

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.

Throughout the pandemic Icahn 3 Charter School leaders and currently, have engaged, and are learning from teachers, paraprofessionals, parents, and other community members to support student learning. Engagement takes the forms of Zoom meetings, Opinion Surveys, and personal contacts via email and telephone. Topics analyzed in the dialogue with stakeholders include:

1. Data on Icahn 3's mode of instruction (remote, hybrid, in-person) and student attendance in each modality; the manner in which funds are allocated to meet student's social, emotional, and academic needs through evidence-based interventions, how they advance equity for underserved students and how they sustain and support access to early childhood education programs;
2. Student data, disaggregated by student subgroup, related to how the COVID-19 pandemic has affected instruction and learning;
3. Guidance from the CDC, NYSDOH, and NYSED; and
4. Decisions detailing school operations. Information gathered on these and other topics has been used in planning, including the current Reopening Plan which is/will be posted on the Icahn 3 Charter School Internet Site.

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 (# : #)
Program Goal 1 – To maximize in-person instruction time by providing a safe, supportive school environment for students and staff members returning to school and by providing in-person high-intensity school-day, and after-school tutoring and in-person instruction in a summer academic program in 2022-24 and beyond	28:11
Program Goal 2 – To purchase educational technology, specifically to purchase computers for students and staff members, program software, headsets, software licenses, and sound equipment	24:13
Program Goal 3 – To Address the impacts of COVID-19 on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, students with disabilities (SWDs), English language learners (ELLs) and homeless students through academic and SEL programming.	30:11

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 (\$)
Program Goal 1 – To maximize in-person instruction time Icahn 3 has identified and invested in sufficient personal protective equipment (PPE) (\$156,894 and air purifiers to ensure a continued safe, secure Icahn 3 learning environment. ARP funds have also been spent to support compliance with COVID-19 safety requirements and protocols with investments in physical safety equipment. Icahn 3 has invested in professional development focusing on the needs of students resulting from the pandemic. Icahn 3 has also invested in afterschool, summer and extended day programming (\$336,000)	492,894
Program Goal 2 – To invest educational technology Icahn 3 has allocated \$414,145 in ARP funds to purchase computers for students and staff members, program software, headsets, software licenses, and sound equipment to support the regular day, afterschool and summer programs. By expanding our investment in educational technology, we are improving our use of Digital and Blended learning strategies in and outside of the classroom. This is especially important as teachers and students	414,145

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>address the impact of the disrupted educational experience of the last 18 months and transition to a more consistently in-person post-pandemic learning experience. Teachers can support differentiation in teaching and to make academic content and lessons more engaging to students which, in turn, will support learning acceleration. (see Reigniting Learning: Strategies for Accelerating Learning Post-Crisis: A Review of Evidence, United States Agency for International Development, November 2020, https://www.eccnetwork.net/sites/default/files/media/file/Technical_Report_Accelerating_Learning_Post-Crisis_Full_Report.pdf) These investments will promote interactivity and classroom collaboration and provide teachers with greater flexibility in their curriculum development, lesson planning, assessments and instruction.</p>	
<p>Program Goal 3 – To Address the impacts of COVID-19 on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, students with disabilities (SWDs), English language learners (ELLs) and homeless students through investments in both academic and SEL programming. For our academic program, we have invested in additional three teaching assistants to reduce the teacher to student ratio and support the Icahn Co-Teaching Model. Given the negative impact brought on by the pandemic, Icahn 3 has invested in a rich array of professional development programs for our educators, which are helping them serve the needs of each child in their classrooms. Finally, the ARP funds have provided the opportunity to invest in recently published research-based ELA, Math, Science, and Social Studies programming. Our in-school SEL investment focuses on Music, Dance and Art in-school programming. Our after school, and Saturday SEL investment supports girls, virtual homework tutoring, and our afterschool chorus guided by LEAP, Inc.</p> <ul style="list-style-type: none"> • <i>Academic Programming:</i> <p>Three Teaching Assistants PD for teachers working with students after the long COVID 19-required absence from in schooling:</p> <ul style="list-style-type: none"> • Literacy, Complex texts and close reading, • Cooperative Learning; • Early Reading Support – Teaching Matters • Math – Lavinia Group • Young Historians – LePage-Miller <p>PD for Parents: Technology as the focus – Educate LLC. Princeton Review Prep Course: SHSAT K-6 Leveled Reading Resources K-6 Fountas and Pinnell Guided Reading Collection Math and ELA concepts – SHSAT Math and Movement Programming Science Programing and equipment – all grades Leveled Reading – Grades 1-6 Fountas and Pinnell – Guided Reading Collection – Grades K-6 ELA through Drama – Child’s Play NYC K-6 Core Knowledge Grade Level Sets TEQ iBlocks K-6 Social Studies – myWorld Supplement Code Advantage Kendall-Hunt Student Materials</p> <ul style="list-style-type: none"> • <i>SEL Programming for in-school, afterschool, Saturday Academy and summer programming, including:</i> • In School Programming 	<p>1,106,378</p>

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Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
<ul style="list-style-type: none"> • Music and Arts Enrichment Programming • Dance Instruction – LEAP • Hands on Art - LEAP • After School Programming • Empowerment for Girls Program • 1:1 virtual Tutoring ELA/Math Homework Assistance. • LEAP Afterschool Chorus 	

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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.	156,894	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	10,000	0	0
Purchasing educational technology.	224,805	189,340	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.	278,913	372,495	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	216,413	238,557	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	168,000	168,000	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,055,025	968,392	0

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

N/A