

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

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

KIPP NYC has yet not received public comment and will work to collect comments in the coming months from stakeholders and community members.

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>In the United States, today, only 10% of students from low-income families ultimately earn a college degree (B.A.). These students are from the communities where KIPP NYC schools are located and where current and potential KIPP students reside. A degree affords young people the ability to compete in the global economy and achieve self-sufficiency. Yet how do they get a degree if less than a quarter of them are college ready? We are deeply committed to addressing this problem and reversing these dismal statistics. Starting in Kindergarten, we make a 19-year promise of support to each and every child all the way through college and career.</p> <p>We focus on results – academic gains, socio-emotional development, career preparation skills, and the outcomes that ultimately matter most for our children: graduating from high school and college, embarking on a career, and becoming self-sufficient and happy. We work to dramatically increase the percentage of our alumni graduating from college with a B.A. degree (within six years). Our goal is to match the rate at which students in the highest income quartile complete college. We are one of the only charter school networks across the country committed to this long-term view. We have set the following additional goals for our students:</p> <ul style="list-style-type: none"> 95% graduate from high school 85% matriculate to college 75% graduate from a four-year college within six years 70% of our KIPP alumni are employed <p>In the United States, today, only 10% of students from low-income families ultimately earn a college degree (B.A.). These students are from the communities where KIPP NYC schools are located and where current and potential KIPP students reside. A degree affords young people the ability to compete in the global economy and achieve self-sufficiency. Yet how do they get a degree if less than a quarter of them are college ready? We are deeply committed to addressing this problem and reversing these dismal statistics. Starting in Kindergarten, we make a 19-year promise of support to each and every child all the way through college and career.</p> <p>We focus on results – academic gains, socio-emotional development, career preparation skills, and the outcomes that ultimately matter most for our children: graduating from high school and college, embarking on a career, and becoming self-sufficient and happy. We work to dramatically increase the percentage of our alumni graduating from college with a B.A. degree (within six years). Our goal is to match the rate at which students in the highest income quartile complete college. We are one of the only charter school networks across the country committed to this long-term view. We have set the following additional goals for our students:</p> <ul style="list-style-type: none"> 95% graduate from high school 85% matriculate to college 75% graduate from a four-year college within six years 70% of our KIPP alumni are employed 	<p>10:1</p>

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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 <u>or</u> Expansion of Existing Programs in Current Year	Investment (\$)
Instructional Assistants serve a critical role on campus to fill in staffing gaps and provide administrative support. Instructional Assistants work under the guidance of a lead classroom teacher to support whole group instruction or facilitate small group instruction. IAs support with classroom routines and procedures as well as behavior management. They take on large volumes of clerical responsibilities such as material preparation, provide supervision support during breakfast/lunch/recess/dismissal, and lean in on operational capacity such as COVID testing, family communication, and administrative responsibilities.	\$112,327.82
Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose – college, career, and beyond – so they can lead fulfilling lives and build a more just world. One of our main priorities as a school community is to keep our community members safe. In recognizing that some of our students will be unable to come to school buildings due to medical reason, KIPP NYC will be providing a centrally operated remote school option for students with a medical exemption. For more information on the medical exemption policy and process, please contact your school directly.	\$20,161.02
Swing Education is a substitute teaching agency providing coverage for both short-term and long-term staffing needs across all 18 KIPP NYC Schools. Swing Education provides “Swing Subs” for our teaching, operations, nursing, and other school-based needs. This agency provides our schools with the necessary emergency and contingency staffing to ensure we can operate our schools at full capacity in a safe and sustainable way daily. Swing Subs can be hired on demand to fill in when a staff member must quarantine, when we need additional support to implement COVID protocols, or when we have a vacancy at a campus. COVID has created many challenges, one of them being great staff absences and shortages, and Swing Subs ensure our schools can operate despite these staffing challenges. Providing funding for Swing Subs allows our schools to operate at full staff capacity on a daily basis.	\$45,279.00

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5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	0	37,500	37,500
Maximizing in-person instruction time.	43,750	43,750	0
Operating schools and meeting the needs of students.	150,000	582,864	679,739
Purchasing educational technology.	0	30,040	17,540
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.	265,481	410,226	153,973
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	130,000	130,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	78,125	78,750
Supporting early childhood education.	0	0	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Other (please describe below)	0	0	0
Totals:	459,231	1,312,505	1,097,502

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

(No Response)