

Fy2026

FY 2026 Borough Budget Consultations

Manhattan - Department of Education and School Construction Authority

Meeting Date:

The purpose of holding the Borough Budget Consultations is to have a straightforward and frank conversation about each agency's budget needs and requests. Unlike other venues, such as City Council Hearings, these consultations are not open to the public nor are they recorded. The information provided assists Community Boards in drafting our own Statement of District Needs and Budget Priorities and it facilitates the opportunity to do so in a way that supports the Agency's goals. Community Board Members often lack expertise about funding sources and the processes within Agencies regarding funding of various programs and initiatives. However, they are very knowledgeable about what local services are needed in their neighborhoods and the effectiveness of Agency programs.

This year's Manhattan agendas have three sections:

I. General overview of current and outyear agency budgets

1. What is the overall budget increase or decrease for the Agency in the FY 25 adopted budget? How does that compare to the FY24 budget? Does the Agency anticipate a budget shortfall for FY 25, FY 26 or further out years? **The FY25 DOEs budget is \$40.0B, a slight increase from \$39.9B in FY24. Over the past 4 years, we've seen an increase in the total budget, going from \$34B to \$40B, or a 19% increase. For the FY, the city and state replaced a good portion of Federal funds that sunset. At this time, we are not aware of a budget shortfall for the outyears. NYCPS continues to have conversations with OMB to advocate for out-year funding, if needed.**

2. What are your priorities, operational goals, and capital goals for FY25 and projected priorities, operational goals, and capital goals for FY26? DOE

3. What, if any, programs are affected by the end of COVID relief funds? **The City and State replaced a good portion of Federal funds that sunset. At this time, we are not aware of a budget shortfall for the outyears. NYCPS continues to have conversations with OMB to advocate for out-year funding, if needed.**

II. Specific Program Funding.

1. **What programs within the Agency will see a significant increase or decrease in funding** overall in FY 25 and anticipated FY 26? To what extent, if any, is the increase or decrease in funding related to non-recurring federal funding allocations? (DOE) NYCPS continues to have conversations with OMB to advocate for out-year funding, if needed.

2. Which programs will be new? eliminated entirely DOE

3. What are your **benchmarks for new and existing programs** and what are your benchmarks/key performance indicators for measuring success? (DOE)

III. District-specific budget questions.

We request that the Agency respond in writing, but have any further discussions on these items with the Community Boards outside of the consultation.

AGENDA ITEM [1]: INVESTMENTS IN EARLY CHILDHOOD EDUCATION (DECE)

The announcements relating to the Adopted FY2025 Budget emphasized \$293MM additional funding for Early Childhood Education (“ECE”).

With respect to the various amounts funded as reflected in the announcements, please provide the following information.

- **Replacement of Federal Stimulus Funding** (reported at \$92MM):
 - Will this funding be sufficient to continue the 3-K and Pre-K programming currently in place? **The funding will help to continue the current level of services for 3-K and Pre-K programing. As enrollments increase, there will be a new needs request to align with increased enrollment. Will it fund any additional programs or services? The funding will help to support the current contracted seats.**
 - Will any current programs or services be eliminated due to the loss of Federal Stimulus Funding notwithstanding this funding? **Current programs will not be eliminated in the current year. There will be a new need to ensure that programs don't experience gaps in services, and/or services are not cut or eliminated.**

- **Outreach** (reported at \$5MM):
 - One of the problems identified in the announcement was **the dual issue of families experiencing waiting lists or unavailability of 3-K and Pre-K seats in some locations, while vacant seats at other locations go unused.**
 - Will this funding be directed at that dual problem? **Yes**
 - How will the funding be used? **Launching this fall, this comprehensive outreach plan will leverage partnerships with community partners and community-based organizations to facilitate direct engagement with families and provide hands-on supports for families.** These organizations will help families find, apply and enroll in child care while also forging key relationships with child care providers and programs in the community to refer parents to.
 - Does this funding need to be baselined for future years? **This funding is one-time. We look forward to leveraging this funding to connect families to the care they need and will continue to work in close partnership with OMB as we continue to assess needs.**
 - Is the issue expected to recur? **We will continue to expand outreach efforts to reach the ideal full utilization of seats. However, realistically, this work is expected to continue in future years.**
 - Is this funding sufficient to meet the need identified? **While this funding is being applied to address previously identified barriers to 3K and PreK entry, we will continue to reassess needs to conduct targeted outreach to communities with under-**

enrollment and bring resources directly to communities.

- ~~Extended Day/Extended Year~~ **School Day Year +** (\$40MM):
 - The announcements projected that this funding would enable the conversion of 4,000 partial day/partial year seats to full-day/full-year seats **School Day Year + (SDY+) is a pilot program that extended the full 6 hour and 20-minute day by 3 hours and 40-minutes for a total of 10 hours in zip codes that were identified to have limited or no extended day and year or Head Start options available.**
 - DOE's responses to our FY2025 questions indicated that in FY 2024 1,800 seats would be similarly transitioned (at a cost of \$15MM) **Only this \$15M portion (not the remainder of the \$40M) is baselined funding.**
 - Are the FY2025 seats an addition to the FY 2024 seats, or cumulative of those seats? **The FY25 seats are in addition to the seats determined for FY24.**
 - How many of the projected 1,800 seats targeted in FY 2024 were converted?
 - Were all those converted seats filled and used? ? **In FY24 a total of 31 programs across 11 zip codes were identified as eligible to participate in the pilot. Of the 31, 17 programs agreed to participate in the pilot, with a total capacity of 927 seats offering SDY+. Programs that did not participate expressed that staffing was the biggest barrier to participating.**
 - Are the number of seats converted in FY2024 plus FY2025 **sufficient to meet demand?** Is additional funding needed to serve all demand? **There were 743 children enrolled in seats at the 17 participating SDY+ programs. Based on attendance shared by participating programs, 439 students utilized the additional hours offered through SDY+.**
- **Preschool Special Needs (\$55MM):**
 - Please summarize the services included in the use of these funds. **We have added 310 special class and integrated seats across 36 classes (in 28 sites). We are still working to hire teachers for additional 144 seats and 15 new classes (across 11 sites) that will be added as soon as possible.**
 - **Will diagnosis or evaluations be included in this funding? Yes. CPSEs have preschool evaluation ("PRAC") teams that evaluate a subset of students, while we rely on contract evaluators for the vast majority of evaluations.**
 - Is this funding baselined? Will it be needed in FY2026 and beyond? **Pre-K Special Education that was previously funded by Federal stimulus monies is baselined, including this \$55MM.**
 -

AGENCY RESPONSE:

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [2]: SCHOOLS AND STUDENT SUPPORT (OSYD/Pathways)

The FY2025 Budget announcement also highlighted an additional \$400.2MM in funding for schools and student supports.

With respect to these funding allocations, please respond to the following questions.

- Hold Harmless (\$75MM):
 - Please summarize the needs to be met by this funding.
 - As schools continue to recover from the disruption of COVID-19 pandemic, the hold harmless provides schools with budget stability. The needs that should be met would be at the discretion of school principals.
 - Were there unusual conditions in FY2024 or expected FY2025 that occasioned this allocation? Recognizing the elimination of hold-harmless funding at this time may have significant educational impacts on schools.
 - Shelter Evictions
 - Language access
 - social workers
 - Is this need expected to recur in FY2026? No decision has been made regarding FY 2026 funding.
- Learning to Work (\$31MM):
 - Please summarize whether this involves new programming, expansion of participation in this program to additional students due to increased demand, or some other impetus.
 - Will these funds be needed in FY2026 and beyond? Should they be baselined?
- Arts Education (Certified Art Teachers @ \$41MM plus Arts Education Funding @\$4MM):
 - In DoE's helpful responses to the FY2025 Budget Consultations, DoE identified School Allocation Memos (SAMs) for arts programming, including SAMs for \$25MM and \$5MM respectively.
 - Are the allocations mentioned in the FY2025 announcement similar in kind to those from FY2024?
 - In the responses to the FY2025 Budget Consultation, DoE indicated that many of the resources through which arts education is funded reside at the school-based budget level – is that still the case? Does the FY2025 allocation referenced above contribute to that funding scheme or represent a new initiative?
 - Are the amounts included in this funding allocation needed in FY2026 and future years?
- School-Based Social Workers and School Psychologists (\$74MM):
 - In DoE's responses to the FY2025 Budget Consultation Questions, DoE noted that 500 Social Workers were hired using Federal Stimulus funding that has now expired, and that additional funding of approximately \$80MM would be needed to provide every school with these staff supports.
 - Please indicate whether the current funding is expected to be sufficient to provide this resource to every school. If not, please indicate what additional funding would be required to do so in FY2026 and future years?

- Please **identify** by District schools that currently lack Social Workers.
 - On an annual basis, NYC Public Schools releases a report on school counselors and social workers. This report includes a detailed list by school identifying the number of counselors and social workers assigned. This list is available here: <https://infohub.nyced.org/reports/government-reports/guidance-counselor-reporting>
- Is this funding **baselined** (either in amount or in numbers of positions supported) so that it would not be a topic of negotiation in FY2026 and future years?

AGENCY RESPONSE:

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

DOE)

AGENDA ITEM [3]: SCHOOL NURSES (Div. Ops. & Finance [School Health])

In recent Fiscal Years before Covid, many schools reported either an absence of school nurses assigned to their school or difficulty in retaining school nurses.

Reasons offered anecdotally for such nursing staffing shortages included disparities in pay levels both with respect to other opportunities in public or private institutions, or relative inflexibility of work hours and other work requirements. Schools also report disparities based on whether the school nurse was hired by DoE vs other City Agencies (e.g. DoHMH).

With respect to School Nurse Staffing, please provide the following information:

- The total number of school buildings that do not have a full-time school nurse as of FY2024 and projected for FY2025 and FY2026.
- The total funding allocation for school nurses across all employer agencies.
- Whether and to what extent pay parity has been attempted or achieved among hiring City Agencies for School Nurses.
- What additional funding is necessary to ensure (a) all school buildings have a full-time nurse available on staff; and (b) all school nurses are compensated on the same or equivalent pay scales.

AGENCY RESPONSE:

Every school that needs a nurse has a nurse assigned. We do not anticipate gaps in nursing service at this time.

Our nursing expenses outweigh our current budget but we are working with OMB and NYCPS and DOHMH leadership to address the budget gaps and the pay parity to be able to offer school nurses competitive salaries.

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [4]: UPDATE ON THE CHANCELLOR'S FOUR PILLARS (Pathways/OSYD/FACE))

In DoE's responses to the Questions posed in the FY2025 Borough Budget Consultation, DoE highlighted aspects of the Chancellor's Four Pillars.

Please provide updates on the following programs and topics raised in that explanation, with a view toward how those programs relate to the FY2025 and expected FY2026 Budget.

- **Career Pathways Initiative** – please advise about current and future year funding, and whether additional funding is needed to meet demand.
- **NYC Reads** – Please assess the impact of the program (as well as of the Advisory Council on Literacy mentioned in that explanation), plans for expansion or changes to it, and whether the funding in FY2025 is adequate to meet those goals. Please also advise as to whether **additional funding will be necessary in FY2026** and beyond to meet those goals, and whether those funds (or a portion thereof) have been baselined so as not to be a topic for future negotiation.
- School Safety Agents as part of the Safety and Wellness initiatives.
 - Please update on the net additional hiring of School Safety Agents.
 - Please summarize any current or projected issues with attracting and retaining SSAs, including salary and benefit levels, turnover, and working conditions.
 - Please advise what if any additional funding is needed to fully staff the schools safety initiatives such as the Safer Access program.

School Safety Agents

- School Safety Agents, under the NYPD School Safety Division, are employees of the NYPD and all aspects related to this role such as hiring, budget, training, and deployment fall under the authority of the NYPD.
- The NYC Public Schools works collaboratively with our partners in the NYPD School Safety Division to ensure schools are safe and supportive learning communities.
- **We acknowledge the shortfall of School Safety Agents in our schools and are working closely with the NYPD SSD to address this.**
- The NYPD School Safety Division continues to assess the need for additional agents at schools and as new agents are onboarded, they will deploy additional support to the schools with the greatest priority.

Safer Access Initiative

- **The Safer Access Initiative adds an additional layer of security**, securing the front door of schools, which are already staffed by NYPD SSAs, to ensure student safety and provide peace of mind to their families.

- The system is designed to be a visitor-control system that helps to ensure that only authorized visitors gain access.
- **Engaging with Families** – Please summarize the current initiatives for engaging families, the funding needed for programs or initiatives introduced or expanded in FY2024, and any funding needs not addressed for FY2025 or projected for FY2026.

AGENCY RESPONSE:

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [5]: INTERVENTIONS FOR SUPPORT FOR STUDENTS CHALLENGED BY DYSLEXIA AND OTHER STRUGGLING READERS (DIAL)

To the extent not included in responses to NYC Reads and other initiatives noted above, please update on the funding provided for initiatives to address the needs of students struggling with dyslexia and other reading challenges. Please summarize with distinctions between funding for programs or initiatives at the Central or District level from those at the School-Based level. Has the funding level changed from the amount reflected in DoE's responses to the Questions for Budget Consultations for FY2025?

AGENCY RESPONSE:

960 schools K-12 receive funding through a SAM for a centrally funded special education intervention teacher. This additional special education teacher allocation is to ensure a trained teacher at selected schools is hired to deliver targeted instruction and interventions to students who are not meeting grade level benchmarks in reading, including students with IEPs (Individualized Education Programs). This includes students with dyslexia and other reading challenges. The goal is to ensure that these identified students receive high-quality, evidence-based instruction and interventions at increasing levels of intensity levels according to their individual needs, so that they can succeed in their least restrictive environment and to avoid inappropriate referrals for special education services. The role also supports teacher participation in initial IEP meetings and requested and three-year re-evaluations. The central Special Education Office trains these teachers in evidence-based reading intervention programs, the science of reading and structured literacy practices, and use of assessments to diagnose specific learning gaps and monitor progress.

The IREAD (Intensive Reading Education and Development) Program is a reduced class-size, Integrated Co-Teaching (ICT) model for early literacy intervention that serves students with reading-based disabilities alongside their non-disabled/typically developing peers, serving grades K-4 in 8 schools in SY2023-2024. The program uses the standard public school academic curriculum, with substantially the same activities found in other non-specialized classes, but with programmatic modifications and individual adaptations to address the needs of students with reading-based disabilities. These modifications include the incorporation of literacy and language support into the standard curriculum and intensive remedial literacy instruction, and frequent assessment of student progress. **IREAD schools are funded through a SAM for 1.0 full time general education teacher and 1.0 full time special education**

teacher to co-teach each IREAD class + \$20,000 per section to fund a master teacher to provide additional instructional and assessment support for IREAD classes. Program staff are trained by the central Special Education Office to use reading interventions associated with the program, the science of reading and structured literacy practices, and use of assessments to diagnose specific learning gaps and monitor progress.

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [6]: SUPPORTS FOR AT-RISK STUDENTS (Div of School Leadership [OCS & STH]/Div. Ops & Finance [Project Open Arms])

In DoE's responses to the Questions for Budget Consultations relating to FY2025 with respect to at-risk student supports (Item 5), the funding for the identified programs and needs (including Mental Health Continuum, Community Schools, Immigrant Family Engagement, and Shelter-Based Coordinators) reflected significant cuts forecast for FY 2024. The explanation for those reductions or eliminations were either that the program funding was on a one-time basis or were based on Federal Stimulus funding that was set to expire.

Please update on the funding for these programs, indicating

- whether the programs have been renewed,
- whether additional or alternative funding has been secured, and if so from what source(s),
- whether the current FY2025 and projected FY2026 funding is sufficient to meet the needs addressed by these programs and initiatives.
- Students in Migrant Shelters and Temporary Housing:
 - To what extent are supports for students in migrant/immigrant Shelters different than traditional DHS Shelters?
 - Is funding equivalent in both groups of Shelters or temporary housing?
 - Does the type and level of support vary based on the type of temporary housing (e.g. hotels vs. traditional shelters)?
 - What supports and services are offered in Shelters other than traditional DHS shelters?
 - How do various agencies work with DoE to support students in these situations?
 - What funding is needed to ensure that all students in all types of temporary housing receive equivalent supports?

AGENCY RESPONSE:

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [7]: FAIR STUDENT FUNDING (Div Ops. & Finance)

In DoE's responses to the questions for the FY 2025 Budget Consultations (Item 7), DoE provided a chart reflecting allocation changes in the Fair Student Funding formula and allocations with projections to FY2023 and FY 2024 budgets.

Please provide the counterpart projections for **FY 2025 and FY 2026**.

AGENCY RESPONSE:

At this time, we cannot provide projections for FY'2026. The FSF formula amount is subject to change based on registers and available funding. Below please find FY 2025 added to the chart provided last year.

FSF Components	Categories	Allocation Change from FY 2022 Projected to FY 2023 Projected	Allocation Change from FY 2022 Projected to FY 2024 Projected	Allocation Change from FY 2022 Projected to FY 2025 Projected
Grade Weight Gen. Ed. + Spec Ed	K-5	(\$142,967,663)	(\$110,158,339)	(\$90,435,936)
	6-8	(\$96,118,851)	(\$93,550,287)	(\$85,641,072)
	9-12	(\$47,667,440)	(\$14,133,473)	\$18,313,774
Grade Weight		(\$286,753,955)	(\$217,842,099)	(\$157,763,234)
Academic Intervention	Poverty Count K-12	(\$10,269,100)	(\$11,449,928)	(\$4,422,014)
	4-5 Well Below	\$31,829	\$8,507	\$8,582
	4-5 Below	\$3,037	(\$7,351)	(\$3,056)
	6-8 Well Below	\$7,053,462	\$4,303,848	\$3,123,200
	6-8 Below	(\$3,493,534)	(\$3,983,842)	(\$4,350,163)
	9-12 Well Below	\$14,024,615	\$12,208,634	\$11,674,254
	9-12 Below	(\$3,690,910)	(\$3,798,965)	(\$3,543,787)
	9 - 12 Overage Undercredited OTC	(\$41,813)	(\$1,716,976)	(\$1,407,131)
	Academic Intervention Needs Weight	\$3,617,585	(\$4,436,072)	\$1,079,887
English Language Learners	ENL K-5	(\$5,931,907)	(\$2,849,023)	\$5,815,683
	ENL 6-8	(\$2,642,566)	(\$799,294)	\$4,099,684
	ENL 9-12	\$409,773	\$1,069,498	\$5,070,107
	BIL K-5	\$845,362	\$2,997,744	\$5,809,804
	BIL 6-8	\$252,407	\$1,097,348	\$2,229,070
	BIL 9-12	(\$955,595)	\$256,244	\$4,402,824
	CMD K-5	(\$709,718)	\$3,297,312	\$4,321,153
	CMD 6-8	(\$701,564)	\$2,054,757	\$2,541,714
	CMD 9-12	(\$1,860,455)	\$1,102,676	\$2,491,946
	SIFE	(\$67,628)	\$577,281	\$1,296,628
English Language Learners Needs Weight	(\$11,361,892)	\$8,804,543	\$38,078,614	
STH & Concentration Weight	STH	\$0	\$38,242,722	\$48,839,010
	CW Tier 1	\$0	\$4,869,770	\$5,283,494
	CW Tier 2	\$0	\$9,345,633	\$9,767,155
	CW Tier 3	\$0	\$14,216,251	\$13,564,832
STH & Concentration Needs Weight	\$0	\$66,674,376	\$77,454,491	
Special Education	Single <=20%	(\$2,741,361)	(\$3,188,862)	(\$4,599,790)
	Multiple 21% to 59%	\$5,967,259	(\$4,505,184)	\$299,863
	SC K-8 >=60%	(\$15,243,601)	(\$15,351,228)	(\$12,856,121)
	SC 9-12 >=60%	(\$40,910)	(\$59,649)	\$148,700
	ICT Kindergarten >=60%	(\$2,543,767)	(\$5,377,548)	\$1,765,356
	ICT 1-5 >=60%	(\$28,807,321)	(\$20,547,152)	(\$29,003,861)
	ICT 6-8 >=60%	(\$5,422,123)	(\$4,842,212)	(\$12,511,342)
	ICT 9-12 >=60%	(\$1,707,877)	(\$3,836,957)	\$6,527,065
Special Education Needs Weight	(\$50,539,701)	(\$57,708,792)	(\$50,230,130)	
Portfolio Schools	CTE_Nursing	(\$47,546)	(\$340,720)	(\$737,588)
	CTE_Hlth/Tr/Tech	(\$765,762)	(\$372,888)	\$144,746
	CTE_Business	\$316,720	\$386,331	\$1,175
	CTE_HomeEc/Arts	(\$14,456)	(\$64,018)	\$86,913
	Academic	(\$70,029)	\$157,879	\$552,686
	Audition	(\$1,058,229)	(\$568,957)	(\$569,156)
	Transfer Heavy Challenge	(\$1,484,561)	(\$764,229)	(\$1,010,188)
	Transfer Non-Heavy Challenge	(\$307,165)	(\$13,229)	\$618,722
Portfolio Schools	(\$3,431,028)	(\$1,579,832)	(\$912,690)	
Total		-\$348,468,991	-\$206,087,876	-\$92,293,062

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [8]: CLASS SIZE REDUCTION (Div. Ops. & Finance/OFDC)

State Legislation enacted in 2022 included provisions calling for reductions in class sizes at various grade levels.

Please provide a summary of the following:

- Please indicate the programs currently in place and those planned for FY 2025 and FY 2026 which are intended to help meet the class size targets included in the State Legislation.
- Please identify the amount and source of funding for each initiative for FY 2025 and projected FY 2026.
- Please estimate the additional funding needed in order for NYC to be fully in compliance with the class size target included in the 2022 State Law.
- Please describe or summarize the approach to meeting the targets included in the law.

(DOE)

AGENCY RESPONSE:

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [9]: SUPPORTS FOR STUDENTS IN SHELTERS AND TEMPORARY HOUSING (Div. of School Leadership [STH])

In DoE's responses to this topic in the FY2025 Budget Consultations (Item 10), DoE outlined the then-current uses of funding including McKinney-Vento funding streams to support students in shelters and temporary housing.

The City has reported that the population of students in shelters and temporary housing has increased significantly in recent years due to a variety of societal factors.

Please update the funding allocations and uses available for programs that support students in temporary housing and shelters, including Project Open Arms and other Students in Temporary Housing initiatives.

Please also estimate the additional funds needed to meet the needs of all students in this category.

Please also assess for FY2025 and projected FY2026 whether it would be useful to baseline some or all of the current funding to meet recurring needs, or whether the number of students and types of needs to be met vary too much for such an analysis.

AGENCY RESPONSE:

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [10]: CAPACITY AND ENROLLMENT – TRENDS (OFDC [Enrollment])

Please update on the total enrollment in FY2024, and projected for FY 2025 and FY 2026.

- After 8 years of declining enrollment, this year district enrollment increased approximately 1 percent (~5,000 students) bringing the total enrollment ~913,000. Positive trend is a testament to the effective strategies implemented by the Adams administration, including through Project Open Arms.

	w/o charters	w/ charters
2018-19	1,006,950	1,126,501
2019-20	1,002,200	1,131,868
2020-21	955,490	1,094,138
2021-22	919,136	1,058,888
2022-23	906,977	1,047,895
2023-24	912,964	1,058,061
Diff	+5,087	+10,166

Has DoE/SCA’s methodology or process of evaluating future enrollment changed, been revised, or been adapted or expanded in any way since the responses to the Budget Consultation Questions for FY 2025 (during September 2023)? If so, please describe the changes, the reasons for such changes, and the net effect of implementing such changes.

AGENCY RESPONSE:

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [11]: CAPACITY (SCA)

Please update on any changes to school capacity projects since SCA’s responses to the Budget Consultation Questions for FY 2025 (during September 2023)?

In particular, please advise:

- Whether any projects for creating new or refurbishing existing capacity in the current capital plan have been cut, reduced in scope or eliminated, and if so, whether or to what extent the availability of funding was a contributing factor in the decision to do so, and if so, please provide details of each such project.
- Whether potential future projects for increasing, updating or replacing school capacity have been delayed, rejected or suspended due to the projected availability of funding, and if so, please provide details of each such project.

AGENCY RESPONSE:

A full list of all our planned new schools and additions can be found by accessing this link to our website: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Capital-Plan-67>

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS:

AGENDA ITEM [12]: RECOMMENDED PRIORITIES FOR COMMUNITY BOARDS' STATEMENTS OF DISTRICT NEEDS AND BUDGET PRIORITIES (SCA)

For what expense or capital needs would DoE and/or SCA recommend or encourage Community Boards to advocate – whether new initiatives, retaining existing programs or services, or expanding current programs or initiatives?

In the responses to the Questions for Borough Budget Consultations for FY 2025 (Item 16), DoE and SCA highlighted the expiration of Federal Stimulus funding and the need to replace that funding in order to sustain programs and initiatives going forward.

- To what extent have expiring Federal Stimulus funding amounts been replaced or alternatives secured?
 - Please identify the sources of funding used to replace Federal Stimulus funds in FY 2025 and projected 2026?
 - Are the sources of replacement or alternative funding for the expired Federal Stimulus funds sustainable or will those sources of funding themselves potentially expire or be subject to uncertain future budget decisions?
 - What uses of Federal Stimulus funding in previous years' budgets is not expected to be replaced or for which alternative sources of funding located? To which programs or initiatives do those expiring funds correspond?

AGENCY RESPONSE:

MEETING NOTES:

NEW INFORMATION:

FOLLOW-UP COMMITMENTS: