTE	\$51,402/year	\$20,561
Integrated Social-Emotional Learning Social Worker	0.76 FTE	\$55,167/year	\$41,927
Subtotal - Code 15			\$328,280

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Subtotal - Code 16			\$0

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Subtotal - Code 40			\$0

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under \$5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
<u>2021-2024</u>			
Tailored/Individualized Acceleration High quality instructional materials (e.g., vocabulary and grammar extension materials) aligned to classroom content and grade-level standards to accelerate learning (K-g3)	4 grades	\$699.25/grade	\$2,797
Integrated Social-Emotional Learning Purchase of evidence-based Positive Action Program combo starter bundles for implementation of programming in gK-g5, g6-g8, and g9-12	3 combo starter bundles	Elementary: \$2,155 Middle School: \$1,215 High School: \$1,935	\$5,305
Subtotal - Code 45			\$8,102

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Subtotal - Code 46			\$0

EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Benefits (2021-2023)		Proposed Expenditure
Social Security/Medicare		\$25,114
Retirement	New York State Teachers	\$32,171
	New York State Employees	\$0
	Other	\$0
Health Insurance		\$98,685
Worker's Compensation		\$2,364
Unemployment Insurance		\$0
Subtotal – Code 80		\$158,334*

**Tailored/Individualized Acceleration: \$112,613; Integrated Social-Emotional Learning: \$45,721*

INDIRECT COST: Code 90

A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)

\$	N/A	(A)
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B. Approved Restricted Indirect Cost Rate

	%	(B)
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C. (A) x (B) = Total Indirect Cost

Subtotal – Code 90

\$	N/A*	(C)
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***The district declines Indirect Cost.**

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
<u>2021-2024</u> Tailored/Individualized Acceleration Cost of iReady training for elementary teachers (gK-6)	GST BOCES	\$176/teacher x 10 teachers/year x 3 years	\$5,280
Subtotal – Code 49			\$5,280

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Subtotal – Code 30		\$0

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was \$1,000 or more. Equipment items under \$1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Subtotal – Code 20			\$0

BUDGET SUMMARY

FS-10 Page 8

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$328,280
Support Staff Salaries	16	\$0
Purchased Services	40	\$0
Supplies and Materials	45	\$8,102
Travel Expenses	46	\$0
Employee Benefits	80	\$158,334
Indirect Cost	90	\$0
BOCES Services	49	\$5,280
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		\$499,996

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).

_____/_____/_____
Date Signature

John Marshall, Superintendent
Name and Title of Chief Administrative Officer

Agency Code:

5	7	0	4	0	1
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0	4
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0	0	0	0
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Project #: (If pre-assigned)

5	8	8	4
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2	1
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2	8	5	5
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Contract #:

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Federal Employer ID #: (New non-municipal agencies only)

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Agency Name: Bradford Central School District

FOR DEPARTMENT USE ONLY

Funding Dates: ____/____/____ From ____/____/____ To ____/____/____

Program Approval: _____ Date: _____

Fiscal Year Amount Budgeted First Payment

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher #

First Payment

Finance:

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Log

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Approved

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MIR

BUDGET NARRATIVE

LEA: Bradford Central School District	FOR: ARP 5% State Reserve—Addressing the Impact of Lost Instructional Time
BEDSCODE: 570401040000	

**** 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>2021-2022</p> <p><u>Tailored/Individualized Acceleration</u> \$66,688 Bradford CSD will use ARP 5% State Reserve funds to support 1.4 FTE Elementary Academic Intervention Services teachers that will provide supports and targeted and individualized instruction within the context of grade level work in the classroom setting. Interventionists will collaborate with classroom teachers to determine the critical content on which to focus and to implement high-engagement strategies. (0.40 FTE x \$48,451/year=\$19,380) (1.00 FTE x \$47,308/year=\$47,308)</p> <p><u>Integrated Social-Emotional Learning</u> \$39,520 Bradford CSD will use ARP 5% State Reserve funds to support a 0.76 FTE Social Worker that will coordinate evidence-based positive behavior intervention strategies and implementation of social-emotional learning across all grade levels. (0.76 FTE x \$52,000/year=\$39,520)</p> <p>2022-2023</p> <p><u>Tailored/Individualized Acceleration</u> \$68,689 Bradford CSD will use ARP 5% State Reserve funds to support 1.4 FTE Elementary Academic Intervention Services teachers that will provide supports and supplemental instruction within the context of grade level work in the classroom setting. Interventionists will collaborate with classroom teachers to determine the critical content on which to focus and to implement high-engagement strategies. (0.40 FTE x \$49,905/year=\$19,962) (1.00 FTE x \$48,727/year=\$48,727)</p> <p><u>Integrated Social-Emotional Learning</u> \$40,706 Bradford CSD will use ARP 5% State Reserve funds to support a 0.76 FTE Social Worker that will coordinate evidence-based positive behavior intervention strategies and implementation of social-emotional learning across all grade levels. (0.76 FTE x \$53,560/year=\$40,706)</p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<p>2023-2024</p> <p><u>Tailored/Individualized Acceleration</u> \$70,750 Bradford CSD will use ARP 5% State Reserve funds to support 1.4 FTE Elementary Academic Intervention Services teachers that will provide supports and supplemental instruction within the context of grade level work in the classroom setting. Interventionists will collaborate with classroom teachers to determine the critical content on which to focus and to implement high-engagement strategies. (0.40 FTE x \$51,402/year=\$20,561) (1.00 FTE x \$50,189/year=\$50,189)</p> <p><u>Integrated Social-Emotional Learning</u> \$41,927 Bradford CSD will use ARP 5% State Reserve funds to support a 0.76 FTE Social Worker that will coordinate evidence-based positive behavior intervention strategies and implementation of social-emotional learning across all grade levels. (0.76 FTE x \$55,167/year=\$41,927)</p> <p style="text-align: right;">TOTAL: \$328,280</p>
Code 16 <i>Support Staff Salaries</i>	Not applicable
Code 40 <i>Purchased Services</i>	Not applicable
Code 45 <i>Supplies and Materials</i>	<p>2021-2024</p> <p><u>Tailored/Individualized Acceleration</u> \$2,797 Bradford CSD will utilize ARP 5% State Reserve funds to purchase high-quality instructional materials (e.g., vocabulary and grammar extension materials) for gK-3 aligned to classroom content and grade level standards to support students' accelerated learning. (4 grades x \$699.25/grade=\$2,797)</p> <p><u>Integrated Social-Emotional Learning</u> \$5,305 Bradford CSD will utilize ARP 5% State Reserve funds to purchase evidence-based Positive Action combo kits for grades K-5, 6-8, and 9-12 to support integration of social-emotional learning across grade levels. (\$2,155 elementary kit + \$1,215 middle school kit + \$1,935 high school kit=\$5,305)</p> <p style="text-align: right;">TOTAL: \$8,102</p>
Code 46 <i>Travel Expenses</i>	Not applicable
Code 80 <i>Employee Benefits</i>	<p>2021-2024</p> <p>ARP 5% State Reserve funds will support the following benefits attached to salaries:</p> <ul style="list-style-type: none"> • Social Security/Medicare (\$25,114) • NYS Teachers' Retirement (\$32,171) • Health Insurance (\$98,685) • Worker's Compensation (\$2,364) <p style="text-align: right;">TOTAL: \$158,334*</p> <p><i>*Tailored/Individualized Acceleration: \$112,613; Integrated Social-Emotional Learning: \$45,721</i></p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 90 <i>Indirect Cost</i>	<i>Not applicable</i>
Code 49 <i>BOCES Services</i>	<p><u>Tailored/Individualized Acceleration</u> Bradford CSD will utilize ARP 5% State Reserve funds to contract with GST BOCES for training on iReady for gK-6 teachers. iReady is an evidence-based assessment and learning software program that will increase the capacity of the district to differentiate instruction based on diagnostic and formative assessments. (\$176/teacher x 10 teachers x 3 years=\$5,280)</p> <p style="text-align: right;">TOTAL: \$5,280</p>
Code 30 <i>Minor Remodeling</i>	<i>Not applicable</i>
Code 20 <i>Equipment</i>	<i>Not applicable</i>

Local Agency Information

Funding Source: **ARP 1% State Reserve--Comprehensive Afterschool**

Report Prepared By: **John Marshall, Superintendent**

Agency Name: **Bradford Central School District**

Mailing Address: **2820 Route 226**

Street		
Bradford	NY	14815
City	State	Zip Code

Telephone #: **607-583-4616** County: **Steuben**

E-Mail Address: jmarshall@bradfordcsd.org

Project Operation Dates: 03 / 13 / 20 09 / 30 / 24
Start End

INSTRUCTIONS

- ❖ **Submit the original 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 the Grants Finance.**
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
 - Personnel positions, number and type
 - Equipment items having a unit value of \$5,000 or more, number and type
 - Minor remodeling
 - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
 - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or properly authorized designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<u>2021-2024</u> High Dosage Tutoring Certified teachers to deliver tutoring and project-based instruction in math, ELA, social studies, science, language, etc., for students in g1-12	Stipend	3 staff x 1.5 hours/day x 4 days/week x 30 weeks x \$33/hour x 3 school years	\$53,460
Coordinator to collaborate with school day teachers to align tutoring with curriculum and areas of student need, track attendance, and monitor student progress	Stipend	1 staff x 10.5 hours/month x 10 months x \$33/hour x 3 years	\$10,395
Subtotal - Code 15			\$63,855

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<u>2021-2024</u> High Dosage Tutoring Teacher aide that will provide support for students participating in the afterschool program, specifically students with disabilities	Hourly	1 staff x 1.5 hours/week x 4 days/week x 30 weeks x \$25/hour x 3 years	\$13,500
Subtotal - Code 16			\$13,500

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Subtotal - Code 40			\$0

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under \$5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
2021-2024 High Dosage Tutoring High quality literacy instructional materials (e.g., supplemental leveled trade books) to engage students and accelerate their reading skills (g1-6)	6 grade levels	\$250/grade level	\$1,500
Subtotal - Code 45			\$1,500

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
<u>2021-2024</u> High Dosage Tutoring Students participating in afterschool programming	Late bus runs to transport students to their homes at the conclusion of afterschool programming	\$69.20/week x 30 weeks/year x 3 years	\$6,228
Subtotal - Code 46			\$6,228

EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Benefits (2021-2023)		Proposed Expenditure
Social Security/Medicare		\$5,918
Retirement	New York State Teachers	\$6,258
	New York State Employees	\$2,187
	Other	\$0
Health Insurance		\$0
Worker's Compensation		\$556
Unemployment Insurance		\$0
Subtotal – Code 80		\$14,919*

****High Dosage Tutoring: \$14,919***

- | | | |
|----|------|-----|
| \$ | N/A | (A) |
| | % | (B) |
| \$ | N/A* | (C) |

PURCHASED SERVICES WITH BOCES: Code 49

MINOR REMODELING: Code 30

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Subtotal – Code 30		\$0

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was \$1,000 or more. Equipment items under \$1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Subtotal – Code 20			\$0

BUDGET SUMMARY

FS-10 Page 8

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$63,855
Support Staff Salaries	16	\$13,500
Purchased Services	40	\$0
Supplies and Materials	45	\$1,500
Travel Expenses	46	\$6,228
Employee Benefits	80	\$14,919
Indirect Cost	90	\$0
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		\$100,002

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).

____/____/____
Date Signature

John Marshall, Superintendent
Name and Title of Chief Administrative Officer

Agency
Code:

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Project #:
(If pre-assigned)

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Contract #:

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Federal Employer ID #:
(New non-municipal agencies only)

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Agency Name: Bradford Central School District

FOR DEPARTMENT USE ONLY

Funding Dates:

____/____/____
From

____/____/____
To

Program

Approval: _____ Date: _____

Fiscal Year

Amount Budgeted

First Payment

Voucher #

First Payment

Finance:

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Log

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Approved

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MIR

BUDGET NARRATIVE

LEA: Bradford Central School District	FOR: ARP 1% State Reserve—Comprehensive Afterschool
BEDSCODE: 570401040000	

**** 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>2021-2024 <u>High Dosage Tutoring</u></p> <p>Bradford CSD will utilize ARP 1% State Reserve funds to support the stipends of certified teachers that will deliver high dosage tutoring for identified students in g1-12 throughout the school year. (3 staff x 1.5 hours/day x 4 days/week x 30 weeks x \$33/hour x 3 school years=\$53,460)</p> <p>Bradford CSD will utilize ARP 1% State Reserve funds to support the stipend of a coordinator that will collaborate with school day teachers to align tutoring with curriculum and areas of student need, track attendance, and monitor student progress (1 staff x 10.5 hours/month x 10 months x \$33/hour x 3 years=\$10,395)</p> <p style="text-align: right;">TOTAL: \$63,855</p>
Code 16 <i>Support Staff Salaries</i>	<p>2021-2024 <u>High Dosage Tutoring</u></p> <p>ARP 1% State Reserve will fund a teacher's aide that will provide support for students participating in the afterschool program, specifically students with disabilities. (1 staff x 1.5 hours/day x 4 days/week x 30 weeks x \$25/hour x 3 years=\$13,500)</p> <p style="text-align: right;">TOTAL: \$13,500</p>
Code 40 <i>Purchased Services</i>	<i>Not applicable</i>
Code 45 <i>Supplies and Materials</i>	<p>2021-2024 <u>High Dosage Tutoring</u></p> <p>Bradford CSD will utilize ARP 1% State Reserve funds to purchase high quality literacy instructional materials (e.g., supplemental leveled trade books) to engage students and accelerate their reading skills. (250/grade level x 6 grade levels=\$1,500)</p> <p style="text-align: right;">TOTAL: \$1,500</p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 46 <i>Travel Expenses</i>	2021-2024 <u>High Dosage Tutoring</u> Bradford CSD will utilize ARP 1% State Reserve funds to support late bus transportation home to allow students demonstrating learning loss to participate in afterschool high dosage tutoring. (\$69.20/week x 30 weeks/year x 3 years=\$6,228) <p style="text-align: right;">TOTAL: \$6,228</p>
Code 80 <i>Employee Benefits</i>	2021-2024 ARP 1% State Reserve funds will support the following benefits attached to salaries: <ul style="list-style-type: none"> • Social Security/Medicare (\$5,918) • NYS Teachers' Retirement (\$6,258) • NYS Employees' Retirement (\$2,187) • Worker's Compensation (\$556) <p style="text-align: right;">TOTAL: \$14,919*</p> <p>*High Dosage Tutoring: \$14,919</p>
Code 90 <i>Indirect Cost</i>	<i>Not applicable</i>
Code 49 <i>BOCES Services</i>	<i>Not applicable</i>
Code 30 <i>Minor Remodeling</i>	<i>Not applicable</i>
Code 20 <i>Equipment</i>	<i>Not applicable</i>

Local Agency Information

Funding Source: **ARP 1% State Reserve—Summer Learning and Enrichment**

Report Prepared By: **John Marshall, Superintendent**

Agency Name: **Bradford Central School District**

Mailing Address: **2820 Route 226**

	Street	
Bradford	NY	14815
City	State	Zip Code

Telephone #: **607-583-4616** County: **Steuben**

E-Mail Address: jmarshall@bradfordcsd.org

Project Operation Dates: 03 / 13 / 20 09 / 30 / 24
Start End

INSTRUCTIONS

- ❖ **Submit the original 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 the Grants Finance.**
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
 - Personnel positions, number and type
 - Equipment items having a unit value of \$5,000 or more, number and type
 - Minor remodeling
 - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
 - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or properly authorized designee.
- ❖ High quality computer generated reproductions of this form may be used.
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SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<u>2021-2022</u> <i>High Dosage Tutoring</i> Certified teachers to deliver tutoring and project-based instruction for students in g3-12	Stipend	140.67 hours x \$33/hour	\$4,642
<u>2022-2024</u> <i>Tailored/Individualized Acceleration</i> Coordinator to collaborate with school year teachers to align tutoring with curriculum and areas of student need; coordinate project-based enrichment aligned to the music, art, and social-emotional curricula; track attendance; and monitor student progress.	Stipend	100 hours/summer x \$33/hour x 2 summers	\$6,600
Certified teachers to deliver tutoring and project-based instruction to accelerate learning for students in grades 3-6	Stipend	3 staff x 1.5 hours/day x 4 days/week x 5 weeks x \$33/hour x 2 summers	\$5,940
Certified teachers to deliver tutoring and project-based instruction to accelerate learning for students in grades 7-12	Stipend	50 hours/summer x \$33/hour x 2 summers	\$3,300
Certified teachers to implement project-based programming aligned to the music, art, and social-emotional curricula for students in g3-12	Stipend	4 staff x 4 hours/day x 5 days/week x 5 weeks x \$33/hour x 2 summers	\$26,400
Subtotal - Code 15			\$46,882

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<u>2021-2022</u> High Dosage Tutoring Program aide to support elementary and secondary summer tutoring and project-based instruction for students with disabilities and special needs (g3-12)	Hourly	112 hours x \$25/hour	\$2,800
<u>2022-2024</u> Tailored/Individualized Acceleration Program aides to increase access to project-based programming for students (g3-12) with disabilities and special needs	Hourly	3 staff x 4 hours/day x 5 days/week x 5 weeks x \$25/hour x 2 summers	\$15,000
Subtotal - Code 16			\$17,800

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
<u>2022-2024</u> Curriculum-Aligned Enrichment Entrance fees to museums that support experiential learning	Memorial Art Gallery Rochester Museum and Science Center	\$10/ticket/visit x 30 students/visit x 4 visits x 2 summers	\$2,400
Subtotal - Code 40			\$2,400

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under \$5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
<u>2022-2024</u> <i>Tailored/Individualized Acceleration</i> Instruments to support music lessons and project-based enrichment programming (g3-12)	4 sets of 27-tube boomwhackers 3 electronic keyboards 2 acoustic guitars 2 trombones	\$105/pack \$150/keyboard \$200/guitar \$450/trombone	\$420 \$450 \$400 \$900
Sheet music for individual lessons (g3-12)	20 books + videos (piano, guitar, trombone)	\$50/book	\$1,000
Art supplies (inks, pastels, paper, easels, acrylics, clay)	100 students/summer	\$14/student/summer x 2 summers	\$2,800
Subtotal - Code 45			\$5,970

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
<u>2022-2024</u> <i>Curriculum-Aligned Enrichment</i> Students (g3-12), staff	Enrichment trips to museums	4 trips/summer x \$500/trip x 2 summers	\$4,000
<i>Tailored/Individualized Acceleration</i> Students (g3-12)	Transport of students participating in summer programming to school and back to their homes	2 runs/day x 5 days/week x 5 weeks x \$100.56/run x 2 summers	\$10,056
Subtotal - Code 46			\$14,056

EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Benefits (2021-2023)		Proposed Expenditure
Social Security/Medicare		\$4,948
Retirement	New York State Teachers	\$4,594
	New York State Employees	\$2,884
	Other	\$0
Health Insurance		\$0
Worker's Compensation		\$468
Unemployment Insurance		\$0
Subtotal – Code 80		\$12,894*

**High Dosage Tutoring: \$1,531; Tailored/Individualized Acceleration: \$11,363*

INDIRECT COST: Code 90

A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)

B. Approved Restricted Indirect Cost Rate

C. (A) x (B) = Total Indirect Cost

Subtotal – Code 90

\$	N/A	(A)
	%	(B)
\$	N/A*	(C)

***The district declines Indirect Cost.**

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Subtotal – Code 49			\$0

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Subtotal – Code 30		\$0

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was \$1,000 or more. Equipment items under \$1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Subtotal – Code 20			\$0

BUDGET SUMMARY

FS-10 Page 8

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$46,882
Support Staff Salaries	16	\$17,800
Purchased Services	40	\$2,400
Supplies and Materials	45	\$5,970
Travel Expenses	46	\$14,056
Employee Benefits	80	\$12,894
Indirect Cost	90	\$0
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		\$100,002

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).

_____/_____/_____
Date Signature

John Marshall, Superintendent
Name and Title of Chief Administrative Officer

Agency Code:

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Project #: (If pre-assigned)

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2	8	5	5
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Contract #:

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Federal Employer ID #: (New non-municipal agencies only)

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Agency Name: Bradford Central School District

FOR DEPARTMENT USE ONLY

Funding Dates: ____/____/____ From ____/____/____ To ____/____/____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>Amount Budgeted</u>	<u>First Payment</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher #

First Payment

Finance:

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Log

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Approved

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MIR

BUDGET NARRATIVE

LEA: Bradford Central School District	FOR: ARP 1% State Reserve—Summer Learning and Enrichment
BEDSCODE: 570401040000	

**** 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>	2021-2022 <u>High Dosage Tutoring</u> \$4,642 Bradford CSD will utilize ARP 1% State Reserve Summer funds to support the stipends of certified teachers that will deliver tutoring and project-based instruction for students in g3-12. (140.67 hours x \$33/hour=\$4,462)
	2022-2024 <u>Tailored/Individualized Acceleration</u> \$42,240 Bradford CSD will utilize ARP 1% State Reserve Summer funds to support the stipend of a coordinator that will collaborate with school year teachers to align tutoring with curriculum and areas of student need; coordinate project-based enrichment aligned to the music, art, and social-emotional curricula; track attendance; and monitor student progress. (1 staff x 100 hours/summer x \$33/hour x 2 summers=\$6,600)
	Bradford CSD will utilize ARP 1% State Reserve Summer funds to support the stipends of certified teachers that will deliver tutoring and project-based instruction that will accelerate learning for students in g3-6. (3 staff x 1.5 hours/day x 4 days/week x 5 weeks x \$33/hour x 2 summers=\$5,940)
	Bradford CSD will utilize ARP 1% State Reserve Summer funds to support the stipends of certified teachers to deliver tutoring and project-based instruction that will accelerate learning for students in g7-12. (50 hours x \$33/hour x 2 summers=\$3,300)
	Bradford CSD will utilize ARP 1% State Reserve Summer funds to support stipends of certified teachers that will implement project-based programming aligned to the music, art, and social-emotional curricula. Students in g3-12 will participate in individual and small group music and art instruction to accelerate their skills and will work collaboratively on long-term projects to develop social-emotional competencies. (4 staff x 4 hours/day x 5 days/week x 5 weeks x \$33/hour x 2 summers=\$26,400)
	TOTAL: \$46,882

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 16 <i>Support Staff Salaries</i>	<p>2021-2022</p> <p><u>High Dosage Tutoring</u> \$2,800 ARP 1% State Reserve Summer funds will pay the wages of teacher aides to provide support for students participating in the summer program to increase access to instruction for all students, specifically those with disabilities, in g3-12. (112 hours x \$25/hour=\$2,800)</p> <p>2022-2024</p> <p><u>Tailored/Individualized Acceleration</u> \$15,000 ARP 1% State Reserve Summer funds will pay the wages of teacher aides to provide support for students participating in the summer program to increase access to project-based programming and tutoring for all students in g3-12, specifically those with disabilities. (3 staff x 4 hours/day x 5 days/week x 5 weeks x \$25/hour x 2 summers=\$15,000)</p> <p style="text-align: right;">TOTAL: \$17,800</p>
Code 40 <i>Purchased Services</i>	<p>2022-2024</p> <p><u>Curriculum-Aligned Enrichment</u> Bradford CSD will utilize ARP 1% State Reserve Summer funds to purchase tickets to museums and learning centers, including the Memorial Art Gallery and the Rochester Museum and Science Center, to immerse students (g3-12) in engaging, experiential learning and interactive programming. (30 students/visit x 4 visits x \$10/ticket/visit x 2 summers=\$2,400)</p> <p style="text-align: right;">TOTAL: \$2,400</p>
Code 45 <i>Supplies and Materials</i>	<p>2022-2024</p> <p><u>Tailored/Individualized Acceleration</u> To accelerate students' learning and increase access to well-rounded learning, Bradford CSD will utilize ARP 1% State Reserve funds to purchase the following instruments and supplies that will facilitate individual lessons and collaborative project-based learning for students in g3-12:</p> <ul style="list-style-type: none"> • 4 sets of 27-tube boomwhackers (\$420) • 3 electronic keyboards (\$450) • 2 acoustic guitars (\$400) • 2 trombones (\$900) • Sheet music (\$1,000) • Art supplies to include inks, pastels, paper, easels, acrylics, clay (\$2,800) <p style="text-align: right;">TOTAL: \$5,970</p>
Code 46 <i>Travel Expenses</i>	<p>2022-2024</p> <p><u>Curriculum-Aligned Enrichment</u> \$4,000 Bradford CSD will utilize ARP 1% State Reserve Summer funds to support transportation to and from Rochester museums. (4 trips/summer x \$500/trip x 2 summers=\$4,000)</p> <p><u>Tailored/Individualized Acceleration</u> \$10,056 Bradford CSD will utilize ARP 1% State Reserve Summer funds to subsidize transportation to and from students' homes to facilitate participation in the summer program for students in g3-12. (2 runs/day x 5 days/week x 5 weeks x \$100.56/run x 2 summers=\$10,056)</p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	TOTAL: \$14,056
Code 80 <i>Employee Benefits</i>	2021-2024 ARP 1% State Reserve Summer funds will support the following benefits attached to salaries: <ul style="list-style-type: none"> • Social Security/Medicare (\$4,948) • NYS Teachers' Retirement (\$4,594) • NYS Employees' Retirement (\$2,884) • Worker's Compensation (\$468) <p style="text-align: right;">TOTAL: \$12,894*</p> <p>*High Dosage Tutoring: \$1,531; Tailored/Individualized Acceleration: \$11,363</p>
Code 90 <i>Indirect Cost</i>	<i>Not applicable</i>
Code 49 <i>BOCES Services</i>	<i>Not applicable</i>
Code 30 <i>Minor Remodeling</i>	<i>Not applicable</i>
Code 20 <i>Equipment</i>	<i>Not applicable</i>