

State Budget Reporting Survey - Budget Reporting**Background/Instructions**

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Background and Instructions**Background**

Section 9-a of part A of chapter 56 of the laws of 2021, as amended by §5-a of part A of chapter 56 of the laws of 2022 requires, on or before July 1, 2022, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritize spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

- An analysis of public comment;
- Goals and ratios for pupil support;
- Detailed summaries of Investments in current year activities; and
- Balance of funds spent in priority areas.

Instructions

The *State Budget Reporting Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) or 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 survey materials to the Department.

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ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

The East Bloomfield Central School District has collaborated with the public for ARP planning and utilization of ARP Elementary and Secondary School Emergency Relief Funding. Examples include:

- The LEA provided all faculty and staff an opportunity to provide input prior to the development of the plan. This was done through meetings and surveys. In addition, the LEA met with representatives from various stakeholder groups (parents, teachers, community, administrators, staff etc.) to gain input. Feedback from the community survey and prior meetings was shared with the stakeholder group. The stakeholder group was split into smaller teams for discussion. Notes from each team were consolidated and shared with the Leadership Team who formulated the plan for the utilization of these funds.
- The LEA has retained the ARP plan on the district website throughout the school year.
- The LEA presented the plan and provided updates to the Board of Education on multiple occasions during the school year.
- The LEA included ARP information in the 22-23 school district budget process.
- The LEA sent ARP Utilization information to district residents in the "District Gram" newsletter.

After the initial discussions with stakeholder groups public comment has been minimal. The LEA has received questions regarding ARP funding as a result of the Board presentations and has responded in a timely manner.

3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.

Program Goals	Per Pupil Teacher Ratios (# : #)
Summer Enrichment - The focus of the summer program is to accelerate students' learning in hopes of closing and/or eliminating the learning loss resulting from the pandemic along with providing responsive enrichment learning activities.	5:1
Before / After - School Programming - The focus of before and after-school programs will also be to accelerate students' learning in hopes of closing and/or eliminating the learning loss resulting from the pandemic.	3:1
Professional Development / Coaching - Instructional Coaches, through New York State Council of School Superintendents, will provide targeted k-12 professional development to teachers. Additionally, teachers will participate in literacy professional development from Lesley University (Irene Fountas - Director of the Center for Reading Recovery). The focus of these professional development opportunities will be to provide teachers with evidence-based interventions to address students' academic, social, and emotional needs (learning loss) due to the impact of COVID-19.	N/A

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Summer Enrichment - Expenses include teacher salary, nurse salary, bus driver salary, secretarial salary, field trip expenses, supplies, and employee benefits.	119511
Before / After - School Programming - Expenses include teacher salary.	9795
Professional Development / Coaching - Expenses include contractual expenses with Lesley University and New York State Council of School Superintendents.	377100

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5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	0	726	726
Maximizing in-person instruction time.	9,795	83,202	83,202
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	0	0	0
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.	268,550	465,725	465,725
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	108,550	25,291	25,290
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	119,511	104,522	104,522
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	506,406	679,466	679,465

6. If 'Other' is indicated in the table above, please describe.

N/A