

State Budget Reporting and Foundation Aid 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.

In addition, Section 10-d of part A of chapter 56 of the laws of 2021, as amended by §5-b of part A of chapter 56 of the laws of 2022, requires school districts receiving a foundation aid increase of more than 10% or \$10,000,000 must create plans on how these funds will be used to address student performance and need. These plans must be completed, submitted to the department, and posted to district websites prior to July 1 of 2021, 2022, and 2023. Each district subject to this requirement is required to:

- Seek public comment from parents, teachers, and other stakeholders;
- Take public comments into account in the development of the plan;
- Include an analysis of public comments within the plan;
- Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of seven listed areas;
- Post the plan on the district website; and
- Submit the plan to the State Education Department in a form prescribed by the Department to be posted publicly.

The list of school districts that are required to submit a plan aligned with the increase in foundation aid may be found in the "Foundation Aid and ARP Plan Notification Guidance" memo located in the *Documents* library at the lower left of the application. It should be noted that this requirement does not obligate districts to spend additional foundation aid funds in specific ways, but does require district seek public comment and share plans on how they intend to spend these additional funds. Plans are required to cover only the foundation aid *increase*. The plan should *not* cover how the district intends to use its *entire* foundation aid amount. Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of the following seven areas:

- Increasing graduation rates and eliminating the achievement gap;
- Reducing class sizes;
- Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
- Addressing student social-emotional health;
- Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;
- Goals and ratios for pupil support; and
- Detailed summaries of investments in current year initiatives and balance of funds spent in priority areas.

Instructions

The *State Budget Reporting and Foundation Aid 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

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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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Use of Foundation Aid Increase

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Use of Foundation Aid Increase

1. Please describe how the district plans to utilize funds provided by the foundation aid increase in the following priority areas. If these funds will not be used for one of the priority areas listed below, please respond with "N/A."

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Increasing graduation rates and eliminating the achievement gap	NA	NA	0
Reducing class sizes	NA	NA	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	NA	NA	0
Addressing student social-emotional health	NA	NA	0
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	NA	NA	0

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row" as applicable for additional priority areas.

Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Fully fund Fair Student Funding for all schools	Fair Student Funding is the formula the NYC DOE uses to ensure each school receives the minimum required resources to run a school. The formula is based on student enrollment, weighted by grade level, student needs including SWD, STH, ESL, CTE, and student requiring academic intervention due to poverty, falling below grade level, or at risk of not graduating. Full information on the development of the FSF formula may be found here: https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy22_23/FY23_docs/FY2023_FSF_Guide.pdf	The revised formula was presented to the Panel for Educational Policy. The PEP is a committee that includes representatives from the Mayor, the Borough presidents, and the public at large. In addition, the formula was discussed at hearings with the City Council, and must be implemented at the school with the input of the School Leadership Team, a group which must include parent representation. The district presented the plan to all districts through Community Education Council (CEC) meetings in February to April, 2022, which parents, teachers, principals, advocates and more attend via in person or on zoom. The NYC DOE collected comments and questions through May 17 via email to BudgetPublicComments@schools.nyc.	309,237,523

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Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
		gov or by phone to (212) 374-6754.	

Use of Foundation Aid Increase (Cont.)

3. **Please describe your analysis of public comment from parents, teachers, and other stakeholders on the plan. This analysis should include the approach to outreach that was implemented and common recommendations or suggestions. For recommendations not reflected in the plan above, what limitations or rationale led to the decision to not include? (250 words or less)**

The district presented the plan to all districts through Community Education Council (CEC) meetings in February to April, 2022, which parents, teachers, principals, advocates and more attend via in person or on zoom. The NYC DOE collected comments and questions through May 17 via email to BudgetPublicComments@schools.nyc.gov or by phone to (212) 374-6754.

By law, the New York City Schools Chancellor submits the proposed allocation formulas to the Panel for Education Policy (“PEP”) for approval. On March 11, 2022, NYCDOE issued a proposal to maintain the formulas used in the 2021- 2022 school year for the 2022-2023 school year. We received comments relating to FSF, and published an analysis of public comments here and attached.

<https://nycdoe.sharepoint.com/sites/PEPArchive/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FPEPArchive%2FShared%20Documents%2FPEP%2F2021%2D2022%2FMay%2018%2C%202022%20Panel%20for%20Educational%20Policy%20Meeting%2FPublic%20Notice%2FBudget%20Allocation%20Formula%20Weights&p=true&ga=1>

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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.

The district is soliciting comments through July 5, 2022. The district is collecting questions and comments across all districts through Community Education Council (CEC) meetings, which parents, teachers, principals, advocates and more attend via in person or on zoom. Meetings were held from May 17 to June 21st (<https://infohub.nyced.org/reports/financial/contracts-for-excellence/c4e-2022-2023-annual-hearings>). In addition, the department has an email address to collect feedback (stimulus2022@school.nyc.gov). Below are popular comments received to date, and there have been 159 comments received so far that the department continues to review and will prepare responses once public comments are closed.

Topics of questions/ comments received from the public to date:

1. Suggestions to restore and fully fund school budgets to reduce class sizes and keep teachers and other critical supports funded.
2. How to view stimulus funding going direct to districts and schools.
3. If stimulus funds have to be spent under certain requirements.

Questions received via CEC meetings: 4

- Commenter asked how to see how much funding will go to districts and schools?
- This information is public on the DOE website once allocations are released at the beginning of June, with more expected. CRRSA and ARPA are part of School Allocation Memorandums:

https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy22_23/am_fy23_stim.htm

- Commenter asked if stimulus funds have to be spent in certain categories?
- Stimulus funding has requirements like other federally funded programs. Principals have to mark in galaxy how they will spend stimulus allocations within the eligible parameters of an allocation. For example, in FY22 there were several stimulus school allocation that principals had to mark off spending within the eligible use of the school allocation – e.g. arts, literacy, academic intervention, assessments. The parameters of stimulus allocations are made clear in each stimulus School Allocation Memorandum which can be found here:

https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy22_23/am_fy23_stim.htm

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>The NYCDOE'S 2021-22 Instructional Principles, based in NYSED's Culturally Responsive-Sustaining Education Framework, is the organizational framework that will be used for measuring academic recovery. The four Principles are that schools will: 1) Ensure high expectations and rigorous instruction; 2) Create a welcoming and affirming environment; 3) Implement inclusive curricula and assessments; and 4) Create ongoing and targeted professional learning. All data points described here align to one or more of these Principles. Additionally, all measures will be disaggregated by race, gender, and for Multilingual Learners, students with disabilities and students in temporary housing to ensure that students with the highest needs are receiving the necessary interventions and supports. The NYCDOE will continue to use several existing measures to identify student needs and monitor student progress. The central culminating outcome data points are NYSED's Math and ELA exams for grades 3-8 and graduation rates for high school students. Beyond this, students' readiness for college and career will be tracked using indicators such as the completion of rigorous courses and assessments, including Algebra II, Chemistry, Physics, Advanced Placement (AP), college credit-bearing course, etc. Other important college readiness data points include participation in a meaningful computer science education in every grade band, participation and performance on the SAT, and completion of the FAFSA application. The culminating postsecondary data point is students' enrollment in a two or four-year college, vocational program, or public service within six months of their scheduled graduation date. Additionally, the</p>	<p>na:na</p>

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>NYCDOE monitors student attendance, chronic absenteeism and suspension rates on a daily basis. Lastly, the NYCDOE administers citywide surveys to students, families and staff to collect data about each school's ability to support student success. In addition to these existing measures, there are new measures that will be monitored throughout the year to track academic recovery. The NYCDOE is implementing common academic literacy and math screeners and periodic assessments to identify specific skill areas where students will need additional support and intervention to accelerate learning. Screeners designed for grades K-2 (Acadience) and screeners designed for grades 3-12 (MAP Growth, I-Ready, etc.) meet this need and will provide critical skill-level information of students at three timepoints over the course of the school year. Using these common assessments, students at all levels will have their next learning steps clearly identified and appropriate supports can be tailored to them. This includes being able to identify the need for some students to take diagnostic assessments and/or participate in tiered interventions to accelerate learning. In addition to academic screeners, the DOE will be using Social-Emotional Learning (SEL) screeners to identify students needing interventions and quickly match them with services. The Devereux Student Strengths Assessments (DESSA) will be used to measure, and progress monitor, students' social and emotional growth on SEL competencies. Lastly, data for students with disabilities will be tracked to ensure that individualized recovery plans are developed for every student with an IEP, that students receive the provision of recovery services and ultimately that students are making towards IEP goals. The NYCDOE will implement a strengths-based assessment of social-emotional skills, known as the DESSA (Devereaux Student Strengths Assessment) for students in grades K-12. Questions are framed from a strengths perspective and are helpful in identifying students who may need help before issues become bigger problems. If appropriate, this information can be used to provide resources to a student and inform school-wide programming. The SEL screener is not used to diagnose students, but does help to more quickly get students connected with mental health professionals, if needed. The DESSA screener has been validated by 130 peer-reviewed studies, is nationally normed, and has been found to meet or exceed leading psychometric standards. The information collected through the screeners is used to inform the implementation of a multi-tiered system of social-emotional support in schools. The information will be used to inform how school-wide, preventive social and emotional supports are offered and identify individual students who may require additional support. At the classroom level, teachers can analyze screening data for their class as a whole and identify areas of their socialemotional learning (SEL) curriculum that can be strengthened to support student growth and development. At the school level, school leaders can partner with Counselors, Social Workers, and school teams to identify system wide trends in areas of strength and areas for growth. Students who may need additional support will be referred for additional follow-up with the school social worker, guidance counselor, or other supportive intervention. Examples of interventions can include: Individual counseling, Group counseling, Mentoring, Small group SEL skill building, and Behavior Intervention Plans. Classroom interventions could be the use of instructional strategies that help build students' social-emotional skills (e.g. restorative circles, journaling, etc.). There are not any mandatory requirements regarding interventions.</p>	

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 (\$)
<p>Summer Rising: Summer programming to address learning loss. The Summer Rising program is a bold vision for summer learning that is student-centered, experiential and academically rigorous. Summer Rising provides summer instructional opportunities for all students while continuing to serve mandated students in grades 3-8, and high school students in need of credits towards graduation. The Summer Rising programs is a continuation of our work to deliver equity and excellence to all students and a response to the current needs of our students. Two days of professional development will be provided for teachers, and one day of professional development will be provided for education paraprofessionals.</p>	<p>689,507,24</p>

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<p>Funds for professional development will be allocated directly to schools. Funds must be used to help meet a wide range of needs arising from the coronavirus pandemic, including activities and interventions that respond to students' academic, social and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. ARPA funds are temporary and supplemental. In accordance with the state and federal ARPA guidance, school districts must use a portion of funds to support academic recovery activities or what the United States Department of Education (USDOE) refers to as the "learning loss". Academic recovery activities offered in the Summer Rising program will be funded by ARPA. ARPA funded the Summer Rising initiative in 2021, and is projected to fund summer learning loss mitigation programs in summer 2022 and summer 2023.</p>	
<p>Office of School Health: Nurses for the Summer Rising Program (NN) Due to the ongoing safety and health impacts from COVID-19, DOE required a nurse in every summer site. The Summer Rising initiative created a need for nurses beyond staffing patterns in prior years. Funds are used for a combination of DOE nurses working per session hours, utilization of DOHMH nurses, and contracting of temp agency nurses.</p>	17,362,292
<p>Fall Planning Supplement: Preparation for School Reopening. To provide supplemental resources for the planning process for return to school generally and for use of stimulus funds, the DOE allocated to schools supplemental funding to support the school opening planning for fall 2021 and support continued planning needs throughout the school year. This may include developing programming to improve access and student engagement for STEM, foreign language instruction, arts or music education, American history, civics, economics, geography, government education and environmental education, as well as planning meetings to address the social and emotional needs of students and their families as they return to school after potentially 18 months of remote instruction, addressing dropout prevention, implementing systems to prevent bullying and harassment, and establishing community partnerships. Stimulus funding allocated under this initiative may also be used for setting up administrative and learning spaces, and to support family outreach in preparation for school opening</p>	32,520,033
<p>Fall 2021 COVID-19 Staffing Supplement. This initiative provides funding to schools which have identified an unfunded temporary COVID-19 staffing need for the 2021-2022 school year. This allocation may be used to support per session, per diem substitute, F-status service, prep period coverage, sixth period shortage, school aides for lunch coverage, and pro rata for credit bearing classes in high schools. This allocation is based on staffing needs requested by principals and confirmed by the Borough/Citywide Office. Funds are allocated based on a financial review of school budgets, and school ability to fund needs as much as possible from discretionary funding streams. If schools would like to use this funding for a regular substitute (un-appointed teacher) or permanent hire, principals should contact their BCO Finance and Human Resources Director</p>	13,836,180
<p>Restoration of Service Reductions 2021-2022 Schools that experienced enrollment losses in 2021-22 must reduce their budgets and staffing. ARPA funding, per section 2001(3)(R) of the American Recovery Plan Act, is used to restore budget reductions schools experiencing enrollment reductions. Funds are used to maintain teacher salaries and avoid service reductions.</p>	100,586,475
<p>Academic Recovery Learning Loss Supplements: School Year (2021-22) Schools should use this allocation to target academic achievement for all students. This begins with a focus on improving core instruction by providing every student with rich instruction in all disciplines and enrichment. In order to accelerate, all students must have access to enrichment - especially in the arts - as a vehicle for drawing out untapped talent and expression that create the necessary conditions for academic success. Strong, culturally responsive core instruction is the key to academic recovery and can be supported by the strategic implementation of evidence-based interventions matched to students' social, emotional, and academic needs in cases where more supports are needed to access rigorous grade level content. Schools should pay particular attention to vulnerable populations such as students with disabilities, multilingual learners, students in temporary housing, and students in foster care when strengthening core instruction through an enrichment focus and complementing this with the intentional use of</p>	358,276,960

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<p>interventions. Schools must prioritize identifying literacy staff, ensuring multilingual learner recovery work, and using 20% of the funding allocated for arts instruction. Schools are urged to consider how to leverage Fair Student Funding to ensure necessary staff such as certified arts teachers, ENL/bilingual teachers, reading/intervention teachers, and school librarians work in concert with programs funded by this SAM to expand capacity, enrichment, access, and support to every student. The Academic Recovery Plan outlines the Academic Priorities for SY 2021-2022, driven by the need to welcome every student, staff member, and family back in this year of homecoming. We have the opportunity to transform the student experience by ensuring our school environments are welcoming and affirming, anchored in setting high expectations and rigorous instruction to accelerate learning for every student beyond the pandemic. In particular, ensuring every student develops comprehensive literacy skills at every grade level is both paramount to academic acceleration and a fundamental civil right. Building off our strong foundation of 3K, PK, and ULit coaching investments, we are positioned to not only ensure every student has the support and resources needed to read at grade level by the end of second grade, but also to provide robust discipline-based literacies in all content areas. As a citywide priority and effort, we will be able to analyze and progress monitor literacy data to ensure our investments have impact in moving students to proficiency, and ensure necessary supports are available from BCOs and Central where needed. This initiatives provides stimulus funding for Academic Recovery aligned to the priorities and principles laid out by DOE Leadership. These priorities include:</p> <ul style="list-style-type: none"> • Focusing on early literacy in K-2, • Developing our students as digital citizens, • Investing in special education, • Providing greater support for our multilingual learners (MLs) and their families, • Ensuring our students are college- and career-ready, and • Providing standards-based arts instruction to promote social, emotional and academic support for all students <p>The principles include:</p> <ul style="list-style-type: none"> • Ensure high expectations and rigorous instruction, • Develop and strengthen a welcoming and affirming school environment, • Implement inclusive curricula and assessments, and • Center time for ongoing and targeted professional learning communities 	
<p>Special Education Learning Loss Recovery Services for Students with IEPs. In accordance with the state and federal ARPA guidance, school districts must use a portion of funds to support academic recovery activities or what the United States Department of Education (USDE) refers to as academic impact of lost instructional time. The activities designated in this SAM are intended to meet this requirement, and these funds must be spent in accordance with the parameters outlined below. This funding is available for expenses incurred September 1, 2021 through June 30, 2022. Schools are encouraged to schedule funds and implement eligible programming as soon as possible. As this is a temporary fund source, these funds cannot be used to hire full-time staff. As with all federal funding, these funds are subject to monitoring and audit. All purchasing and payroll documentation, including timesheets, must be retained on site at the school to support expenditures, and must be available to present upon request. Overview Special Education Recovery Services: are instruction and related services made available to students with IEPs to help close gaps brought on by the pandemic's disruption to learning provide students with targeted services that will supplement but not supplant students' IEP programs and services are targeted at the needs of individual students based on the impacts of the pandemic as identified in the teacher's assessment of each student's progress toward IEP goals are being made available to all students with IEPs will be based on all areas for which they receive special education or related services will be delivered in a manner that addresses inadequate progress toward grade level standards or skills that may have been lost Schools must utilize posting templates to staff the special education recovery services program. To bolster or enhance interest in the program, and where allowable as outlined in the allowable cost factors below, schools may utilize an approved Community-Based Organization (CBO) to provide supplemental enrichment activities related</p>	<p>247,645,837</p>

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<p>to recovery services. Schools are encouraged to use Multiple Task Award Contracts (MTACs) to procure these services. MTACs are pre-established price and service agreements that enable schools to quickly procure a wide variety of services from approved providers at negotiated prices. MTAC service categories relevant to this SAM include Counseling Services, Tutoring/Homework Assistance, Reading and Literacy Support, and Social Emotional Learning. Procurements above \$25K require a competitive process, which is executed by DOE schools/offices via the MTAC tool. As part of the Special Education Recovery Services initiative, the Special Education Office will ensure that every DOE school can purchase materials for Tier 2 and Tier 3 interventions in literacy and math and provide coverage for one teacher and one paraprofessional to attend training in specific interventions in SY 2021-2022. This will support the following outcomes: Provide Tier 2 and Tier 3 interventions to students with disabilities who require intervention instruction as part of Special Education Recovery Services Provide Tier 2 and Tier 3 intervention instruction to students identified pre-referral and at risk Provide Tier 2 and Tier 3 intensive small group intervention to students who require this based on screener results Elementary schools are allocated 4 days of per diem for teachers and 2 days of per diem for paraprofessionals. Secondary schools are allocated 3 days of per diem for teachers and 1 day of per diem for paraprofessionals. Per diem is to be used to cover teachers and paraprofessionals who are attending training during the school day Schools are also provided with OTPS funding to purchase one set of materials for each of the intervention programs listed below. Funds can be used for: Purchasing Tier 2 and Tier 3 intervention materials in the following programs for Elementary Schools: Sound Sensible SPIRE Great Leaps Literacy Great Leaps Oral Calculation Purchasing Tier 2 and Tier 3 intervention materials in the following programs for Secondary Schools: Rewards TransMath Great Leaps Literacy (for paraprofessionals) Great Leaps Oral Calculation (for paraprofessionals) Related Services for Occupational Therapy, Physical Therapy are allowable using OT and PT overtime in order to provide recovery services beyond the school day or on weekends. Speech-Language Therapy is allowable using Speech Per Session after school, on weekends, or in cases preferred by the parent, during the school day. OT, PT, and speech providers must obtain and log remote consent using the Family Remote Consent Form prior to initiating remote services. Schools unable to identify sufficient staff through a local posting will be able to interview applicants from a district and/or borough posting. If DOE staff are not identified through the local posting, principals must contact their BCO for support in utilizing the district/borough posting and, where necessary as described above, contracting. Where schools will be using contracted service providers, funds should be scheduled in the title "Contract Service Set Aside" in Galaxy. After the new year, funds will be removed from school budgets to transfer to central for payment to providers. Funds have also been allocated to a central account to cover payment for services that require contracting, and a reserve fund has been established for schools requiring additional funds to provide the level of services required. Funds for the second semester will be allocated in the spring, with adjustments based on contracting levels.</p>	
<p>Providing Nursing Services in all schools Due to the ongoing safety and health impacts from COVID19, DOE has had difficulty securing sufficient nurses to meet demand in every location. Funds are used for a combination of DOE nurses working per session hours, utilization of DOHMH nurses, and contracting of temp agency nurses.</p>	72,225,000
<p>Mental Health Supports. The DOE allocated federal stimulus funding to expand an existing initiative for school-based social worker positions in order to provide access to direct mental health supports at schools citywide. The goal of the funding is to ensure that schools, with demonstrated need, receive funding for a full-time school social worker who is able to support students with their varied social and emotional needs. Social workers funded under this initiative are intended to provide mental health supports at their respective school location. Social workers are responsible to:</p> <ul style="list-style-type: none"> • Provide targeted supports to individuals and selective services to identified groups; • Deliver counseling with an emphasis on supporting mental health; • Conduct parent workshops; • Make needed referrals for health and professional services and access to public benefits; • Provide workshops and support to school staff to educate them on mental health matters and students' 	76,880,966

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<p>social-emotional needs; and</p> <ul style="list-style-type: none"> • Communicate and coordinate with other adults who may be supporting these students. <p>Selection Criteria: Selection criteria included the number and rate of behavioral incidents, mental health crises, and NYC School Survey data regarding parent, teacher, and student perception of school environment, specifically those aspects linked to preventing bullying and supporting social-emotional health. For FY 2022, an additional, larger cohort of schools are receiving this funding because they lacked direct mental health services and lacked a full-time school social worker in the 2020-2021 school year. Additional selection criteria include being in a neighborhood or zip code hardest hit by Covid-19 and economic need index. For the FY 2022 cohort, ARPA funds for academic recovery (or learning loss) will be allocated at the city-wide average social worker salary including fringe. These social workers report directly to the school principal and receive training, coaching and professional development from borough and central offices. Social workers are expected to participate in scheduled professional development, including meetings, and other professional learning opportunities. Mental Health Supports: Universal Screening After 9/11, 87% of NYC public school students demonstrated mental health needs and 1 in 10 met the criteria for a psychiatric disorder. The current COVID-19 crisis, mass unemployment and economic uncertainty, and acute experiences of racism requires a comprehensive plan for addressing the anticipated increase in trauma and acute mental health needs. The ARPA funding provides resources to implement a city universal screening program. The targeted population will be all students citywide. Screeners will be available for all DOE students; however, given option for parent opt-out and student opt-out, we may not reach the entire DOE student population in the first semester. Citywide implementation was chosen to ensure we meet the needs of all students. The goal of the program is to strengthen foundational social-emotional support to students and to implement an efficient system for students who may require Tier 2/3 services.</p>	
<p>Restorative Justice NYCDOE seeks to support the whole child by creating safe, respectful and inclusive environments in which adults have shared sets of beliefs and skills necessary to develop students' social and emotional competencies. Schools are most successful when Social Emotional Learning (SEL) and Restorative Practices (RP) are embraced as a school-wide approach, as opposed to discrete practices. Investments in an SEL/Restorative model can have a direct impact on school climate and culture, academic achievement and behavioral outcomes. This initiative expands the district level restorative practices to all middle and high schools citywide. The initial pilot investment in the development of social emotional skills translated to increased instructional time, reduced misconduct and punitive discipline, as well as higher academic achievement. Replicating the model used in pilot community school districts 5,12,16 and 18 presents an opportunity to address the challenges of suspensions with both locally and nationally evidenced based practices.</p>	12,308,279
<p>Student enrollment campaign This initiative provides funding for a robust cross-functional, cross-office effort to retain current families and welcome new ones as we support the successful return of NYC students to 100% in-person learning. Through a combination of family service, outreach, communications, events, and marketing, we will engage/re-engage families and boost enrollment in DOE schools and childcare programs. To do so successfully, we need to</p> <ul style="list-style-type: none"> • reassure parents, guardians, and students that that our schools are safe, high-quality, and open (marketing) • provide families with timely information and clear action steps in print, digital, and video formats, as well as opportunities for in-person and virtual engagement/admissions/enrollment events throughout the summer and school year (communications and events) • have staff readily available and equipped to support them directly—by phone, by video chat, by email, and in person (customer/family service) • increase access to our processes through partnerships and proactive outreach to underserved communities, including STH and NYCHSA families, immigrant families, and families who speak home languages other than English (outreach) • support both “sending” and “receiving” schools with, respectively, admissions and recruitment through a combination of the above and our Recruitment Toolkit <p>During the pandemic, the DOE's engagement, outreach, and communications budgets were defunded. Citywide and across grade bands, application rates have fallen. This funding will provide more equitable, timely access to school</p>	10,971,988

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>and admissions information in advance of and throughout the admissions processes for EarlyLearn, 3-K, pre-K, kindergarten, Gifted & Talented, middle school, high school, and the Specialized High Schools, as well as for summer and year-round enrollment. This means continuing to provide robust digital communications while also providing the most key information in print formats so families facing barriers to digital access or literacy can access them. We also need to increase our capacity to responsively support the high volume of calls, emails, and requests for support around any of our admissions processes or the back-to-school enrollment periods. As we transition to an appointment system and back to in-person service, we will need to meet different families' needs in new ways. Some families need in-person support, while other families' work hours and obligations make it harder to visit a Family Welcome Center. Ramping up our virtual and in-person service will allow us to serve families more flexibly, more quickly, and more meaningfully.</p>	
<p>Teacher Recruitment This initiative will support the re-opening of schools and build capacity, and advance equity to bring in more teachers of color; provide principals and other school leaders with the resources necessary to address the needs of their individual schools; and, address the unique needs of low-income, SWD, STH, MLL, racial and ethnic minorities. Each of these categories are addressed through the following comprehensive approach that will invest in a diverse pipeline to close teacher talent gaps (geographic, subject-area, representation):</p> <ul style="list-style-type: none"> • Large-scale dual credentialing for students with disabilities and MLLs with large scale dual credentialing • Expanded programming for paraprofessionals on a career path to teaching • Capacity building in high-need schools through clinical prep partnerships and peer recruiters • Expansion of diversity recruitment efforts with a focus on paraprofessionals and local university partnerships • Alternative certification expansion of multiple pathways, such as Summer Teaching Fellows, Substitute and Paraprofessionals pathway, and Spring New York City Teaching Collaborative • Address barriers for participations by upgrading alternative certification and traditional recruitment systems to work at scale <p>Due to students' learning loss caused by the COVID-19 school year, there is an increased need for teacher talent that is better prepared to teach student populations that were adversely affected by COVID-19 and aligned to high-need subject areas and neighborhoods. In addition, the hiring freeze in Summer 2020 cancelled the New York City Teaching Fellows program, which led school leaders to have decreased access to alternative-certification candidates. Finally, state and federal regulations for special education and multilingual language learner students demand renewed focus in aligning our human capital resources towards these special student populations.</p>	21,683,899
<p>Office of Community Schools NYCDOE is intends to expand its Community School Strategy to an additional 18 schools or campuses. The community school strategy is based on a growing body of evidence showing that an integrated focus on academics, health and mental health services, social services, expanded learning opportunities (such as afterschool and summer enrichment activities), positive youth development, and family and community partnership, is critical to improving student achievement and bolstering equitable outcomes for all students, including vulnerable populations. In a community school, these integrated elements become part of the core function of the school, and the school becomes a hub of opportunity and civic engagement. Through collaborative planning, strategic and equitable resource allocation, and community-based partnerships, community schools create welcoming, supportive environments that help students navigate barriers and build on strengths so that every student can thrive academically, socially, and emotionally. In New York City, the community school strategy has been proven to be effective in increasing graduation rates and student achievement, and in reducing chronic absenteeism and disciplinary incidents.</p>	18,600,000

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	118,581,213	72,225,000	72,225,000
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	777,379,006	613,378,314	31,349,652
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.	324,526,803	189,811,357	80,847,189
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	389,181,865	315,667,953	79,731,997
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	86,313,017	0	0
Supporting early childhood education.	38,515,923	578,848,862	1,033,035,994
Other (please describe below)	0	0	0
Totals:	1,734,497,827	1,769,931,486	1,297,189,832

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

(No Response)