

American Rescue Plan ESSER III Spending

As part of our commitment to stakeholder engagement, Tulsa Public Schools is seeking input on the use of our ESSER III American Rescue Plan (ARP) funds. Signed into law by President Biden in March of 2021, the ARP provides money to K-12 education. Over the next several months, as we finalize the details of our district strategic plan, we will continue to seek input from multiple stakeholder groups as outlined in federal guidance.

Part 1: Prevention and Mitigation Strategies

Each district must discuss 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.

Throughout the COVID-19 global pandemic, Tulsa Public Schools has continued to work closely with local health professionals to keep our students, team, and families safe and healthy. As we move forward together, our district will continue to make decisions based on science, data, and the advice of health experts. We continue to work with the Tulsa Health Department and other local and national health professionals to ensure that we are keeping our students, team, and families safe. Below are some of the key practices and investments we've put in place to keep students and staff safe as we return to in-person learning:

- Ventilation: Improved air filtration and/or ventilation systems at each school to minimize the potential airborne transmission of the virus in schools.; investments in automated fresh air intake, high quality air filters (Merv 13), operational windows in every classroom, and air scrubbers for interior rooms.
- Sanitizing High-touch Surfaces: Custodians will have a focus on cleaning and disinfecting frequently touched surfaces and objects: tables, doorknobs, light switches, countertops, handles, desks, phones, toilets, sinks, handrails, and water bottle filling stations.
- Transportation: The buses will be disinfected and the windows open for ventilation.
- Child Nutrition: Meals will be served using the same distribution system as the current summer cafe model.
- Enhanced Personal Hygiene: All schools and buildings will have adequate handwashing stations and hand sanitizer dispensers, disinfectant cleaner and wipes in the classrooms.
- Intensified Cleaning Techniques: Custodians will use handheld electrostatic sprayers and Biospray tanks to increase effectiveness and efficiency in disinfecting procedures.
- Other safety measures: Touchless bottle fillers at every school; outdoor learning spaces, personal protective equipment (including specialty masks/shields for special programs), desk shields, etc.

In July and August 2021 the Tulsa Public Schools Board of Education, taking public comment into consideration, approved the use of ARP funds to invest in air quality improvements to ensure that every school has high quality systems to provide fresh air intake, improving our air filtration system and minimizing the potential for airborne transmission of the virus in schools. The investments supported by ARP, through fall 2024, will enable the completion of the system upgrade at every school in the district. The investment will support air quality at our schools beyond Covid-19 with any airborne pathogens.

*Note: Some HVAC improvements include architecture fees if ductwork in walls/ceilings is replaced.

As we continue our collaboration and partnership with local health professionals and the larger school community, we will update the list of investments accordingly.

Investment	Strategy/Item for Prevention & Mitigation
Amount	Brief description
\$1,190,000	Air quality improvements at McLain HS (public comment 7/6/21)
\$710,000	Air quality improvements at Carver MS (public comment 7/6/21)
\$539,947	Air quality improvements at Monroe MS (public comment 7/6/21)
\$1,375,989	Air quality improvements at Memorial HS (public comment 7/19/21)
\$1,598,000	Air quality improvements at Booker T Washington HS (public comment 7/19/21)
\$56,375	Air quality improvements at Peary ES (public comment 7/19/21)
\$38,300	Air quality improvements at Eisenhower ES (public comment 7/19/21)
\$39,020	Air quality improvements at Mayo ES (public comment 7/19/21)
\$89,780	Air quality improvements at Mitchell ES (public comment 7/19/21)
~\$45,000,000	Air quality improvements at multiple sites, through fall 2024 (public comment TBD as needs identified).

Part 2: Strategies for Addressing Learning Loss

Each district must discuss how the district will use the 20% reservation 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 after school programs, or extended school year.

In Tulsa Public Schools, the 20% required reservation is \$26,157.560. Provided below are the known investments for the 2021-2022 school year. The list will be updated as new investments are proposed.

In general, our expanded learning program will span the entire calendar year, including both summer and academic year activities. We believe all students deserve access to a well-rounded and balanced education in learning environments that meet their holistic needs, support their

diverse talents, and facilitate their growth into productive global citizens. Often, students with the greatest, most diverse needs have less access to opportunities outside of the traditional school day.

Expanded Learning is a **collaborative strategy constructed and implemented by schools and community partners** to broaden our definition of where, how, and when learning happens - moving us closer to becoming a city of learning. It is an **equitable approach** that gives young people, especially those who live in communities with less access to resources, more time and a wider-range of opportunities to learn.

It focuses on **developing not only knowledge, but the skills, abilities, and mindsets** for successful life and career journeys as they discover their passions and purpose in the world.

Summer 2021- Ready. Set. Summer!

- Every school will run a **TPS Summer Learning Camp/Academy (July 2021)** as a launch opportunity to pilot and test innovative, collaborative approaches to learning.
- TPS' **District Office will fund community partners** in their support of learning programs via an out-of-school time intermediary.
- **Complementary initiatives and programs will be lifted in collaboration between district and school teams**, including Extended School Year (ESY), Senior Bootcamp, High School Twilight Academy, Tulsa Teacher Corps, and Internship opportunities to increase the supports available for students.

Academic Year 2021-2022

- All elementary school sites will have **coordinated out-of-school time opportunities during the academic year**, facilitated by the expansion of TPS Before & After Care from 16 to 37 schools.
- Some middle and high school sites will offer coordinated out-of-school time opportunities during the academic year based upon readiness.
- **High School Twilight Academy will** support our high school students with earning credits and graduating.
- Internal and external **internship opportunities** will be available to high school students.
- Tutoring (virtual and in-person) will be increased.

Investment	Strategy for Addressing Learning Loss
Summer learning - Ready. Set. Summer! July 2021 ~\$11 million	Estimated investment of \$11 million for July 2021. Final investment will be provided upon conclusion of the program. Investment includes materials, salaries/benefits,

	transportation, meals, etc. Public comment April 19, 2021 and June 7, 2021
<p>Expanded learning - partnership with The Opp 2021-2022</p> <p>\$3.085 million</p>	<p>\$3.085 million dollar contract with Tulsa Community Foundation's The Opportunity Project.</p> <p>The Opportunity Project is our Out-of-School-Time Intermediary (OSTI). OSTIs work to improve scope and scale of Expanded Learning programs through identifying and connecting resources, coordinating and supporting a professional learning network, and providing technical assistance to community partners. OSTIs work to facilitate partnerships between schools and partners, including supporting the development of collaborative leadership structures, such as Expanded Learning/ Out-of-School Time Coordinators, to connect youth with programs that match their interests and needs.</p> <p>The program builds enduring partnerships that are community-centered and secures commitments for in-kind and monetary contributions to design collaborative budgets that support long-term financial and structural needs.</p> <p>The program uses data from multiple sources to assess its strengths and challenges, and develop collaborative goals in order to support Continuous quality improvement (CQI). These CQI processes help establish and maintain high quality learning opportunities and experiences for young people, as well as strong professional climates for adults.</p> <p>Board Presentation May 2021. Public comment April 5, 2021, April 19, 2021, June 7, 2021</p>

Part 3.

The district must describe how it will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

In general, the three separate federal stimulus grants can be broken down into 5 basic categories. Any proposed investment will fall into one or more of these uses of funds. We will update this plan and engage the community as appropriate as plans develop for the remaining ARP funds.

1. Physical health and safety: Investing in resources to implement CDC's K-12 operational strategy for in-person learning.
2. Family, Community, and Youth Empowerment: Funding crucial summer, afterschool, and other extended learning and enrichment programs.

3. Academic wellness and supports: Implementing strategies to meet the social, emotional, mental health, and academic needs of students hit hardest by the pandemic.
 - a. Supplemental direct student services.
 - b. Organizational knowledge, skills, and mindset.
4. Fiscal sustainability: Avoiding devastating layoffs and hiring additional educators to address learning loss.
5. Learning Technology: Funding for Wi-Fi hotspots and devices for students without connectivity for remote learning and supporting educators in the effective use of technology.

Investment	Strategy for Addressing Learning Loss
TBD	This will be updated as we continue to develop the district strategic plan and align investments to support our priorities.

Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

The district must describe how it will ensure that the interventions it implements, including but not limited to the interventions implemented 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.

Research suggests quality out of school time and expanded learning opportunities increase math and reading skills, prosocial skills, and learning attitudes and behaviors. Youth who regularly attended afterschool programs were 26% more likely to finish the year at or on track for grade level reading compared to non-attending peers, and those who regularly attended programs over two years demonstrated gains of up to 20 percentiles and 12 percentiles in standardized math test scores respectively, compared to their peers who were routinely unsupervised after school. Informal and formal mentoring relationships help young people overcome hardships, navigate challenges, and broaden their horizons.

Out-of-school time programs provide the time, space, and enriching environment that students need to develop critical skills, make meaningful connections, and discover their passions. In order to spark a passion for knowledge and discovery, young people need real-world, hands-on, cognitive learning that engages and motivates them in a way that is meaningful to them. Through these experiences, young people not only achieve gains in school, but also develop skills like problem-solving, critical-thinking, and practice building positive relationships – exactly the skills they need to become successful as students, productive citizens, employees and human beings.

Core Components of our expanded learning design:

Cultivating Community and Belonging

Successful expanded learning schools take a whole child approach, recognize the important role of relationships in learning and development, and cultivate a strong sense of community and belonging through strong relational trust.

Building Bolder Programming Together

Essential to successful expanded learning programs and opportunities are intentional, explicit, and collaboratively designed goals and aligned activities to meet the social, emotional and academic needs of young people.

Ensuring Broader High Quality Learning

High quality learning leverages research-based strategies to engage young people in ways that are asset-based, culturally affirming, responsive to student interests, and foster student-centered instruction and learning. These learning opportunities and spaces inspire new passions and facilitate skill development to be successful in school, life, and future careers.

Investing in Backbone Supports for Sustainability

Expanded Learning includes thinking of learning and development opportunities as an ecosystem in which school and out-of-school time partners are able to move from siloed efforts to collective work. Out-of-School Time Intermediaries partner with school districts to provide both in-school and out-of-school time partners with resources necessary to provide high quality learning through a variety of stakeholders to maximize resources.

We are requesting your feedback on the development of our plan to support student learning with the funds received through the American Rescue Plan Act of 2021. Your input is an important part of developing a plan that addresses the most pressing needs of our students. We want to hear from you!

[Click here to provide your input!](#)

Thank you for sharing your perspective and engaging with us on this important topic.