

**ARP-ESSER Application: Part 2 - ARP Act****Introduction/Instructions - Summary & Background**

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Page Last Modified: 07/22/2021

**Summary & Background**

CARMEL CSD

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**SUMMARY & BACKGROUND**

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

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

**ARP-ESSER Application – Part 1:** The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

**ARP-ESSER Application – Part 2:** The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

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

**Project Period**

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

**Project Number**

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

**Submission Deadline**

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

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

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

The federal ARP statute requires SEAs to reserve:

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

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

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

**ARP-ESSER Application: Part 2 - ARP Act**

Introduction/Instructions - Submission Instructions

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**Submission Instructions**

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**Directions for Submitting the Application:**

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

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

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

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

*RE: ARP-ESSER Application – Part 2*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234.*

**Deadline for Submitting the Applications:**

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Mary-Margaret Zehr	mzehr@carmelschools.org	8/9/21
LEA Board President	Eric Mittelstadt	emittels@carmelschools.org	8/20/21

**ARP-ESSER Allocation - Construction-Related Costs**

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

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

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

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

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

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

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

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

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

The district worked with parents, teachers, and administrators on how to allocate the funds to all students and/or programs for support with ENL, Special Education, Social Emotional Learning, students of poverty, and Learning Loss. The district conducted community committee meetings and asked for input from stakeholders.

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

A Home Page - Carmel Central School District (carmelschools.org)

Once at homepage, go to "District Information" tab, then go to "District Notices & Forms" from drop-down menu, then go to "ARP-ESSER Grant Application-Part 2" from drop-down menu.

**ARP-ESSER LEA Base 90% Allocation - Program Information**

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

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

Health Aides will be employed in each school to assist with screening and monitoring for COVID symptoms. Ventilation systems are being updated to provide better air quality.

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

The district collects and analyzes data from our universal screener to monitor and identify student progress. In addition, the district works with building administrators to identify students who need academic and social emotional needs.

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

The district will be offering after-school tutoring, summer school for grades 1-6, enrichment opportunities for our middle-school students, and after-school support for our secondary students.

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

The remainder of the ARP ESSER funds will be used for Family Engagement Nights, technology equipment for students and teachers, technology upgrades, instructional software, Nurses Aides for COVID Screening, and professional development.

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

The district will be reviewing and monitoring the programs that will be implemented. These programs collect and disaggregate the data. We will also be working with our Curriculum Council and Guidance Department to continue to revise our plans and strategies in academic and SEL supports. The district is in the process of implementing professional development for teachers on serving all ELL students. We have provided our homeless students with laptops, hot spots, and supplies/materials for the school year.

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

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**ARP-ESSER Return to In-Person Instruction**

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

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

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

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

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

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

What Families Can Expect When Schools Reopen - Re-Opening Our Schools - Carmel Central School District (carmelschools.org)

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

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

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

The district will reconvene the Re-Opening Committee that has parents, teachers, administrators, school staff, and district administrators to discuss the Learning Plan as we receive updates. The revised plan would be shared with the Board of Education and posted on our website.



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

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**ARP-ESSER LEA Base 90% Allocation - Funding Distribution**

CARMEL CSD

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	2,403,967
Total Number of K-12 Resident Students Enrolled (#)	3,848
Total Number of Students from Low-Income Families (#)	1,112

**ARP-ESSER Schools Served**

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

	Number (#)
Total Number of Schools in the LEA	5
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	5

## ARP-ESSER Application: Part 2 - ARP Act

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

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

CARMEL CSD

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

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.
- PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	25,000
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	195,714
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	105,398
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster	25,000

**ARP-ESSER Application: Part 2 - ARP Act**

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

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	FUNDING Amounts (\$)
care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	240,123
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	1,812,732
<b>Totals:</b>	<b>2,403,967</b>

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

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**ARP-ESSER LEA Base 90% Allocation - Budget**

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

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

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

FS-10 ARP-ESSER - Revised - Signed - 10-2021.docx.pdf  
 FS-10 - Title IA - Revised 2-8-22 2 - Signed.pdf  
 FS-10 ARP-ESSER Signed.pdf

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

Budget Narrative - ARP ESSER - REVISED 2-2022.docx  
 Budget Narrative - ARP ESSER - REVISED 10-2021.docx  
 ARP-ESSER Budget Narrative.pdf

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

	Total Funds (\$)
15 - Professional Salaries	976,916
16 - Support Staff Salaries	110,304
40 - Purchased Services	106,200
45 - Supplies and Materials	1,144,647
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	65,900
30 - Minor Remodeling	0
20 - Equipment	0
<b>Totals:</b>	<b>2,403,967</b>

**Local Agency Information**

Funding Source: ARP – ESSER (Revised)

Report Prepared By: Lizzette Ruiz-Giovinazzi

Agency Name: Carmel Central School District

Mailing Address: 81 South Street

Street

Patterson

NY

12563

City

State

Zip Code

Telephone #: (845) 878-2094 x241

County: Putnam

E-Mail Address: lgiovina@carmelschools.org

Project Operation Dates: 3/13/20  
Start

9/30/24  
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/](http://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.

<b>Specific Position Title</b>	<b>Full-Time Equivalent</b>	<b>Annualized Rate of Pay</b>	<b>Project Salary</b>
<b><u>2021-2022:</u></b> • Districtwide Director of Support Services (J. Keenan)	1.0 FTE 20% Learning Loss	\$185,859	\$185,859
<b><u>Summers 2022-2024 CHS Summer School:</u></b> <i>Per Summer:</i> 8 Instructional Staff (Teachers) 1 Nurse	20% Learning Loss  8 FTE 1 FTE	Teachers - \$66.00/hr. Nurse - \$44.84/hr.	\$98,774
<b><u>2021-2024:</u></b> • Teachers for Family Engagement Nights – Breakout Rooms – Districtwide	\$66.96/hour 5 schools	\$2,009.80	\$10,049
<b><u>2021-22:</u></b> • Instructional Technology Teachers (7 Teachers – 1 @ MPES, 1 @ KES, 1@ KPS, 2 @ GFMS, and 2 @ CHS)	7 @ 1.0 FTE = 7 FTE	\$90,000/year – each	\$630,000
<b><u>2022-23:</u></b> • Districtwide Director of Support Services (J. Keenan)	.28 FTE	\$189,571	\$52,234
		Subtotal - Code 15	\$976,916

**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
<b><u>Summer 2022-24 CHS Summer School:</u></b> <ul style="list-style-type: none"> <li>• Monitor</li> </ul>	20% Learning Loss \$23.00/hour 96 hours	\$2,208	\$6,624
<b><u>2021-22:</u></b> <ul style="list-style-type: none"> <li>• Nurses' Aides for COVID screening – 6 Total: 2 for CHS, 1 for GFMS, 1 for KES, 1 for KPS, &amp; 1 for MPES</li> </ul>	6.0 FTE	\$17,280	\$103,680
Subtotal – Code 16			\$110,304

**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
<ul style="list-style-type: none"> <li>• Assistive Technology Consultation Services</li> </ul>	Westchester Institute for Human Development	285 hours @ \$220/hr.	\$62,700
<ul style="list-style-type: none"> <li>• Assistive Technology Evaluation Services</li> </ul>	Westchester Institute for Human Development	10 @ \$1,850 each	\$18,500
<ul style="list-style-type: none"> <li>• PD – Districtwide for teachers/admins. for Culturally Responsiveness</li> </ul>	Teacher Created Materials	10 sessions @ \$2,500 per session	\$25,000
Subtotal – Code 40			\$106,200

**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.

<b>Description of Item</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Proposed Expenditure</b>
Personal School Supplies for Homeless Students – backpacks, notebooks, calculators, etc.	5 (each school) 20% Learning Loss	\$5,000/school	\$25,000
Apple iPads/Handheld Devices for CHS – Matt Murphy – Math Class	262 20% Learning Loss	\$628 each	\$164,536
Apple iPad Touch Stylus Pens for CHS – Matt Murphy – Math Class	262	\$119 each	\$31,178
Monitors for Teachers – Districtwide – CDW	400	\$188 each	\$75,200
Wireless Keyboards for Teachers – Districtwide – CDW	400	\$40 each	\$16,000
Aruba Software Upgrade (VANDIS)	1 Quote	\$9,360	\$9,360
<b><u>2021-22:</u></b> • Student Management System	TBD (Possibly Schoology)	\$25,000/year	\$25,000
Power Strips for each classroom – Districtwide - CDW	400	\$25 each	\$10,000
Laptops for Teachers – Districtwide – CDW	220	\$1,482 each	\$385,320
		Subtotal - Code 45	<b>\$741,594</b>



**FS-10 Page 5****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			

## **EMPLOYEE BENEFITS: Code 80**

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

Benefit		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
	Other	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other (Identify)		
Subtotal – Code 80		

**FS-10 Page 6**  
**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)	\$		(A)
B. Approved Restricted Indirect Cost Rate		%	(B)
C. (A) x (B) = Total Indirect Cost	\$		(C)

### **PURCHASED SERVICES WITH BOCES: Code 49**

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
<b><u>2021-22:</u></b> ELL PD Coaching Sessions	SW BOCES	\$18,250	\$18,250
Co-Teaching PD Coaching Sessions	SW BOCES	\$18,250	\$18,250
PD for Fostering Critical Thinking for Admins. & Teachers	PNW BOCES	\$4,400	\$4,400
<b><u>2021-2024:</u></b> Districtwide Professional Development by Education Elements – Strategic Planning, Staff & Leadership Trainings	PNW BOCES	\$5,000/school 5 schools	\$25,000
Subtotal – Code 49			\$65,900

**FS-10 Page 7**  
**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	

**FS-10 Page 8**  
**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
Aruba Network Access Points & Materials (VANDIS) – Districtwide (350) – in all rooms	350	1 Quote \$177,169	\$177,169
Dell Server with supporting apparatus (1 for District Office)	1	\$50,000	\$50,000
Fiber (materials & labor) for Carmel HS baseball field, softball field, & tennis court (Crown Castle)	1 Quote	\$39,441	\$39,441
<b><u>2021-22:</u></b> • Rental of sink stations & hand sanitizer stands for CHS (Enviro-Clean)	1 Quote	\$31,863	\$31,863
<b><u>2021-22:</u></b> • Rental of sink stations & hand sanitizer stands for all schools (United Rentals)	1 Quote/School	\$104,580	\$104,580
Subtotal – Code 20			\$403,053

### HELPFUL REMINDERS

- ❖ Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.
- ❖ An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.
- ❖ Be sure to check your math and carry all subtotals forward to the Summary on Page 8. Simple mathematical errors often require Grants Finance to contact both the local agency and other State Education Department offices, resulting in unnecessary delays in program approval. And remember, use whole dollars only.
- ❖ School districts and BOCES should use the restricted indirect cost rate that has been approved for the school year in which the grant will operate. Most other agencies are subject to a fixed maximum rate depending on the grant program and type of agency. Contact Grants Finance at (518) 474-4815 if you have any questions regarding indirect costs.
- ❖ The modified direct cost used in the calculation of indirect cost must exclude equipment, minor remodeling, the portion of each subcontract exceeding \$25,000 and any flow through funds.
- ❖ Be sure to complete the Agency Code on Page 8 as well as the Project #, if pre-assigned.
- ❖ For Special Legislative projects and Grant Contracts, please enter the Contract #.
- ❖ For ease of data entry at the State Education Department, please make sure that Page 8 faces out.
- ❖ Submit forms to the State Education Department as follows:

Application, FS-10, FS-10-A – Program Office

FS-25, FS-10-F for **Special Legislative Projects** –  
Special Legislative Projects Coordinating Team  
New York State Education Department  
Room 132 Education Building  
Albany, New York 12234

FS-25, FS-10-F for other projects –  
Grants Finance  
New York State Education Department  
Room 510W Education Building  
Albany, New York 12234

# BUDGET SUMMARY

FS-10 Page 8

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$976,916
Support Staff Salaries	16	\$110,304
Purchased Services	40	\$106,200
Supplies and Materials	45	\$741,594
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	\$65,900
Minor Remodeling	30	
Equipment	20	\$403,053
Grand Total		\$2,403,967

Agency Code:	4	8	0	1	0	2	0	6	0	0	0	0
Project #: (If pre-assigned)	5	8	8	0	2	1	2	4	4	5		
Contract #:												
Federal Employer ID #: (New non-municipal agencies only)												
Agency Name:	Carmel Central School District											

## FOR DEPARTMENT USE ONLY

Funding Dates: / / From / To  
 Program Approval: Date:

Fiscal Year	Amount Budgeted	First Payment

Finance: Voucher # First Payment  
 Log Approved MIR

## 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).

2/7/22 Date  
 Signature  
 Mary-Margaret Zehr, Superintendent  
 Name and Title of Chief Administrative Officer

## BUDGET NARRATIVE

<b>LEA:</b> Carmel Central School District	<b>FOR TITLE:</b> ARP-ESSER (Revised)
<b>BEDSCODE:</b> 480102060000	

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

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

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<b>Code 15</b> <i>Professional Salaries</i>	<ul style="list-style-type: none"> <li>● 2021-22 – Yearly salary for J. Keenan, Director of Support Services – 1.0 FTE = \$185,859</li> <li>● Summers 2022-24 CHS Summer School – 8 Instructional Staff (\$66/hr.) &amp; 1 Nurse (\$44.84/hr.) = \$98,774</li> <li>● 2021-22 thru 2023-24 – Inst. Staff for Family Engagement Nights - \$66.96/hr. – 5 schools = \$10,049</li> <li>● 2021-22 – Seven 1.0 FTE Instructional Technology Teachers - \$90,000/yr. each = \$630,000</li> <li>● 2022-23 - .28 FTE salary for J. Keenan, Director of Support Services, \$52,234</li> </ul>
<b>Code 16</b> <i>Support Staff Salaries</i>	<ul style="list-style-type: none"> <li>● Summers 2022-24 CHS Summer School – 1 Monitor - \$23/hr., 96 hrs. = \$6,624</li> <li>● 2021-22 – Nurses’ Aides for COVID Screening – All Schools (6), 6.0 FTE - \$17,280/each/year = \$103,680</li> </ul>
<b>Code 40</b> <i>Purchased Services</i>	<ul style="list-style-type: none"> <li>● 2021-24 – Assistive Technology Consultation Svcs. by Westchester Institute for Human Development – \$220/hr. – 285 hours - \$62,700</li> <li>● 2021-24 – Assistive Technology Evaluation Svcs. by Westchester Institute for Human Development – 10 sessions @ \$1,850 each = \$18,500</li> <li>● 2021-24 – Professional Development for Culturally Responsiveness by Teacher Created Materials – 10 sessions @ \$2,500 each = \$25,000</li> </ul>
<b>Code 45</b> <i>Supplies and Materials</i>	<ul style="list-style-type: none"> <li>● Personal school supplies for homeless students -\$5,000/school = \$25,000</li> <li>● Apple iPads/handheld devices for CHS – M. Murphy – Math Class = \$164,536</li> <li>● Apple iPad Touch Stylus Pens for CHS – M. Murphy – Math Class = \$31,178</li> <li>● Monitors for Teachers – 400 = \$75,200</li> <li>● Wireless Keyboards for Teachers – 400 = \$16,000</li> <li>● Power Strips for each classroom – 400 = \$10,000</li> <li>● Aruba Software Upgrade = \$9,360</li> <li>● Student Management System = \$25,000</li> <li>● Laptops for Teachers – 220 = \$385,320</li> </ul>

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<b>Code 46</b> <i>Travel Expenses</i>	
<b>Code 80</b> <i>Employee Benefits</i>	
<b>Code 90</b> <i>Indirect Cost</i>	
<b>Code 49</b> <i>BOCES Services</i>	<ul style="list-style-type: none"> <li>● 2021-24 – PD on Strategic Planning and Staff &amp; Leadership Trainings by Education Elements – PNW BOCES - \$5,000/school = \$25,000</li> <li>● ELL PD Coaching Sessions – SW BOCES = \$18,250</li> <li>● Co-Teaching PD Coaching Sessions – SW BOCES = \$18,250</li> <li>● PD for Fostering Critical Thinking for Admins. &amp; Teachers – PNW BOCES = \$4,400</li> </ul>
<b>Code 30</b> <i>Minor Remodeling</i>	
<b>Code 20</b> <i>Equipment</i>	<ul style="list-style-type: none"> <li>● Aruba Network Access Points &amp; Materials – VANDIS – Districtwide = \$177,169</li> <li>● Dell Server with supporting apparatus (District Office) = \$50,000</li> <li>● Fiber (materials &amp; labor) for CHS baseball &amp; softball fields &amp; tennis court (Crown Castle) = \$39,441</li> <li>● Rental of sink stations &amp; hand sanitizer stands for CHS (Enviro-Clean) = \$31,863</li> <li>● Rental of sink stations &amp; hand sanitizer stands for all schools (United Rentals) = \$104,580</li> </ul>



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

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**Background Information**

CARMEL CSD - 480102060000

**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

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

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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.

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

Introduction/Instructions - Background Information

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**ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Submission Instructions

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**Submission Instructions**

CARMEL CSD - 480102060000

**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.

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

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.

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

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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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Page Last Modified: 11/19/2021

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

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

**1. Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?**

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

**2. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

**3. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Mary-Margaret Zehr	mzehr@carmelschools.org	11/16/21
LEA Board President	Eric Mittelstadt	emittels@carmelschools.org	11/18/21



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

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Page Last Modified: 11/22/2021

**ARP-ESSER State Reserve: Consultation**

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

**In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.**

The District worked with parents, teachers, and administrators on how to allocate funds to all students and/or programs for support with ENL, Special Education, Social Emotional Learning, students of poverty and homelessness. Plans have been made to address the impacts of lost instructional time/afterschool activities (e.g., afterschool homework clubs, AIS before/after hours, 1:1 tutoring) and provide summer learning and enrichment (e.g., summer school programs, Future Genius Summer Enrichment program, summer art enrichment, summer music enrichment, sp. ed. summer compensatory time).

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.**

Our Home Page - Carmel Central School District ([www.carmelschools.org](http://www.carmelschools.org))

Once at Home Page, go to "District Information" tab, then go to "District Notices & Forms" from drop-down menu, then go to "ARP-State Reserve Funds" from drop-down menu.

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 building administrators organized monthly meeting with grade levels/ departments to talk about student data and the achievement of students. During these meetings students who are not meeting the standards are identified so that an academic plan can be put in place and monitored. Teachers contact parents and set up meetings to discuss the supports available to their child. Teacher/Parent outreach is supported in the district and is a regular occurrence particularly for students who are being monitored for improvement. The districts also uses language links to communicate with parents that speak a language other than english.

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

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

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Page Last Modified: 11/09/2021

**ARP-ESSER State Reserve: Comprehensive Needs Assessment**

1. In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The District will be reviewing and monitoring the programs that will be implemented. These programs collect and disaggregate the data. We will also be working with our Curriculum Council and Guidance Department to continue to revise our plans and strategies in academic and SEL supports.

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

Page Last Modified: 02/10/2022

**5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Program Design**

1. The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.

To address the impact of lost instructional time, the district has systems in place to identify students that need academic support. The principals organize data meetings with teachers and support staff. In addition, the district utilizes a universal screener in math and ELA to determine the growth students made and the areas where they need to improve to meet their grade-level standards. The district purchased computers and hotspots to address the needs of our students. Technology Coaches were assigned to the buildings to support the teachers who are utilizing digital instruction. The district provided a summer school program for students K-2 in literacy, a summer program for our high-school students who lost instructional time and/or needed additional support in content areas, and implemented a summer enrichment for our ENL students.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	33,480	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	1:1 Tutoring for struggling students/in danger of failing
Comprehensive After School Programming	66,960	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students	For use of before/after school help for students

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

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

Page Last Modified: 02/10/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> None of the Above	
Summer Learning and Enrichment Activities	166,441	<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 type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Will be used for middle school & high school summer school (struggling/failing students), summer state-mandated compensatory time for special ed. students, and summer enrichment programs for music and art
Other Evidence-Based Intervention (Tier I, II, III, or IV)	195,423	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input checked="" type="checkbox"/> None of the Above	Professional Development for the following: PD on CTLE by TEQ, PD & Consultation by All Points, PD for Integrated Co-Teaching G&R Inclusion, PD for Cognitive & Behavioral Therapy, and PD for Looking for Strategic Goals, Graduate Profile, & Student Engagement by LCI
Other Evidence-Based Intervention (Tier I, II, III, or IV)	7,600	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Provide Laptops and Hot Spots to Homeless Students
Other Evidence-Based Intervention (Tier I, II, III, or IV)	100,800	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved	Provide Docking Stations for Teachers

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

Page Last Modified: 02/10/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Students <input checked="" type="checkbox"/> None of the Above	
Other Evidence-Based Intervention (Tier I, II, III, or IV)	79,461	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Social Worker for support with social emotional and COVID related issues with students

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.

The LEA collaborates with the building and district administration to analyze multiple data points on how students are progression through the school year. Building level administration meet with parents of student who are identified as needing supports. In addition, building support staff also meet with parents to discuss support within the building and resources in the community. The LEA meets with the re-opening committee members to get input on district family engagement opportunities and the district receives input from parent university committee members.

**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	649,895

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

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Page Last Modified: 02/10/2022

	Amount
Anticipated Number of Students Served	3,848
Anticipated Number of Schools Served	5

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.**

FS-10 - 5 Learning Loss Grant - Signed.pdf

FS-10 - 5 Learning Loss Grant - Revised 2-10-22.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.**

Budget Narrative - ARP ESSER - 5 State Level Reserve.docx

Budget Narrative - ARP ESSER - 5 State Level Reserve.docx

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

Page Last Modified: 02/10/2022

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

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

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

The district is providing after school programing for students who need support in specific content areas. At the elementary level, students who need academic literacy or math support are offered tutoring sessions with teachers. At the middle- and high-school level, the students are offered math clubs, ELA support, and homework support. Students who are selected will be monitored to ensure that they are making improvements and reaching their academic growth plan goals.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	129,982	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>For the 2021-22 thru 2023-24 school years, these funds will be used for the Afterschool Remedial Program for Grades 5-8 at George Fischer Middle School. There will be 21 teachers and 3 Teaching Assistants. Currently, this program is serving approximately 230 students.</p> <p>It is a supplemental and comprehensive afterschool program which will meet twice a week and each session will be 40 minutes. The small-group instruction will use effective strategies to support improving ELA and math skills. Some students skills declined due to disruptions in learning due to COVID. This program also addresses the NWEA assessment results stating students in grades 3-8 had lower learning gains in math.</p>

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

Page Last Modified: 02/10/2022

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

The district LEA collaborates with district and building administrators to monitor the academic and social, emotional, mental health of our students. The district has implemented a mental health screener for our students that would allow teachers and support staff to monitor the SEL status of our students. These changes/improvements to our programs will be shared during parent/teacher conferences, principal meetings, re-opening meetings and during our Board of Education meetings.

**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	129,982
Anticipated Number of Students Served	3,848
Anticipated Number of Schools Served	5

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.

FS-10 - 1 After School Grant.pdf

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

Budget Narrative - ARP ESSER - 1 State Level Reserve - After School Grant.docx



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

Page Last Modified: 02/10/2022

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

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

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

The district offered a summer school program for our Elementary and High School students. Students had the choice in attending, although teachers and guidance counselors identified students who would benefit from a summer school. For our elementary students we included sessions of mindfulness in our math sessions. This is aligned with the districts focus on SEL. This was a great success for us and we will continue to offer this to more students next year. Our Elementary summer school session where on ELA/Math and we offered sessions for our ENL students. Teachers collected data and monitored students success in the program, next year we will extend the program additional weeks. The district worked in collaborations with Futrue Genius STEM program, to offer our Junior High Students a summer enrichment program. This is a research based program that requires teachers to go through an orientation on the different STEM workshops. The curriculum is aligned to ELA/Math standards.

- 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
Curriculum-Aligned Enrichment Activities	104,702	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Funds will be used for the Future Genius Program offered to grade 7 students at the middle school during the summer.
Other Evidence-Based	25,280	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners	In Summer 2022, a summer school program will be established for grades 5-8 at George Fischer Middle School. It will address students who fell behind due

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

Page Last Modified: 02/10/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Intervention (Tier I, II, III, or IV)		<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	to disruptions in learning and loss in instructional time.

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

The teaches created an summer end of program assesment for their classes to monitor the growth students made and what areas may still need to be focuses on. They shared the summer academic data with the building adminsitratrs so that guidance, teachers, and support staff could have access to the information. RTI teaches were also given this infomation as they began to scheduel students into their program. Assessments were shared with parents and at the secondary level they were shared with parents and students.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

	Amount
LEA Allocation	129,982
Anticipated Number of Students Served	3,848
Anticipated Number of Schools Served	5

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

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Page Last Modified: 02/10/2022

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.**

FS-10 - 1 Summer Enrichment Grant - Revised - 2-10-22.pdf

FS-10 - 1 Summer Enrichment Grant - Signed.pdf

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

Budget Narrative - ARP ESSER - 1 State Level Reserve - Summer Enrichment.docx

Budget Narrative - ARP ESSER - 1 State Level Reserve - Summer Enrichment - Revised 2-20-22.docx

**Local Agency Information**

Funding Source: ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time

Report Prepared By:	Lizzette Ruiz-Giovinazzi, Asst. Supt. for Instruction & Personnel		
Agency Name:	Carmel Central School District		
Mailing Address:	81 South Street		
	Street		
	Patterson	NY	12563
	City	State	Zip Code

Telephone #: 845-878-2094 x241 County: Putnam

E-Mail Address: lgiovina@carmelschools.org

Project Operation Dates: 3/13/20 9/30/24  
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/](http://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.

<b>Specific Position Title</b>	<b>Full-Time Equivalent</b>	<b>Annualized Rate of Pay</b>	<b>Project Salary</b>
<b>ESY 2021</b> – Instructional Staff for Compensatory Student Time		\$94.79/hour 194 hours	\$18,396
<b>ESY 2022</b> – Instructional Staff for Compensatory Student Time		\$94.79/hour 196 hours	\$18,580
<b>ESY 2023</b> – Instructional Staff for Compensatory Student Time		\$94.79/hour 198 hours	\$18,766
<b>ESY 2024</b> – Instructional Staff for Compensatory Student Time		\$94.79/hour 200 hours	\$18,953
<b>2023-24:</b> <b>1:1 Tutoring</b> – during school year & summer for struggling/possible retention students, Grades K-12 <b>AIS Grades K-12</b>		\$66.96/hr. (as per contract) 500 hours	\$33,480
		\$66.96/hr. (as per contract) 1,000 hours	\$66,960
<b>Summers 2023 &amp; 2024:</b> Instructional Staffing for GFMS Summer School, Grades 5-8		\$66.00/hr.–383 hours–per summer	\$50,560
<b>Summer 2021 CHS Summer School:</b> • Instructional Staff (8) & Nurse (1),		Teacher - \$66.00/hr. Nurse - \$44.84/hr.	\$32,736
<b>Summer 2021 Music Enrichment Program, Grades 3-8:</b> Teachers (7)		7 teachers @ \$751/each	\$5,257
<b>Summer 2021 Art Enrichment Program:</b> Teacher (1, S. Bell)		1 teacher @ \$715/wk	\$715
<b>2021-2022:</b> • Districtwide Social Worker (B. Kiechle)	1.0 FTE	\$79,461/year	\$79,461
Subtotal - Code 15			\$343,864

**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>Summer 2021 CHS Summer School:</u> • Monitor (1, J. Lella)		\$23.00/hour 96 hours	\$2,208
Subtotal - Code 16			\$2,208

**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>2021-24:</u> • Professional Development & Consultation Services, Districtwide • Professional Development for Integrated Co-Teaching • Professional Development for Cognitive & Behavioral • PD – Districtwide for teachers for Looking for Strategic Goals, Graduate Profile, & Student Engagement	All Points  G&R Inclusive Group  TBD  Learning Center Initiatives	15 @ \$1,750/day  4 sessions @ \$2,500 each  4 sessions @ \$ 2,000 each  \$2,500/session 13 sessions	\$26,250  \$10,000  \$8,000  \$33,968
Subtotal - Code 40			\$78,218

**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
Laptops (for homeless students) CDW	10	\$500 each	\$5,000
Hot Spots (for homeless students) Kajeet Co.	10	\$260 each	\$2,600
Docking Stations for Teachers – Districtwide - CDW	400	\$252 each	\$100,800
Subtotal - Code 45			\$108,400

**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			

**FS-10 Page 5**  
**EMPLOYEE BENEFITS: Code 80**

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

<b>Benefit</b>		<b>Proposed Expenditure</b>
<b>Social Security</b>		
<b>Retirement</b>	<b>New York State Teachers</b>	
	<b>New York State Employees</b>	
	<b>Other</b>	
<b>Health Insurance</b>		
<b>Worker's Compensation</b>		
<b>Unemployment Insurance</b>		
<b>Other (Identify)</b>		
Subtotal – Code 80		

**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)

\$ (A)

B. Approved Restricted Indirect Cost Rate

% (B)

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

Subtotal – Code 90

\$ (C)



**FS-10 Page 6**  
**PURCHASED SERVICES WITH BOCES:**

**Code 49**

<b>Description of Services</b>	<b>Name of BOCES</b>	<b>Calculation of Cost</b>	<b>Proposed Expenditure</b>
<b><u>2021-22:</u></b> CTLE Professional Development by TEQ, Districtwide	PNW BOCES	100 @ \$1,065.50 each Plus coord. fee	\$106,550 \$10,655
Subtotal – Code 49			\$117,205

**MINOR REMODELING: Code 30**

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

<b>Description of Work To be Performed</b>	<b>Calculation of Cost</b>	<b>Proposed Expenditure</b>
Subtotal – Code 30		

**FS-10 Page 7**  
**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			

### HELPFUL REMINDERS

- ❖ Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.
- ❖ An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.
- ❖ Be sure to check your math and carry all subtotals forward to the Summary on Page 8. Simple mathematical errors often require Grants Finance to contact both the local agency and other State Education Department offices, resulting in unnecessary delays in program approval. And remember, use whole dollars only.
- ❖ School districts and BOCES should use the restricted indirect cost rate that has been approved for the school year in which the grant will operate. Most other agencies are subject to a fixed maximum rate depending on the grant program and type of agency. Contact Grants Finance at (518) 474-4815 if you have any questions regarding indirect costs.
- ❖ The modified direct cost used in the calculation of indirect cost must exclude equipment, minor remodeling, the portion of each subcontract exceeding \$25,000 and any flow through funds.
- ❖ Be sure to complete the Agency Code on Page 8 as well as the Project #, if pre-assigned.
- ❖ For Special Legislative projects and Grant Contracts, please enter the Contract #.
- ❖ For ease of data entry at the State Education Department, please make sure that Page 8 faces out.
- ❖ Submit forms to the State Education Department as follows:

Application, FS-10, FS-10-A – Program Office

FS-25, FS-10-F for **Special Legislative Projects** –  
Special Legislative Projects Coordinating Team  
New York State Education Department  
Room 132 Education Building  
Albany, New York 12234

FS-25, FS-10-F for other projects –  
Grants Finance  
New York State Education Department  
Room 510W Education Building  
Albany, New York 12234

## TS-10 Page 8

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$343,864
Support Staff Salaries	16	\$2,208
Purchased Services	40	\$78,218
Supplies and Materials	45	\$108,400
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	\$117,205
Minor Remodeling	30	
Equipment	20	
Grand Total		\$649,895

Agency Code:	4	8	0	1	0	2	0	6	0	0	0	0
Project #:	(If pre-assigned)											
	5	8	8	4	2	1	2	4	4	5		
Contract #:												
Federal Employer ID #:	(New non-municipal agencies only)											
Agency Name:	Carnel Central School District											

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ To \_\_\_\_\_  
 Program \_\_\_\_\_  
 Approval: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Finance:**

Voucher # First Payment

**Log** **Approved** **MIR**

# 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).*

2/14/21

Signature

**Mary-Margaret Zehr, Superintendent**

**Name and Title of Chief Administrative Officer**

## BUDGET NARRATIVE

<b>LEA:</b> Carmel Central School District	<b>FOR TITLE:</b> ARP-ESSER – 5% State-Level Reserve – Addressing the Impact of Lost Inst. Time
<b>BEDSCODE:</b> 480102060000	

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

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

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<b>Code 15</b> <i>Professional Salaries</i>	<ul style="list-style-type: none"> <li>● ESY 2021-24 – Instructional staff for Compensatory Student Time</li> <li>● 2023-24: Instructional staff for 1:1 Tutoring (K-12) &amp; AIS Grades K-12</li> <li>● Summers 2023 &amp; 2024 – Instructional staff for Summer School @ GFMS</li> <li>● Instructional Staff for CHS Summer 2021 School</li> <li>● Summer 2021 Music Enrichment Program @ GFMS (3-8) – Instruc. Staff</li> <li>● Summer 2021 Art Enrichment Program – Instructional Staff</li> <li>● 2021-22 – Yearly salary for B. Kiechle, Social Worker</li> </ul> <p><i>Lost instructional time is affecting student performance. These funds will be used to provide afterschool, or other out-of-time, programs that address students' academic needs (e.g., 1:1 tutoring, CHS &amp; GFMS Summer School, &amp; AIS).</i></p> <p><i>Summer learning programs offer the opportunity to accelerate learning, especially those impacted by disruptions to learning during the school year. There will be additional instructional time (compensatory) provided during our summer special education program (ESY).</i></p> <p><i>Summer learning programs should also provide engaging &amp; enriching experiences. In summer 2021, we offered music and art enrichment programs.</i></p> <p><i>We have provided a social worker to address the mental health needs of students. Disruptions in learning, amongst other traumas, can negatively affect students' mental health.</i></p>
<b>Code 16</b> <i>Support Staff Salaries</i>	<ul style="list-style-type: none"> <li>● Summer 2021 CHS Summer School – 1 Monitor</li> </ul>

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<b>Code 40</b> <i>Purchased Services</i>	<ul style="list-style-type: none"> <li>● 2021-24 – Professional Development &amp; Consultation Svcs. by All Points</li> <li>● 2021-24 – Professional Development for Integrated Co-Teaching by G&amp;R Inclusive Group</li> <li>● 2021-24 – Professional Development for Cognitive &amp; Behavioral Therapy</li> <li>● 2021-24 – Professional Development for Looking for Strategic Goals, Graduate Profile, &amp; Student Engagement by Learning Center Initiatives</li> </ul> <p><i>Professional development is a key driver to improve outcomes for students. We provide PD to develop and implement PD programs and mentoring models that emphasize building effective instructional strategies and provide time for ongoing collaboration.</i></p>
<b>Code 45</b> <i>Supplies and Materials</i>	<ul style="list-style-type: none"> <li>● Laptops for homeless students</li> <li>● Hot Spots for homeless students</li> <li>● Docking stations for teachers</li> </ul> <p><i>Some students, especially low-income, homeless, or ELL, have less access to the internet and digital devices. We must improve the entire digital learning system by addressing both how students have access to devices and connectivity. We ensured that our homeless population have access to high-speed broadband and devices they can use when school is not in session.</i></p> <p><i>Docking stations will be provided to teachers to support their technology needs.</i></p>
<b>Code 46</b> <i>Travel Expenses</i>	

<b><i>CODE/ BUDGET CATEGORY</i></b>	<b><i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i></b>
<b><i>Code 80</i></b> <i>Employee Benefits</i>	
<b><i>Code 90</i></b> <i>Indirect Cost</i>	
<b><i>Code 49</i></b> <i>BOCES Services</i>	<ul style="list-style-type: none"> <li>● 2021-22 – CTLE Professional Development by TEQ – PNW BOCES</li> </ul>
<b><i>Code 30</i></b> <i>Minor Remodeling</i>	
<b><i>Code 20</i></b> <i>Equipment</i>	

**The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
(see instructions for mailing address)**

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

**Local Agency Information**

Funding Source: ARP-ESSER 1% State-Level Reserve – After School Grant

Report Prepared By: Lizzette Ruiz-Giovinazzi, Asst. Supt. for Instruction & Personnel

Agency Name: Carmel Central School District

Mailing Address: 81 South Street

Street

Patterson

NY

12563

City

State

Zip Code

Telephone #: 845-878-2094 x241 County: Putnam

E-Mail Address: lgiovina@carmelschools.org

Project Operation Dates: 3/13/20 9/30/24  
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/](http://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.

<b>Specific Position Title</b>	<b>Full-Time Equivalent</b>	<b>Annualized Rate of Pay</b>	<b>Project Salary</b>
<b><u>2021-22</u></b> – GFMS Homework Club, Instructional Staffing		\$66.96/hr. – 647 hours	\$43,327
<b><u>2022-23</u></b> – GFMS Homework Club, Instructional Staffing		\$66.96/hr. – 647 hours	\$43,327
<b><u>2023-24</u></b> – GFMS Homework Club, Instructional Staffing		\$66.96/hr. – 647 hours	\$43,328
Subtotal - Code 15			\$129,982

**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			

**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			

**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
Subtotal - Code 45			

**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			

**FS-10 Page 5**  
**EMPLOYEE BENEFITS: Code 80**

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

<b>Benefit</b>		<b>Proposed Expenditure</b>
<b>Social Security</b>		
<b>Retirement</b>	<b>New York State Teachers</b>	
	<b>New York State Employees</b>	
	<b>Other</b>	
<b>Health Insurance</b>		
<b>Worker's Compensation</b>		
<b>Unemployment Insurance</b>		
<b>Other (Identify)</b>		
Subtotal – Code 80		

**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)

\$	(A)
	(B)
\$	(C)

B. Approved Restricted Indirect Cost Rate

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

Subtotal – Code 90

**PURCHASED SERVICES WITH BOCES:****Code 49**

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

**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		

**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	

### HELPFUL REMINDERS

- ❖ Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.
- ❖ An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.
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- ❖ For Special Legislative projects and Grant Contracts, please enter the Contract #.
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Special Legislative Projects Coordinating Team  
New York State Education Department  
Room 132 Education Building  
Albany, New York 12234

FS-25, FS-10-F for other projects –  
Grants Finance  
New York State Education Department  
Room 510W Education Building  
Albany, New York 12234

**FS-10 Page 8**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$129,982
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$129,982

## 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 \_\_\_\_\_

**Mary-Margaret Zehr, Superintendent**

Name and Title of Chief Administrative Officer

**FS-10 Page 8**

Agency Code:	4	8	0	1	0	2	0	6	0	0	0	0
Project #:	(If pre-assigned)											
	5	8	8	3	2	1	2	4	4	5		
Contract #:												
Federal Employer ID #:	(New non-municipal agencies only)											
Agency Name:	Carmel Central School District											

[illegible]



## BUDGET NARRATIVE

<b>LEA:</b> Carmel Central School District	<b>FOR TITLE:</b> ARP-ESSER – 1% State-Level Reserve – After School Grant
<b>BEDSCODE:</b> 480102060000	

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

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

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<b>Code 15</b> <i>Professional Salaries</i>	● 2021-22 thru 2023-24 – Instructional staff for Homework Club for grades 5-8 @ GFMS
<b>Code 16</b> <i>Support Staff Salaries</i>	
<b>Code 40</b> <i>Purchased Services</i>	
<b>Code 45</b> <i>Supplies and Materials</i>	
<b>Code 46</b> <i>Travel Expenses</i>	

<b><i>CODE/ BUDGET CATEGORY</i></b>	<b><i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i></b>
<b><i>Code 80</i></b> <i>Employee Benefits</i>	
<b><i>Code 90</i></b> <i>Indirect Cost</i>	
<b><i>Code 49</i></b> <i>BOCES Services</i>	
<b><i>Code 30</i></b> <i>Minor Remodeling</i>	
<b><i>Code 20</i></b> <i>Equipment</i>	

**Local Agency Information**

Funding Source: ARP-ESSER 1% State-Level Reserve – Summer Enrichment Grant

Report Prepared By: Lizzette Ruiz-Giovinazzi, Asst. Supt. for Instruction & Personnel

Agency Name: Carmel Central School District

Mailing Address: 81 South Street

	Street	
Patterson	NY	10509
City	State	Zip Code

Telephone #: 845-878-2094 x241 County: Putnam

E-Mail Address: lgiovina@carmelschools.org

Project Operation Dates: 3/13/20 9/30/24  
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/](http://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.

<b>Specific Position Title</b>	<b>Full-Time Equivalent</b>	<b>Annualized Rate of Pay</b>	<b>Project Salary</b>
<b><u>Summer 2022 Enrichment</u></b> Instructional Staff for Future Genius Program, Grade 7		\$66.96/hr. – 419 hours	\$28,079
<b><u>Summer 2023 Enrichment</u></b> Instructional Staff for Future Genius Program, Grade 7		\$66.96/hr. – 424 hours	\$28,360
<b><u>Summer 2024 Enrichment</u></b> Instructional Staff for Future Genius Program, Grade 7		\$66.96/hr. – 428 hours	\$28,643
<b><u>Summer School 2022 @ George Fischer Middle School</u></b> – Instructional Staffing for grades 5-8		\$66.96/hr. – 377 hours	\$25,280
Subtotal - Code 15			\$110,362

**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			

**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
<b><u>Summer 2022 Enrichment</u></b> Future Genius student cost, including session deposit	Future Genius	144 students @ \$35/each \$250 deposit for each session – 6 sessions	\$6,540
<b><u>Summer 2023 Enrichment</u></b> Future Genius student cost, including session deposit	Future Genius	144 students @ \$35/each \$250 deposit for each session – 6 sessions	\$6,540
<b><u>Summer 2024 Enrichment</u></b> Future Genius student cost, including session deposit	Future Genius	144 students @ \$35/each \$250 deposit for each session – 6 sessions	\$6,540
Subtotal - Code 40			\$19,620

### **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
Subtotal - Code 45			

**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			

**FS-10 Page 5**  
**EMPLOYEE BENEFITS: Code 80**

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

Benefit		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
	Other	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other (Identify)		
Subtotal – Code 80		

**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)

\$	(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

\$	(C)
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**PURCHASED SERVICES WITH BOCES:**

**Code 49**

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

**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		



**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			

### HELPFUL REMINDERS

- ❖ Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.
- ❖ An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.
- ❖ Be sure to check your math and carry all subtotals forward to the Summary on Page 8. Simple mathematical errors often require Grants Finance to contact both the local agency and other State Education Department offices, resulting in unnecessary delays in program approval. And remember, use whole dollars only.
- ❖ School districts and BOCES should use the restricted indirect cost rate that has been approved for the school year in which the grant will operate. Most other agencies are subject to a fixed maximum rate depending on the grant program and type of agency. Contact Grants Finance at (518) 474-4815 if you have any questions regarding indirect costs.
- ❖ The modified direct cost used in the calculation of indirect cost must exclude equipment, minor remodeling, the portion of each subcontract exceeding \$25,000 and any flow through funds.
- ❖ Be sure to complete the Agency Code on Page 8 as well as the Project #, if pre-assigned.
- ❖ For Special Legislative projects and Grant Contracts, please enter the Contract #.
- ❖ For ease of data entry at the State Education Department, please make sure that Page 8 faces out.
- ❖ Submit forms to the State Education Department as follows:

Application, FS-10, FS-10-A – Program Office

FS-25, FS-10-F for **Special Legislative Projects** –  
Special Legislative Projects Coordinating Team  
New York State Education Department  
Room 132 Education Building  
Albany, New York 12234

FS-25, FS-10-F for other projects –  
Grants Finance  
New York State Education Department  
Room 510W Education Building  
Albany, New York 12234

# BUDGET SUMMARY

FS-10 Page 8

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$110,362
Support Staff Salaries	16	
Purchased Services	40	\$19,620
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$129,982

Agency Code:	4	8	0	1	0	2	0	6	0	0	0	0
Project #: (If pre-assigned)	5	8	8	2	2	1	2	4	4	5		
Contract #:												
Federal Employer ID #: (New non-municipal agencies only)												
Agency Name:	Carmel Central School District											

## FOR DEPARTMENT USE ONLY

Funding Dates: / / From / To  
 Program Approval: Date:

Fiscal Year Amount Budgeted First Payment

## 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

Mary-Margaret Zehr, Superintendent  
 Name and Title of Chief Administrative Officer

Voucher # First Payment

Finance:

Log

Approved

MIR

## BUDGET NARRATIVE

<b>LEA:</b> Carmel Central School District	<b>FOR TITLE:</b> ARP-ESSER – 1% State-Level Reserve – Summer Enrichment Grant
<b>BEDSCODE:</b> 480102060000	

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

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

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<b>Code 15</b> <i>Professional Salaries</i>	<ul style="list-style-type: none"> <li>● Summers 2022-24 – Instructional staff for Future Genius Program @ GFMS (see Purchased Services for more details regarding this program)</li> <li>● Summer School 2022 – Instructional staff for grades 5-8 @ GFMS</li> </ul> <p><i>Summer programs can offer the opportunity to accelerate learning, especially for those students most impacted by disruption in learning during the school year. In Summer 2022, a summer school program will be established for grades 5-8 at George Fischer Middle School. It will address students who fell behind due to disruptions in learning and loss in instructional time. It will also address students who are in danger of failing. It will last for 5 weeks and will be a full-day program. ELA and Math will be the main focuses.</i></p>
<b>Code 16</b> <i>Support Staff Salaries</i>	
<b>Code 40</b> <i>Purchased Services</i>	<ul style="list-style-type: none"> <li>● Summers 2022-24 Enrichment @ GFMS – Future Genius, student &amp; deposit costs</li> </ul> <p><i>In Summer 2021, we introduced a new summer enrichment program, Future Genius, at George Fischer Middle School for grade 7 students. Three different courses were offered:</i></p> <p><b><u>Eco-Genius</u></b> – Environmental studies – Students design an eco-action plan for the community.</p> <p><b><u>Beta Masters</u></b> – Video Game Design – Students build a video game for a seed investor pitch.</p> <p><b><u>Team Elektra</u></b> – Digital Arts for Girls – Create videos &amp; posters for an ad agency pitch.</p> <p><i>Future Genius enrichment programs activate middle school youth to become agents of change. This program provides students with engaging and enriching experiences.</i></p>

<b><i>CODE/ BUDGET CATEGORY</i></b>	<b><i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i></b>
<b><i>Code 45</i></b> <i>Supplies and Materials</i>	
<b><i>Code 46</i></b> <i>Travel Expenses</i>	

<b><i>CODE/ BUDGET CATEGORY</i></b>	<b><i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i></b>
<b><i>Code 80</i></b> <i>Employee Benefits</i>	
<b><i>Code 90</i></b> <i>Indirect Cost</i>	
<b><i>Code 49</i></b> <i>BOCES Services</i>	
<b><i>Code 30</i></b> <i>Minor Remodeling</i>	
<b><i>Code 20</i></b> <i>Equipment</i>	