

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

Page Last Modified: 06/16/2022

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.

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

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 Equity Project (TEP) Charter School posted the ARP-ESSER plan on their website, but at this time, no public comments have been received.

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 (# : #)
After-school tutoring was required for TEP's highest need students at all 3 campuses. Tutoring Leads hosted these small-group sessions, twice per week, with targeted remediation to address learning gaps in both literacy and math.	5:1
Multilingual Learners (MLLs) also had after-school tutoring opportunities with targeted interventions that coincide with language acquisition and development of foundational skills in both literacy and math.	5:1
All Kindergarten through 4th grade students who were promoted to the next grade level with provisions are strongly encouraged to attend the Early Arrival Learning Lab from 7:15-7:45 AM each day. Any students that arrived to school early during this block of time used Amplify Reading, Bridges Workplaces, or other computer-based, approved programs to receive additional practice in reading and math.	12:1
In Kindergarten and 1st grade, all students received two 30-minute CKLA Skills Clinic sessions per week. These clinics were designed for additional small-group practice with foundational skills activities that align to the primary focus and objectives of the current CKLA unit. In 2nd through 4th grade, all students received a half hour "TEP Tutoring" block that includes individualized and differentiated instruction targeted to their specific math and literacy needs, with a specific emphasis on reading fluency and writing. All Kindergarten through 4th grade students received a daily half hour block of Number Corner (Bridges) that features short daily workouts in math that introduce, reinforce, and extend math skills. In 5th through 8th grade, targeted co-teaching assignments are structured to support students who were promoted to the next grade level with provisions and students with the highest level of academic needs. Specific blocks throughout the day, such as "Get Wise Wednesday", are dedicated to differentiated instruction and targeted remediation based on assessment data.	12:1
Social workers provided mental health services and supports, including additional social emotional learning components in response to the pandemic.	1:1

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 (\$)
During the 2021-22 school year, funds were set aside for the Facilities Supervisor to oversee and manage custodial staff, ensuring that proper cleaning and disinfection is completed in adherence to CDC and DOH guidance.	21105
During the 2021-22 school year, funds were set aside for each TEP Social Worker for providing mental health services and supports, including additional social emotional learning components in response to	164663

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
the pandemic.	
During the 2021-22 school year, funds were set aside for custodial staff members responsible for cleaning and disinfection in adherence to CDC and DOH guidance.	101150

American Rescue Plan (ARP) Spending Plan Reporting

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.	122,255	122,255	101,150
Maximizing in-person instruction time.	0	0	0
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.	76,500	0	450,000
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	164,663	164,663	164,662
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	175,000	175,000
Supporting early childhood education.	0	0	0
Other (please describe below)	0	154,000	635,000
Totals:	363,418	615,918	1,525,812

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

Other includes an update to the existing HVAC system at TEP's Early Childhood program (\$635,000), and 14 air conditioning units at TEP's Elementary campus (\$154,000).