

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)

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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.

Ascend has provided the LEA’s teachers and leaders (Principal and Assistant Principal of Operations), the opportunity to submit ideas for the use of ARP ESSER 3 funds that can mitigate the impact that the coronavirus pandemic has had on the LEA. In addition to the specific requests from the LEA’s team, Ascend has also encouraged its Departments to submit Network-wide ideas that will prioritize the following goals:

Close the learning gap for its students and addressing learning loss

Support the students’ mental health

Make investments to realize its schools for the future

Departments consulted with Special Education teachers, social workers, ELL teachers, and others working with at-risk populations as well as parents of at-risk students. Every proposal for use of ARP funds needed to be presented to the Executive team, which discussed and deliberated whether the idea was aligned with the objectives above or with the plan for safe return to in-person learning. In addition, Ascend regularly shared and solicited input on its COVID spending plans with its board, parents in the community. Moving forward with the implementation of the established plan, Ascend will continue to have meaningful engagement with all school stakeholders through community and board meetings, anonymous surveys, and family events. The feedback and input received, as well as tracking of programs’ results, will help to dictate any necessary changes to the plan throughout the remainder of the grant period. The newly hired ELL Director and Special Education Director will ensure at-risk students' needs are addressed. Social Workers, Clinicians and others working with students in foster care and students experiencing homelessness will continue to be consulted.

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 ensure a safe re-opening of school for all students and staff, we will follow procedures for cleaning and social distancing recommended by the CDC to mitigate spread of the virus.	14:1
To provide academic interventions to students who had learning loss.	14:1
To provide support services to students who are in need of increased social and emotional supports	14:1

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 added technology services and purchases to provide enhanced technical services and support to staff and students	66995
We have implemented a tutoring program as well as purchased services through a 3rd-party vendor to provide supplementary educational services to address learning loss	90187
We have added mental health professionals to our staff as well as emotionally supportive curriculum in	

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
additional efforts to prevent the spread of COVID-19 including staff to monitor contact tracing, furniture to increase spacing, and sanitation protocols due to COVID-19	
We have engaged in strategic planning organization-wide to better plan and respond to the effects of COVID-19	72800
We have implemented additional efforts to prevent the spread of COVID-19 including staff to monitor contact tracing, furniture to increase spacing, and sanitation protocols	51793

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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.	51,793	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	66,995	13,351	12,567
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.	1,104,607	384,686	277,137
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	249,480	145,033	133,333
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
Totals:	1,472,875	543,070	423,037

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

(No Response)