

Comparing the Coalition Recommendations with RCSD Plans for Stimulus Funding

Summary

The Rochester City School District (RCSD) has published 2 plans for spending 2 separate amounts of money they are receiving from the federal government in response to COVID-19. The \$196.5M American Rescue Plan Act (ARPA) plan is a high level overview and the \$87M Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) plan is longer and more detailed. Both amounts are considered grants which will be tracked in the District's Special Aid Fund, and must be spent over the next few years.

A coalition of parents, students, educators, advocates, and community groups presented a list of recommendations for this money to RCSD on June 16, 2021. Below is a simplified version of those recommendations next to a list of what was and was not included in the plans developed by RCSD.

Overall, RCSD made a strong effort to incorporate the coalition's recommendations. **All 14 of the high level recommendations in the letter were included in the 2 plans to some extent. The plans make large investments in special education and multilingual education, include a participatory budgeting process, focus on financial transparency, increase teacher diversity, culturally responsive instruction, enrichment opportunities, social emotional learning and restorative practices, and even expand salad bars in schools which were all specific points of emphasis within the coalition letter.**

RCSD had to submit two detailed expenditure reports to the state as follow-ups to their earlier plans. Those detailed reports show even more recommendations were adopted than what appeared in the boarder plans. Overall, the district has shown great responsiveness to parent, student, and community demands.

However, in some areas the investments were smaller than what was recommended, particularly in mental health and restorative practices. Also, there is always the risk that the stimulus money will be used to replace positions in the general and special aid funds. To fully understand the impact of the federal stimulus requires detailed position summaries from the general and special aid funds side-by-side with the stimulus funding. RCSD should be commended for its overall plan, and work with parents, students, and the community to fill in the gaps that were not met, while also committing to greater transparency in its budget process.

Coalition Recommendations	Included in Federal Stimulus Expenditure Reports
1. Community Decides How Stimulus Money is Spent	
1a. Long-term planning process with the school community to develop recommendations for increased federal and state aid in the 2022-23 school year and thereafter.	1a. Not Included
1b. Recommendations voted on through a participatory budget process that gives added weight to the most directly affected by school spending (students and parents).	1b. \$65K for participatory budgeting training from vendor \$750K for 2022-23 SY for 15 schools/programs to do participatory budgeting \$2.6M for 2023-24 SY for all schools/programs to do participatory budgeting
2. Financial Transparency On-line financial dashboard (updated monthly). Track money that flows into and out of the community; and key metrics on the impact of the federal stimulus, developed in partnership with parents, students, and staff.	2. \$1.77M for Finance and Law Department Staff over 2 years \$1.05M for Grants and Accountability Staff to Monitor the supplemental funds over 2 years \$1M for an external (contract) evaluation of supplemental fund use over 2 years \$16M upgrade finance software
3. Invest in Structures to Support Parent and Student Voice	3. \$88.6K (@Northeast) Develop a Student Voice Curriculum Model for Advisor with furniture and supplies for a Student Voice Leadership Lounge \$334K Parent events, childcare for events, workshops, Parent University, "Parent Engage," and Professional Development for Parent Liaisons and Home School Assistants \$42K District-wide subscription to text messaging service to communicate with families in multiple languages \$50K Revamp website to be user-friendly for parents
3a. Create paid positions for parents to work within buildings and provide services to students.	3a. Not Included

<p>3b. A hotline for parents and students that have questions or needs related to COVID-19 and the constantly changing policies and practices.</p>	<p>3b. Not Included</p>
<p>4. Support Students With Disabilities (\$20M)</p>	
<p>4a. Fully fund the recommendations of the Special Education Advisory Council.</p>	<p>4a. \$559K Retention and recruitment incentives for SPED teachers \$737K Specialized Reading and Math Programs, and Readtopia \$3M for NorthSTAR program Unclear how all recommendations will be met, investments are significantly lower than \$27M</p>
<p>4b. Consistent mandatory professional development for all staff on students IEPs, implicit bias, the asset model approach, Other Health Impairment (OHI) classifications, and the Multi-tiered System of Supports (MTSS).</p>	<p>4b. \$2.5M Professional Development on Co-Teaching in K-5, and autism spectrum disorder; \$221K Second Step SEL Curriculum and PD No specific trainings on MTSS, implicit bias and OHI listed</p>
<p>4c. Align the continuum of special education services across buildings for fewer student transitions, more program availability, and adherence to LRE.</p>	<p>4c. \$450K Work-Based Learning Coordinators the enrichment opportunities and diverse programming promised are Not Included</p>
<p>4d. Strengthen MTSS by investing in universal language supports in K-3.</p>	<p>4d. \$2.94M Hourly Pay for teachers and related service providers for compensatory services due to COVID-19</p>
<p>5. Support Multilingual Learning and Promote Multilingualism (\$10M)</p>	
<p>5a. Increase multilingual professional development for all staff including techniques for scaffolding language acquisition. Increase course offerings and multilingual materials. (\$3M)</p>	<p>5a. \$1.44M Culturally responsive classroom texts, bilingual libraries and other bilingual materials (flags, signs, images) \$568K LAS Links Assessment \$525K Culturally responsive curriculum \$1.16M Bilingual literacy programs, professional development and assessment tools \$360K Cultural performances and experiences</p>
<p>5b. Make a one-time investment in translation equipment (headsets and transmitters) and translate all routine documents and forms into all languages spoken by RCSD-student caregivers. (\$150K)</p>	<p>5b. \$15K Interpretation headsets and streaming equipment (10 kits)</p>

<p>5c. Increase engagement of refugee families with dedicated staff to support parent engagement from non-English speaking families.</p>	<p>5c. \$281K Translation services and staffing \$300K Coordinator for SIFE and Refugee students</p>
<p>5d. Fully fund the recommendations of the New York State corrective action plan.</p>	<p>5d. It is unclear what additional investments are being made to reach \$20M as outlined in the July ARPA plan, but significant and specific investments are listed throughout.</p>
<p>5e. Re-establish a newcomer pathway/program for non-refugee multilingual learners.</p>	<p>5e. Not Included</p>
<p>5f. Align continuum of multilingual services including bilingual programming for fewer student transitions, and more program availability/equity.</p>	<p>5f. \$399K Individualized graduation planning and programming done by 2 counselors (ARPA) \$100K Bilingual monitoring tool for placement and graduation (CRRSA) Multilingual Executive Director position is included in ARPA, but this position should be in the general fund, same for the SIFE and Refugee Coordinator</p>
<p>6. Address Low Academic Achievement (\$39.5M or more)</p>	
<p>6a. Hire more school counselors to check in on every child enrolled at RCSD to assess what additional academic and social-emotional supports they may need as a result of the pandemic.</p>	<p>6a. Not Included</p>
<p>6b. Hire an independent consultant to inventory successful programs and schools throughout RCSD. Increase slots in those programs and schools.</p>	<p>6b. \$2.23M High School Redesign Coordinator, Vendors, and Consultant \$1M District Portfolio Program Redesign and Expansion Consultant and Vendors \$2.1M Professional Development for teachers in specialized school model programs and implementation</p>
<p>6c. Hire more teaching assistants to lower student to teacher ratios where necessary.</p>	<p>6c. \$448.2K for Teaching Assistant and Paraprofessional Retention and Recruitment Incentives</p>
<p>6d. Create a plan in consultation with parents and students to increase instructional time. Use at a minimum the 20% (\$39.5M) in ARPA funds to create targeted tutoring programs and an extended school year and/or school day, including summer and afterschool programs. Partner with effective community based agencies to administer these programs.</p>	<p>6d. \$11.2M Summer programming for unfinished learning \$2.94 Unfinished learning programming for Students with Disabilities \$3.7M Afterschool Tutoring: planning, supports, and professional development for staff \$3.6M for community-based summer and expanded learning programs</p>

<p>6e. Collaborate and coordinate with the local out-of-school time intermediary, GRASSA, to create a sustainable coordinated learning system of summer and after-school programming opportunities.</p>	<p>6e. Not Included</p>
<p>6f. Increase funding for evidence-based reading programs in K-3.</p>	<p>6f. \$480K LETRS Science of Reading training for all K-2 teachers and certification of trainers \$450K LETRS Science of Reading instructional materials \$360K Purchase of a research based Specialized Reading Program for students K-12 See (5) for Bilingual Literacy Spending</p>
<p>6g. Add slots in advanced courses and create an equitable process for student identification and enrollment.</p>	<p>6g. \$453K Enrichment activities programming and professional development (unclear if new process to address equitable access will be created)</p>
<p>6h. Expand the number of AP sections offered, invest in professional learning for AP educators, and expand dual enrollment course offerings with local colleges.</p>	<p>6h. \$52K Registration fees for Advanced Placement teachers to attend AP training</p>
<p>6i. Develop a long-term plan for summer school (enrichment as well as legal mandates) that addresses the short-term needs of students after the pandemic and a sustainable model for all students who want summer enrichment opportunities.</p>	<p>6i. Unclear if this will be part of the planning process</p>
<p>7. Address Declining Enrollment Through Added Supports, Ending the School-to-Prison Pipeline, and Better Transitions</p>	
<p>7a. Develop and implement a plan for reducing the number of buildings.</p>	<p>7a. There for significant investments for high school redesign and successful program expansion, it is not clear if any of the planning dollars will be used to plan for reducing the district footprint.</p>
<p>7b. Invest in early grade reading and social-emotional supports to have students engaged and reading by third grade.</p>	<p>7b. See (6f) for reading supports \$9.2M social emotional supports, curriculum, and learning; restorative practices; trauma and grief training; Therapeutic Crisis Intervention; [Some services are school-based others districtwide, for more detail see (9)]</p>

<p>7c. Explore piloting evidence-based socioeconomically and racially diverse inter-district magnet schools offering unique curriculum and programmatic themes not otherwise available in any Monroe County school district.</p>	<p>7c. Not Included, however, may be included as part of the high school redesign contract [See (6b)]</p>
<p>7d. Develop and fund a formal transition strategy between preschool and kindergarten that includes professional development for K teachers on transition needs and play-based curricula. Purchase materials for play-based instruction, and expand family outreach and orientation programs.</p>	<p>7d. Transitional strategy Not Included, however, may be included as part of District Portfolio Program Redesign [See (6b)]</p>
<p>7e. Invest additional resources into 7th and 9th grade (transitional years) academic and social-emotional supports.</p>	<p>7e. \$87.5K Edison, 9th grade teacher professional development on social-emotional learning \$67.9K Monroe, teacher hourly pay for additional supports at 9th Grade Academy Unclear how much of other funded social-emotional and academic supports are targeted at these transitional grades.</p>
<p>8. Equity Across Buildings and Program Alignment</p>	
<p>8a. Calculate school funding based on student need (ie. SPED, ELL). Advancing equity should be done without dismantling successful programs that currently exist.</p>	<p>8a. Not Included.</p>
<p>8b. Improve transitions between buildings, grade levels, and programs, especially the transition from Preschool to Kindergarten.</p>	<p>8b. Not Included</p>
<p>8c. Reform the managed choice policy to ensure student placements are equitable, siblings are able to stay together, and neighborhood schooling is a viable option. Include Pre-K in the district’s deliberation about revising placement policies and the existing three zone structure.</p>	<p>8c. \$80K Feasibility Study for District Reconfiguration</p>
<p>8d. Balance special education and multilingual enrollment across buildings to the greatest extent possible.</p>	<p>8d. Not Included</p>
<p>9. School Climate, Students’ Mental Health, and Trauma (\$20M for 2021-22)</p>	

<p>9a. \$30M investment in restorative practices over 4 years, \$10M in 2021-22, \$10M in 2022-23, \$5M in 2023-24, \$5M in 2024-25 (ARPA Timeline)</p>	
<p>9ai. Hire 20 restorative coaches for the next 3 years up from current 6.</p>	<p>9ai. \$2M Restorative trainings, support staff, 5 restorative coaches each year for 3 years, 4 bilingual restorative staff from outside agency</p> <p>Very small investment, mostly requested by individual schools and not at the districtwide level. Unclear if restorative coaching positions replace ones already in the General Fund.</p>
<p>9aii. Provide professional development to all staff on restorative and trauma-informed practices, and stipends for building level staff to run circles and coordinate restorative work in their buildings.</p>	<p>9aii. \$121K Trauma-informed trainings, in addition to trainings and stipends included in (i)</p>
<p>9aiii. Include restorative practices as part of the mandatory professional development all staff receive.</p>	<p>9aiii. Not Included</p>
<p>9aiv. Stipends for parents and students to run circles and promote restorative practices.</p>	<p>iv. Not Included</p>
<p>9b. \$5M every year for help zones and alternative to suspensions in every building.</p>	<p>9b. \$157K Help Zone at Wilson Commencement</p> <p>\$188K for Calming Room at School #33</p> <p>Only money for help zones and calming rooms were requested by specific schools, no districtwide approach is outlined</p>
<p>9c. \$5M in additional mental health supports for students including more social workers and counselors.</p>	<p>9c. \$7.5M in Mental health supports, counselors, and non-traditional supports like music and art (over 3 years)</p> <p>The investment in mental health is significant, but \$7.5M over 3 years is \$2.5M a year, half the \$5M that is asked for (\$15M total)</p>
<p>9ci. Include non-traditional mental health supports such as art and music therapy.</p>	<p>9ci. \$2.1M For all schools to have at least 1 full time art, music, and physical education teacher</p> <p>\$1.37M Art, Music, and PE supplies districtwide, African Dance and Drumming at School 46, as well furniture and materials for sensory rooms at Northeast, Franklin, and Monroe</p>

<p>9cii. Provide outlets to relieve stress through yoga, dance, drama and art.</p>	<p>9cii. (see above 9ci)</p>
<p>9ciii. Start each day with circles for young-people to talk about what they are going through.</p>	<p>9ciii. Not Included</p>
<p>10. Nutritional and Tasty Meals (\$8M)</p>	
<p>10a. \$8M in additional investments, \$5M for capital improvements, \$3M for food sourcing and quality</p>	<p>10a. Named investments in food service are small, but some suggestions such as collaborating with families to come up with meal ideas and using more fresh produce do not necessarily require more funding.</p>
<p>10b. Make more meals from scratch.</p>	<p>10b. Not Included</p>
<p>10c. Culturally relevant meal options.</p>	<p>10c. Not Included</p>
<p>10d. Procure more fresh local produce.</p>	<p>10d. Not Included</p>
<p>10e. Invest in salad bars and flavor stations in every school.</p>	<p>10e. \$60K for 25 salad bars</p>
<p>10f. Work with students and parents to develop meal ideas, and include parents in food preparation wherever possible.</p>	<p>10f. Not Included</p>
<p>10g. Every school building should have a food pantry overseen by a community school site coordinator.</p>	<p>10g. \$180K for supplying food pantries at 20 community schools each year for 3 years</p>
<p>11. Recruit and Retain More Teachers of Color (\$3M)</p>	
<p>11a. \$3M fund to expand the Teaching & Learning Institute beyond East High School.</p>	<p>11a. \$36K Teach Rochester Program \$219K Rochester Urban Fellowship Program \$3.1M Bilingual Teacher recruitment and retention incentives \$240K Teacher Recruitment Pipeline Program staffing, materials, and travel</p>

<p>11b. Tuition reimbursement for staff of color pursuing their teaching certification.</p>	<p>11b. \$2M Tuition Assistance for working in RCSD 3 years, part of Teacher Recruitment Pipeline Program</p>
<p>12. Culturally Responsive Sustaining-Education Framework (\$3M)</p>	
<p>12a. More course offerings.</p>	<p>12a. \$525K Culturally Responsive Curriculum Writing</p>
<p>12b. Recruit teachers to teach culturally relevant curriculum.</p>	<p>12b. \$509K Culturally Responsive and Relevant Pedagogy (Professional Development), mostly at School 33, with smaller amounts for School 58, 17, and SOTA \$16.2K Culturally Relevant Performances/Activities at School 2 and the Rochester Early Childhood Center</p>
<p>12c. Counselors to promote more diverse course options to students.</p>	<p>12c. (see 9)</p>
<p>12d. All new text book purchases should be evaluated for cultural responsiveness, relevance, and anti-racist pedagogy.</p>	<p>12d. \$1.03M Culturally Responsive Texts for students and teachers \$189K Textbook team to inventory instructional materials (six temporary workers) Not specific to cultural responsiveness but could be used for this evaluation</p>
<p>13. More Support for Families Through the Community Schools Model (\$5M)</p>	
<p>13a. Dedicated funding for a community school site coordinator at every building. Site coordinators are not required to be administrators, or be required to take on administrative duties in addition to their site coordinator responsibilities.</p>	<p>13a. \$960K Twelve Community School Site Coordinators</p>
<p>13b. Determine one-time purchases at each school building by reviewing needs assessments that identify equipment, materials, and infrastructure that are lacking.</p>	<p>13b. \$180K to supply food pantries at 20 community schools (ARPA) \$93K Professional learning and technical assistance on the community school model (ARPA)</p>

<p>13c. Startup funds for school-specific and community-wide pilot programs, culturally-relevant curriculum development and new or reconfigured schools, and to address issues – such as infrastructure, expansion of broadband and related technological access to all students.</p>	<p>13c. See (12) and (6b)</p>
<p>13d. Leverage additional funding streams in the ARPA to support families with housing/rental assistance, child care, food, internet access and devices, mental health support, and other health care needs.</p>	<p>13d. \$12.7M application to the Emergency Connectivity Fund (Separate Funding Stream)</p>
<p>13e. Identify areas for efficiency in contracting and consent sharing agreements internally with RCSD legal and accountability and implement expedited/streamlined contracting and joint data sharing processes and agreements with community partners, families, and the community school.</p>	<p>13e. \$60K Department of Law Contract Software: Software purchase and district integration support to more effectively manage the contracting process</p>
<p>14. Support for High School Seniors with Postsecondary Transitions</p>	
<p>14a. Hire adequate staffing for all high school seniors to have access to high-quality postsecondary transition planning, especially students who require 504 plans.</p>	<p>14a. \$708K 3 Work Based Learning Coordinators for all high schools to begin the work of implementing the CDOS Work Based Learning Manual, setting up internal processes, establish community work based partnerships, and documenting hours for transcripts. WBL Coordinators will also work on transition planning with individual students to determine required supports in their post-secondary planning.</p> <p>\$418K MLL/ELL students to receive individualized graduation planning, college visits, and interpretation services on college visits.</p>
<p>14b. Hire sufficient numbers of school counselors and other school employees that can help graduating seniors complete postsecondary applications in the fall; financial aid applications (TAP, FAFSA, etc.); and health, housing, and other forms required to stay on track.</p>	<p>14b. \$650K College Visits: Travel costs for high school students to visit Historically Black Colleges & Universities and other universities</p> <p>\$23.9K Certification fees for district tutoring and counseling cadre (SAT, ACT, NCAA, etc.)</p> <p>\$100K Purchase of online application for career exploration and college/career readiness</p>