

**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.**

This is not applicable. We did not change our plan.

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 (# : #)
Our first goal was to provide interventions for learning loss through the hiring of an additional special education teacher to work with all students. Because even our general ed students are behind, a SPED instructor would be able to implement the scaffolding needed to bring these students up to grade level. 21-22 School Year: \$27,139 22-23 School Year: \$49,861	110:1
To combat learning loss by constructing a teaching culinary kitchen which will integrate the core content areas in the academic areas through NDCHS II's Internship Program. By expanding our Internship offerings in this way, we will reengage students in their learning who have dropped out of school due to COVID. School Year 22-23P: \$305,210	50:1

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
During the 21-22 school year we hired an additional special education teacher to support general education teachers to revise and rescaffold lesson plans for all students regardless of IEP status.	27,139

**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.	0	0	0
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.	27,139	0	0
Implementing evidence-based strategies to			

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
meet students' social, emotional, mental health, and academic needs.	0	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	305,210	0
<b>Totals:</b>	<b>27,139</b>	<b>305,210</b>	<b>0</b>

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

With the remaining \$305,768, we will combat learning loss and social emotional learning in a very different way. Our school is based on the belief that a robust Internship Program, combined with a rigorous academic program is key to the success of our students, many of whom are lower income, have disabilities, are English learners, are racial & ethnic minorities, and students who are homeless. We have always believed, and have data to support, that the Internship Program is what helps our students bridge the gap between school, which many struggle through, and future careers. The pandemic has had a devastating impact on our Internship Program. When NYC closed down and went into quarantine, we lost all of our community internship sites. We purchased virtual internship programs to take the place of real internships, but only 22% of the students were able to pass these programs.

We understand the argument that college is for everyone, and we believe it. However, when dealing with students who are struggling with success in school, college is many times the last place they wish to be. Research has shown that linking academics to community internships can result in experiential and transformative learning, resulting in students' eventual enrollment in higher education. Students who struggle in school, even if they wish to go to college, need to involve themselves in activities that increase their self-worth. Internships provide this opportunity. When the pandemic hit, this opportunity for our students ended. Unfortunately, the virtual methods we used were just no substitute for what our students need to be successful.

We are using the rest of the funding to redesign the cafeteria and kitchen in the school to provide internships in the culinary and hospitality field to our students. There is already a sizable kitchen on site, although it is very outdated and is not situated as a teaching environment. By reconfiguring this space and updating the equipment, we will always have an internship site available for our students. True, it will be on site with the school, but it is a culinary kitchen, and we will hire a chef/teacher to oversee the process. Our goal is to have this kitchen certified as a CTE (career technical education) program with the New York State Education Department.