

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

---

Page Last Modified: 06/08/2022

**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: 07/04/2022

**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.

**1a. Please provide a summary of those changes and the need informing those changes.**

PAVE has not made any material change to our approved ARP ESSER application to date. One item we plan to submit an amendment for is that in FY22, we had planned to spend an additional \$24,000 in support of a Dean of STEM role than we expended. This is because the staff member in the role left part way through the year. The focus of this role was to directly support beyond science and math core subjects in order to support teachers to accelerate learning. While on staff, the Dean of STEM was responsible for coaching and developing science and math teachers including interventionists to provide developing engaging flexible and differentiated lessons, looking at student work and incorporating data driven techniques into daily practice. Given the staff transition, other staff members stepped in to continue those supports and PAVE hired a new Dean of STEM to continue this work in FY23. The funds that weren't expended in support of this role in FY22 will likely be used to support staff whose role it is to work to address impacts of interrupted instruction and learning loss.

**2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.**

Described below are key pieces of information/feedback we received during public comment and the actions we took to address them:

- In November 2021, only 16% of our students were vaccinated and over 50% of families either did not plan on vaccinating their students or were undecided. In response, we partnered with a local community organization to provide vaccine awareness information to families via zoom meetings. We also coordinated with the NYC Department of Education to host student vaccination drives at PAVE.
- In February 2022, during a town hall families expressed the need for increased support for students. After further investigation, we realized that the majority of those students could be added to the caseload of literacy specialists. Academic deans also worked with those teachers to support with how to translate differentiation course work between class and home in order for families to better support their students at home.

**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 (# : #)
Purchasing educational technology- PAVE purchased and utilized two evidence-based software programs. EnVisions Software and myOn Software. EnVision's K-4 curriculum works in tandem with its software Savvas Realize to provide a robust hybrid traditional and digital instructional experience. Realize offers interactive online versions of all traditional lessons and also provides real-time assessment scoring, data analysis, and differentiation. Every daily lesson embeds differentiated work at a class level, a small group level, and an individual level. PAVE has also purchased myOn Software for reading. myOn is a personalized, digital reading library where students have access to thousands of books and articles are suggested for students based on grade, interest and reading level. For example, as students complete books in myON, data about their reading practice is available both for personal tracking of reading habits as well as to families and educators to facilitate communication. Trends are displayed in reports that summarize aspects of reading practice such as proficiency, progress towards goals, and changes over time.	460:60
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss: To continue to address learning loss, a designated time throughout the day has been established for differentiation. PAVE's MS STEM Dean, MS Humanities Dean, and ES Academic Deans will provide ongoing professional development to support teachers with the skills they need to maximize differentiation time.	460:6

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/04/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss: PAVE hired two literacy specialists who will work across grades K - 8 dedicating 100% of their time to addressing the academic impact of lost instructional time of our students who were disproportionately impacted by COVID-19.	70:2
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss: PAVE used ARP to fund a social worker role who has worked across grades K - 4 dedicating 100% of their time to addressing the social, emotional, and mental health needs of students disproportionately impacted by COVID-19. The social worker's total caseload is 19 students, all of whom fit into at least one subgroup. That caseload is composed of 12 students from low-income families, 19 students of color, 3 students who are English language learners, 17 students with disabilities, 1 student experiencing homelessness, 0 children in foster care, and 0 migratory students.	17:2

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 are not adding or expanding any programs this school year.	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.

	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	145,467	68,184
Purchasing educational technology.	9,665	23,311	23,311
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.	439,507	311,622	299,018
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	85,195	89,476	41,088
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	0	0
<b>Totals:</b>	<b>534,367</b>	<b>569,876</b>	<b>431,601</b>

**State Budget Reporting Survey - Budget Reporting**

ARP Spending Plan Reporting

---

Page Last Modified: 07/04/2022

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

