

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.

HTCS maintains direct and open communication with the public, parents, and the community; the relationships that are deliberately nurtured support the school's success. The school invites parents, the community, and other stakeholders to our quarterly town hall and parent association meetings that promote face-to-face dialogue about the progress of in-person learning, the ARP Plan as well as any other related issues or concerns. Additionally, we receive feedback through the DOE survey and internal surveys that we administer through SurveyMonkey. Survey results inform decision making as they help us gather valuable input, assess satisfaction, identify strengths as well as concerns.

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 (# : #) |
|--|----------------------------------|
| To provide teachers and other instructional staff with coaching and professional development that is designed to help them deliver robust instruction, employ effective classroom management strategies, increase students' academic performance, and address the lingering effects that COVID-19 has had on learning. | 17:1 |
| To implement evidence-based strategies (e.g., summer programming) that address students' social, mental, emotional, and academic needs and mitigate learning loss due to COVID-19 pandemic. | 20:1 |
| To offer a vibrant afterschool program that provides K-8th grade students with 36 weeks of academic supports. | 15:1 |
| To implement a multi-layered COVID-19 prevention approach (e.g., masks and face shields) that prioritizes the safety of our students and staff. | 17:1 |
| To purchase and use educational technology to improve teaching and learning. | 17:1 |

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 (\$) |
|---|-----------------|
| We have delivered ongoing training and professional development to enhance teachers' and instructional staff members' skills, keep them current with best practices and to improve students', teachers', and instructional staff members' performance. | \$104,000 |
| We have offered summer school program to help students who fell behind during remote learning and to students who struggled from not having in-class teaching during COVID school closures. HTCS has assigned teachers, teacher assistants, support teachers, special education teachers, learning coaches, ELA teachers, and SEL teachers to provide students with small group instruction and tutoring during the summer. Additionally, instructional personnel and an IT administrator have taught parents and students (in particular, those struggling with technology) how to use the online learning platform. | \$407,763 |

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.

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| | 2021-22 School Year (\$) | 2022-23 School Year (\$) | 2023-24 School Year (\$) |
|--|--------------------------|--------------------------|--------------------------|
| Safely returning students to in-person instruction. | 0 | 36,088 | 53,650 |
| Maximizing in-person instruction time. | 0 | 0 | 0 |
| Operating schools and meeting the needs of students. | 0 | 0 | 0 |
| Purchasing educational technology. | 0 | 95,478 | 598,000 |
| 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. | 104,000 | 104,000 | 145,200 |
| Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs. | 0 | 211,868 | 211,868 |
| Offering evidence-based summer, afterschool, and other extended learning and enrichment programs. | 407,763 | 407,763 | 625,063 |
| Supporting early childhood education. | 0 | 0 | 0 |
| Other (please describe below) | 0 | 0 | 0 |
| Totals: | 511,763 | 855,197 | 1,633,781 |

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

(No Response)