

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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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.

DREAM's Family Action Councils met on an ongoing basis throughout the year to continuously provide feedback, express concerns, offer suggestions, and publicly comment. DREAM continues to seek stakeholder participation on its Covid-related policies, including staff, community members, board members, and families. DREAM also has a government relations manager on its Family and Engagement Team, who works with local officials to advocate on DREAM's behalf and helps the organization stay up-to-date with community plans and policies. Through these intentional partnerships, DREAM will continue to incorporate feedback from a variety of individuals in its key decision-making.

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 (# : #)
<p>DREAM's goal was to serve 100% of students in person this year across DREAM's network of schools and use accelerated learning to support academic gains following Covid-related learning loss. Specifically in response to Covid-19's interruption to student learning, DREAM focused on accelerated learning rather than only remediation. The goal was to utilize DREAM's whole-child model and curriculum to move students back to grade level as quickly as possible through co-teaching, baseline and interim assessments, extended day learning, and scaffolded supports. The most significant effect for the COVID-19 crisis has been that students have lost critical learning time. The ARP grant supported teachers who are trained in DREAM's whole-child model and effective curriculum. Teachers are essential for addressing learning loss, particularly among the school's low-income students and children with disabilities. They implemented evidence-based activities to meet the comprehensive needs of students; provided information and assistance to parents and families on how they can effectively support students; tracked student attendance and improve student engagement in distance learning; and administered assessments to assess students' academic progress.</p> <ul style="list-style-type: none"> • Some of DREAM's data points, including reading scores, will be available after the conclusion of the summer. In the meantime, DREAM would like to share the following metrics: • 99% of elementary school youth in DREAM's 2021 summer program met or exceeded expected literacy growth. • 94% of elementary school families are satisfied with the quality of their children's education. • DREAM plans to serve 100% of DCS students in its upcoming summer program and will leverage and build upon existing summer programs to meet the unique needs of students as a result of Covid. 	13:1
<p>Secondly, DREAM's ARP grant helped support the school's whole child model, including promoting social-emotional growth and wellbeing for its students. Building off the ESSER grant, which supported mental health and counseling efforts, ARP funding allowed teachers to meet social-emotional needs by leading class instruction around topics such as goal management, social skills, and team building exercises. Teachers built social-emotional lessons into their curricula to teach these skills on a weekly basis. Students also were also assessed using the Hello Insight tool to evaluate growth on core competences related to social and emotional skills. Hello Insight is a leader in the social-emotional learning field. As social-emotional wellness is linked to academic performance, DREAM students are on target to achieve pre-pandemic levels in ELA and continue to make consistent growth overall.</p>	13:1

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>DREAM Charter School allocated 100% of its ARP funds to support the academic impact of lost instructional time through its extended day, extended year model. ARP funding supported core instruction led by teachers and deans (MH) to counteract the effects of Covid learning loss.</p> <p>Specific interventions included:</p> <ul style="list-style-type: none"> • <u>Intervention and high dosage tutoring</u> - DREAM introduced special tutors and additional intervention teachers this year to provide extra academic assistance and supplement classroom learning. These activities addressed learning loss including low-income students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness. DREAM administered and used high-quality assessments to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. • <u>Special Education</u> - 28% of DREAM students have identified special needs. These students were hit hardest by the pandemic. The Network Director of Special Education and her team build out new roles, supports, and strategic initiatives to help special education students readjust to a fully in-person school model. For example, DREAM collaborated with the Lit Group, a literacy consulting company, to evaluate its reading curriculum and offer differentiation as well as special components specifically designed for special education students and ELL students. <p><u>Mental Health and Social-Emotional Learning (SEL)</u>: DREAM implemented evidence-based activities to meet the comprehensive needs of students and provided information and assistance to parents and families on how they could effectively support students. DREAM used earlier rounds of ESSER funding to support school counselors and social workers in responding to students' social-emotional wellbeing. DREAM also has a full-time Family and Community Engagement Team that works directly with parents to connect them to in-house and external resources in the neighborhood where youth can receive mental health care. As mentioned above, teachers built social-emotional lessons into their curricula to teach SEL skills on a weekly basis. Students also were also assessed using the Hello Insight tool to evaluate growth on core competences related to social and emotional learning</p>	442,500

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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.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	442,500	442,500	442,500
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.	0	0	0
Implementing evidence-based strategies to 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	0	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Totals:	442,500	442,500	442,500

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

(No Response)