

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

Page Last Modified: 07/01/2022

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: 07/01/2022

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.

Brooklyn Prospect Charter School (BPCS) submitted its plan for utilizing ARP-ESSER funds in February 2022, and it received NYSED approval for the plan on 2/28/2022. In the four months since NYSED approved its ARP-ESSER application, BPCS has not materially altered its plan for using the funds. In that time, BPCS has been focused on disseminating information about its ARP funding and raising awareness within the broader school community about stakeholders' ability to influence how the resources are actually utilized. BPCS has also been building its capacity to solicit, collect, and meaningfully evaluate the public comment that it receives, and to integrate that feedback into the decision-making process that will guide any future reallocation of ARP-ESSER funds. While BPCS recognizes that its original ARP-ESSER plan will need to change, it does not want to substantively alter the plan until the appropriate mechanisms for incorporating feedback are in place. BPCS plans to conduct its next round of semi-annual "Consultation & Collaboration" information sessions in July/August 2022, after which it intends to begin officially modifying its ARP-ESSER plan for the 2022-23 school year.

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 (# : #)
BPCS will continue to implement Universal Design for Learning (UDL) practices throughout its curriculum development and instruction. In order to ensure fidelity, BPCS will: 1. facilitate professional learning communities (PLCs) that are composed of Directors of School Culture, Heads of Instruction, Department Heads, Grade Level Leaders, and a subset of Core and Special Education Teachers; 2. institute a UDL rounds practice that shapes and differentiates professional learning; and 3. design and deliver professional development exercises that exemplify the UDL framework.	20.6:1
BPCS seeks to improve learning outcomes for historically underserved populations and will use UDL to address learning differences. Success will be measured using multiple criteria, which will include: 1. Year-over-year student performance that is evaluated against a set of previously established metrics. 2. Whether there is a statistically significant increase in the number of faculty members who express confidence in their implementation of UDL in their classrooms. 3. Whether students demonstrate a statistically significant increase in their perception of belonging and connection to their communities.	8.5:1

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 (\$)
N/A - ARP/ESSER plan has not changed since application was approved--no programs have been added or expanded.	0

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.

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	38,185	32,115	10,000
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	46,535	36,248	20,000
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.	406,791	78,000	32,000
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	363,352	87,329	70,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	90,318	70,000	20,000
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	945,181	303,692	152,000

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

(No Response)