

**ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Summary & Background

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Page Last Modified: 07/23/2021

**Summary & Background**

NYC CHANCELLOR'S OFFICE

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**SUMMARY & BACKGROUND**

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

**ARP-ESSER Application – Part 1:** The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

**ARP-ESSER Application – Part 2:** The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

**Project Period**

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

**Project Number**

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

This number should be used on the appropriate FS-10 budget form.

**Submission Deadline**

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

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Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER allocation returned to the United States Department of Education.

**APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS**

The federal ARP statute requires SEAs to reserve:

not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

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**Submission Instructions**

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**Directions for Submitting the Application:**

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and 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 general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

*Office of ESSA-Funded Programs - Rm 320 EB*

*RE: ARP-ESSER Application – Part 2*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234.*

**Deadline for Submitting the Applications:**

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

**ARP-ESSER Application: Part 2 - ARP Act**

LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

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**ARP-ESSER LEA Base 90% Allocation - Intent to Apply**

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- 1. Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

- 2. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Lindsey Oates	loates@schools.nyc.gov	11/12/2021
LEA Board President	Meisha Porter	NYCChancellor@schools.nyc.gov	11/12/2021

**ARP-ESSER Allocation - Construction-Related Costs**

- 3. Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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**ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination**

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

**NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.**

An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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**1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.**

In May and June 2021 the Chancellor, joined by the Chief Financial Officer and other senior DOE leadership, hosted virtual town halls in all five boroughs, and encouraged families to provide ideas and feedback on how to use additional state and federal funding. At each forum a PowerPoint was presented that laid out all NYC DOE's goals for the stimulus funds and vision for students' academic recovery. There was an email address provided in order for parents, students, and other attendees to provide feedback to the DOE. Further, during the forums real-time surveys were conducted so all attendees could actively participate. Thousands of parents and caregivers attended these events, inclusive of the stakeholders listed above, and NYCDOE received written submission from over 2,000 people. In addition to presenting and conducting the forums, the Chancellor and other senior leadership met with elected officials in each borough, and had separate regular engagements with advocacy groups and other stakeholders including parents, and labor unions. We will continue to engage stakeholders when changes occur.

DOE has received and altered the stimulus plan based on these engagements. Each engagement session utilized an earlier version of the presentation, which can be found here: PowerPoint Presentation (nyc.gov). This presentation has been updated as we have made changes to our plan since the initial engagements.

**Public Engagement Sessions:**

Parent sessions were held virtually and included simultaneous interpretation in up to three languages. Across the five sessions, interpretation was provided in six of the ten most common language in New York City.

	<b>Staten Island</b>	<b>Manhattan</b>	<b>Queens</b>	<b>Brooklyn</b>	<b>Bronx</b>
<b>Date</b>	5.17.21	5.24.21	5.27.21	6.7.21	6.9.21
<b>Registration</b>	811	1405	1191	1212	2038
<b>Attendance</b>	390	853	762	672	1164
<b>Languages</b>	Spanish, Mandarin	Spanish, Mandarin, Cantonese	Spanish, Mandarin, Bangla	Spanish, Mandarin, Russian	Spanish, Bangla, French

**Elected and Community Engagement:**

- Members of the DOE Community Roundtable were engaged on stimulus spending in May 2021. The Community roundtable is comprised of community organizations, citywide parent leadership and advocacy groups.
- The Family and Community Empowerment team engaged the Chancellor's Parent Advisory Council (CPAC) as well as student advocacy organizations Teens Take Charge and Integrate NYC.
- Borough specific briefings with elected officials were held in all five boroughs with NYCDOE Chancellor, and senior leadership.
- Staten Island: 5/21/21 @ 1:30 pm
- Manhattan: 6/4/21 @ 1 pm
- Brooklyn: 6/11/21 @ 1 pm
- Queens: 6/16/21 @ 1pm
- Bronx: 6/21/21 @ 1 pm

**Union Engagement:**

- From May-August 2021, the Chancellor and Senior leadership members met weekly with union partners the Council of Supervisors & Administrators and the United Federation of Teachers to discuss stimulus funds/spending and school reopening plans including Summer and Fall 2021. These unions primarily represent principals and teachers, respectively.

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2. **In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

The ARPA application will be posted at this link: <https://www.schools.nyc.gov/about-us/funding/funding-our-schools>  
People may also email the following address upon request: [stimulus2021@schools.nyc.gov](mailto:stimulus2021@schools.nyc.gov)

**ARP-ESSER LEA Base 90% Allocation - Program Information**

3. **In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

NYC DOE uses ARPA to adopt the CDC's multi-layered approach to safely reopen schools through mitigation measures. Every student and staff member must complete a health screening every day before entering schools, and all staff are required to be vaccinated. PPE must be worn on buses and school property by all students and personnel in school buildings and physical distancing of 3 feet apart is maintained in every classroom. NYC is providing ARP funding for additional staff to ensure social distancing and a safe work environment for students and school staff, for principals to support planning to safely reopen schools, and for instruction during emergency closures.

Resources have been invested in PPE, sanitizing and cleaning supplies and equipment, and additional staff to ensure social distancing. Further, ARPA is used to fund air purifiers in classrooms – every classroom is equipped with 2 or more air purifiers. ARP funding is being used to support NYCSSS, NYC public school custodial services. Custodial work is critical to reopening schools and following local and CDC guidance on cleaning and disinfecting, including the continuous cleaning of high-touch areas throughout the day and deep electrostatic cleaning daily in every classroom. Further, all classrooms and common areas, including auditoriums and gyms, have hand sanitizer and wipes available.

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**4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.**

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 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 (Devereux 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 social-emotional 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.



## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

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5. **In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.**

SAM 7: Summer Rising

[https://www.nycenet.edu/offices/finance\\_schools/budget/DSBPO/allocationmemo/fy21\\_22/fy22\\_docs/fy2022\\_sam007.htm](https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy21_22/fy22_docs/fy2022_sam007.htm)

Funding will be used to support summer learning and enrichment through a Summer Rising program:

- School are partnered with CBOs at Summer Rising sites to provide students with a holistic experience that combines strong academic supports, social emotional learning and enrichment programming.
- Summer rising will be offered to schools serving grades K-8 and 9-12, and High School students who need graduation credits for graduation will also have access to their courses over the summer.
- In recognition of the wide-ranging needs of students attending summer school due to COVID-19, and to better enable schools to plan for the pandemic-related challenges of school opening in the fall, schools will receive funding for Assistant Principal Support, Counseling Support, Education Paraprofessional Support, and New Sites.
- Grades K-12 students with disabilities receive additional instructional support by a Special Education Intervention teacher as part of their summer day.
- Grades K-12 students with disabilities receive extended school year special education services. IEP teams determine whether a student requires extended school year special education services during the summer in order to prevent substantial regression. Funds are allocated to schools to support the following services as needed: assistant principals, teachers, coverage, secretaries, paraprofessionals, educational software, materials, and related service providers.
- Remote options will be offered to families of "mandated" students in grades 3-8 who need additional academic support for promotion.
- Funding is also provided to schools hosting summer remote Related Service Centers to provide speech, occupational therapy, and physical therapy services to students with 12-month related service IEP recommendations.
- Funding is provided to the ASD summer program to middle school students and support the following as needed teachers, paraprofessionals, related service providers, and OTPS for materials and supplies.
- Funding will support an on-site and a hybrid of remote/in-person CTE instruction/activities delivered by CTE licensed teachers, NYSED-eligible WBL experiences, and college and career readiness skills-building, especially for seniors and recent graduates preparing for college in the fall. CTE-SEP instruction and WBL program offerings will be accessible to and support all CTE learners, including students with disabilities and multilingual learners. The supports include instructional supplies, software applications, industry-validated technical assessments, and driver's education services for CTE-SEP school sites that have confirmed implementation capacity.
- The WBL Partnership Incubator program will connect a number of high schools with Community Based Organizations (CBOs) to offer credited or uncredited summer WBL experiences and an attendance and WBL project completion incentive to students. Funding will, in part, ensure adequate staffing of the program.

SAM 40: 350 SWs in High-Need Schools

[https://www.nycenet.edu/offices/finance\\_schools/budget/DSBPO/allocationmemo/fy21\\_22/fy22\\_docs/fy2022\\_sam040.htm](https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy21_22/fy22_docs/fy2022_sam040.htm)

For FY 2022 a large cohort of schools are receiving this funding because they had a need for direct mental health services and a full-time school social worker in the 2020-2021 school year. The Selection criteria includes being in a neighborhood or zip code hardest hit by Covid-19 and economic need index (ENI).

SAM 61: ARPA Academic Recovery

[https://www.nycenet.edu/offices/finance\\_schools/budget/DSBPO/allocationmemo/fy21\\_22/fy22\\_docs/fy2022\\_sam061.htm](https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy21_22/fy22_docs/fy2022_sam061.htm)

With a goal to maximize equity, this funding to schools is projected K-12 enrollment with additional weights to target schools that serve high proportions of students in foster care, students in shelter, students in temporary housing (STH), students who are English Language Learners (ELL), newcomer and long-term ELLs, students with interrupted/inconsistent formal education (SIFE), students with disabilities (SWD), and students with economic need (ENI). The methodology also targets schools in zip codes that have been hit hardest by COVID-19.

SAM 70: ARPA Academic Recovery Special Education Services for Students with IEPs

[https://www.nycenet.edu/offices/finance\\_schools/budget/DSBPO/allocationmemo/fy21\\_22/fy22\\_docs/fy2022\\_sam070.htm](https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy21_22/fy22_docs/fy2022_sam070.htm)

Schools must spend funds in a way that meets the needs of their unique student population, with all funds to be on Special Education After-School Instruction, Evidence-Based Intervention Training, Related Services, Counseling, and Planning Prep. Funding is proportional to the number of students with IEPs to each school for After-School Instruction, Related Services, and Counseling. Funding for Training is based on costs for materials and the teachers and paraprofessionals to receive training. Lastly, Planning is an amount for case managers to complete Recovery Services planning

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for students with IEPs.

Community Schools

In 2020, the RAND Corporation released an Impact Study that provides evidence that NYC Community Schools are effective in increasing graduation rates and student achievement, and in reducing chronic absenteeism and disciplinary incidents. Community Schools organize resources and share leadership so that academics, health, youth development, and family engagement are integrated into the fabric of schools. To accomplish this, each NYC community school partners with a community-based organization that receives a multi-year contract from the Office of community schools to provide social and emotional counseling, additional learning opportunities, and many other services to students and families. The COVID-19 crisis has shown the power and potential of community schools to serve as a source of educational equity, community strength and resilience.

Starting in FY 2022, ARPA funds are being used to expand the portfolio of Community Schools. Selection criteria for Community School expansion include being in a neighborhood or zip code hardest hit by Covid-19, economic need index (ENI), having high percentages of students who have had at least one interaction with the shelter system over the past four years and schools with high rates of chronic absenteeism.

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## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

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**6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.**

**Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.)**

SAM 26 & 27: 3K Expansion

[https://www.nycenet.edu/offices/finance\\_schools/budget/DSBPO/allocationmemo/fy21\\_22/fy22\\_docs/fy2022\\_sam026.htm](https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy21_22/fy22_docs/fy2022_sam026.htm)

[https://www.nycenet.edu/offices/finance\\_schools/budget/DSBPO/allocationmemo/fy21\\_22/fy22\\_docs/fy2022\\_sam027.htm](https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy21_22/fy22_docs/fy2022_sam027.htm)

ARP ESSER funding is being used to support the expansion of 3K to all districts, expanding to 36,000 students. This funding will help support expansion program costs including coverage positions for teachers and paraprofessionals. DOE will continue to monitor expenditures and the creation of seats to achieve universal 3K.

Enrollment Campaign

In order to support the return of NYC students to in-person learning, ARP ESSER funding will be used to support family services, outreach, communication and events to engage and re-engage families to boost enrollment in schools and childcare programs. Families and parents will get the reassurance they need and information over the summer and school year, with focused outreach to homeless, immigrant and multi-language families and parents. DOE will continue to track expenditures and enrollment across the DOE system.

**Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.)**

4410 Procurement for Pre-k Special Education Students

ARP funding will be used to continue support for pre-k students with disabilities, and bring them into the Pre-k for All program. Funding will be used to provide additional services to extend the school day to over 6 hours, utilizing the current 4410 service contract to add additional special class seats, and improve salary parity for providers. This funding will also support instructional coordinators, social workers and program monitors. DOE will monitor expenditures the creation of seats, and student demand.

CPSE Expansion

ARP funding will help the 10 district-based Committees on Preschool Special Education ("CPSEs") that are responsible for coordinating the special education process for children ages 3 to 5. ARP funding will support additional staff to support families through the initial referral process, completion of evaluations, IEP meeting process, and implementation of special education services to meet the growing population of preschool students. DOE will monitor hiring, expenditures, and student IEP needs.

**Providing principals and other school leaders with the resources necessary to address the needs of their individual schools**

In order to support principals and their individual schools, NYC provided ARP ESSER funding for the following needs:

SAM 38: School COVID-19 Planning Supplement

[https://www.nycenet.edu/offices/finance\\_schools/budget/DSBPO/allocationmemo/fy21\\_22/fy22\\_docs/fy2022\\_sam038.htm](https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy21_22/fy22_docs/fy2022_sam038.htm)

ARP ESSER funding was added to support fall and school year planning activities for immediate and continued school reopening needs. This funding supports school-based teachers and related service providers to provide instruction during emergency closures, program development for class subjects, social and emotional needs of students, including dropout prevention and bullying and harassment prevention, learning spaces, and family outreach.

SAM 57: School COVID-19 Staffing Supplement

[https://www.nycenet.edu/offices/finance\\_schools/budget/DSBPO/allocationmemo/fy21\\_22/fy22\\_docs/fy2022\\_sam057.htm](https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy21_22/fy22_docs/fy2022_sam057.htm)

ARP ESSER funding was added to school budgets to support school staffing needs identified due COVID-19. Principals specifically identified staffing needs in their respective schools.

School Reopening Nurses

As a result of COVID-19, a nurse has been assigned to all DOE school buildings. ARP ESSER funding supports nurses added in 433 buildings in order to address health needs for students in schools during reopening.

Teacher Recruitment

In order to support the re-opening of schools and the needs at individual schools for qualified teachers to support students adversely affected by the pandemic, ARP ESSER funding was allocated to support recruitment for dually certified teachers, alternative certification and pathways teachers, clinical model and extended learning student teachers, male teachers of color, high-need subject alternative-certification teachers, and hiring support for highest-need schools.

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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**Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA**Restoration of Services Reduction

ARP ESSER funding will support schools with enrollment declines, which under current policy results in budget reductions impacting staffing and services. This funding keeps teacher salaries and services in schools whole. DOE will monitor school expenditures to ensure staffing and services are maintained in schools.

Restorative Justice Expansion

ARP ESSER funding will support the expansion of Restorative Practices to improve school climate in all middle and high schools citywide as students return to instruction after the pandemic. This program is expected to improve student graduation rates, college readiness, and academic outcomes. DOE will monitor the number schools added, expenditures, and student outcomes.

NYCSSS Contract

ARP ESSER funding will support the DOE's contract for custodial services with NYC School Support Services, Inc. Funds will be used for custodial services for cleaners, handypersons, firepersons and engineers that support the regular operation of DOE's school buildings. Services include cleaning and disinfection, basic maintenance and repair, and building opening and closing duties. DOE will continue to monitor expenditures to ensure the continuity in services.

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7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The strategic framework of our Academic Recovery Plan guides school communities and support for students for this school year and beyond. That plan emphasizes critical areas of focus, including: investing in social emotional supports for every student, early literacy for all, digital literacy, college and career readiness, special education services, supports for multilingual and immigrant learners, and a rigorous and inclusive universal curriculum.

ARPA funding helps support the following in DOE's Academic Recovery Plan:

**Social Emotional Supports**

We know that children in every community are carrying trauma caused by the COVID-19 pandemic, so a successful academic recovery that enables students to learn to their potential can only happen when their emotional and mental health needs are addressed. Our schools need to be places of healing, so we are making major investments in social emotional supports for students.

As every seasoned educator understands from experience, teachers and schools need to know their students well. To facilitate that process, across the system we have started implementing our social emotional screening tool, which will reach all schools by the end of November.

Our goal is to pinpoint areas of strength in key social emotional learning competencies and to help identify students in need so that they can be quickly matched with appropriate services. Our K-8 schools have begun screening students this week, and high school will begin next week. All 3-K and Pre-k students will be screened by December.

In addition, to guarantee that every school has the resources to support students who may be in crisis, we announced that we would hire over 500 social workers and other mental health support staff. And we are working with each school community to eliminate any barriers in hiring for any outstanding positions.

Further, we are adding over 130 new Community Schools to provide expanded social, emotional, academic, and extracurricular services to students in the highest need communities. The criteria for eligible schools includes high percentages of students who have had at least one interaction with the shelter system and schools with high rates of chronic absenteeism. More specifically, all of the schools have 10% or more of students who were identified as residing in shelters at least once within the last 4 years.

**Early Literacy**

Relatedly, all schools have selected low-stakes academic screening tools in reading and math that are currently identifying where students are academically. This is the first of three periods when screeners will be administered this year so that our teachers can use the data to inform core instruction and identify where supports and interventions are needed.

This component of the Academic Recovery Plan has the singular goal of enabling all students to read at grade level by the end of 2nd grade. In addition to the screeners, we are increasing the number of Universal Literacy reading coaches to approximately 500 in order to provide all K-2 classrooms with support from a literacy coach. In addition, we are training our K-2 educators to provide focused literacy support to students in need.

**Special Education**

ARPA ESSER and ARPA IDEA funding supports our recovery plan which includes significant investments to special education, including direct student services, family communication, and preparing teachers to provide targeted post-pandemic supports.

From the youngest learners to those preparing for graduation, students with Individualized Education Programs (IEPs) will receive unprecedented assistance. They will also participate with other students in both academic and SEL screeners so teachers can better understand their needs.

In addition, all students with IEPs will be offered additional instruction and related services along with the IEP-recommended programs and services they receive during the school day. We are also providing eligible students age 21 and older with continued instruction toward receiving their diploma.

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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or other exit credential, or to receive consultation to facilitate post-secondary plans for college and career readiness.

Because families are critical to this work, we are expanding family workshops and information sessions available through our Beyond Access Series, which was launched during the pandemic and supports families of students with disabilities.

For our youngest learners with disabilities, we are adding 800 seats for students with disabilities in preschool by next fall, 2022. And we are expanding Committees on Preschool Special Education to expedite evaluations and IEP meetings so that students can get services they urgently need.

**Multilingual and Immigrant Learners**

ARPA funding supports each focus area of the recovery plan, including dedicated investments for multilingual learners and immigrant students to address their distinctive needs in making academic progress and learning languages. Particularly in the context of returning to full-time in-person learning, those efforts include conducting wellness checks and providing social-emotional learning support to identify the needs of multilingual learners.

We are training English as a New Language (ENL), bilingual, and content area teachers to track student progress and provide targeted supports specifically for multilingual learners.

In addition, we are expanding Immigrant Ambassador Programs across 30 high schools that match immigrant DOE students with college students to foster mentorship and early college awareness. We have also designed the Postsecondary Readiness for ELLs Program (PREP) to build the capacity of school-based teams to offer students ongoing workshops that afford them an opportunity to explore, prepare, and apply to a postsecondary pathway of their choosing.

**Digital Literacy**

After we were forced to close our buildings in March of 2020, we undertook an unprecedented investment in technology, with over 650,000 devices purchased by the DOE.

The Academic Recovery Plan builds on this technological advancement by guaranteeing that all K-12 public school students have access to a digital device and ensuring all students become fully fluent digital citizens. We are distributing more than 175,000 devices as needed, expanding access to Computer Science for All to 400,000 students by 2024, and training over 5,000 educators in advanced computer science. Technological skills and digital literacy are simply vital for all our students and their futures.

**Academic Recovery to Schools**

On September 3rd, 2021, DOE released \$350 million in funding as part of an Academic Recovery allocation directly to school budgets. With this funding, schools will receive funding for professional learning, strengthening core instruction, enrichment, and planning for targeted interventions. Schools will also use 20 percent of this funding to support arts programming. Schools must use the funding to focus on vulnerable populations most impacted by the COVID-19 pandemic including students with disabilities, multilingual learners, students in temporary housing, and students in foster care.

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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**ARP-ESSER Return to In-Person Instruction**

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

**NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).**

- In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

The following is posted publicly, and people may email the following address: [stimulus2021@schools.nyc.gov](mailto:stimulus2021@schools.nyc.gov)

- **Use of stimulus funding:** <https://www.schools.nyc.gov/docs/default-source/default-document-library/preliminary-update-on-arp-esser-and-on-foundation-aid-funding>
- **DOE plan for academic recovery:** <https://www.schools.nyc.gov/docs/default-source/default-document-library/family-letter-july-8-2021>
- **Safe and Healthy Learning for All:** <https://www.schools.nyc.gov/school-year/school-year-2021-22>
- **COVID info:** <https://www.schools.nyc.gov/school-life/health-and-wellness/covid-information>
- **Guide:** <https://www.schools.nyc.gov/docs/default-source/default-document-library/doe-homecoming-health-and-safety-guide---september-8-2021>
- **Messages for Families:** <https://www.schools.nyc.gov/about-us/messages-for-families>
- **Back to school checklist:** <https://www.schools.nyc.gov/school-year/school-year-2021-22/back-to-school-checklist-for-families>
- **Priorities:** <https://www.schools.nyc.gov/school-year/school-year-2021-22/educational-priorities>
- **Health and safety:** <https://www.schools.nyc.gov/school-life/health-and-wellness/covid-information/health-and-safety-in-our-schools>
- Updates to plans are also communicated to principals and school staff through a weekly digest.

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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2. **An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.**

**In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.**

The DOE as a practice continuously updates the plan to in-person instruction as needed, and at least every 6 months. These changes are facilitated through feedback from standing meetings with health experts on the local, state and federal levels. DOE updates the plan with the feedback from meetings as needed and as advised by CDC guidance updates, the plan is posted on the DOE website with updates.



ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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**ARP-ESSER LEA Base 90% Allocation - Funding Distribution**

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Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	4,801,619,143
Total Number of K-12 Resident Students Enrolled (#)	869,984
Total Number of Students from Low-Income Families (#)	597,006

**ARP-ESSER Schools Served**

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	1,604
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1,604

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

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**ARP-ESSER LEA Base 90% Allocation - Use of Funds**

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**Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.**

- Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.  
PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	2,382,039,295
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	329,152,499
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	349,588,701
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	369,675,344
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	0
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster	0

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

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	FUNDING Amounts (\$)
care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	1,371,163,304
<b>Totals:</b>	<b>4,801,619,143</b>

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

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**ARP-ESSER LEA Base 90% Allocation - Budget**

**PLEASE NOTE** - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

**1. Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER LEA Base 90% Funds.**

- 5880-21-0001.pdf
- 5880-21-0002.pdf
- 5880-21-0003.pdf
- 5880-21-0004.pdf
- 5880-21-0005.pdf
- 5880-21-0006.pdf

**2. Please upload a completed copy of the Budget Narrative for the ARP-ESSER LEA Base 90% Funds.**

BUDGET NARRATIVE - ARPA Updated.docx

**3. Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds (\$)
15 - Professional Salaries	1,521,460,660
16 - Support Staff Salaries	173,606,137
40 - Purchased Services	2,430,696,851
45 - Supplies and Materials	50,321,648
46 - Travel Expenses	31,000
80 - Employee Benefits	545,326,731
90 - Indirect Cost	80,176,116
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
<b>Totals:</b>	<b>4,801,619,143</b>