

American Rescue Plan ESSER III

Uses of Funds Plan
Revival



OKLAHOMA
Education



Agenda

9:00 am – Overview of ARP ESSER III Uses of Funds

9:30 am – Meaningful Consultation

9:50 am – Part 1: Prevention and Mitigation Strategies

10:10 am – Part 2: Minimum 20% to Address Learning Loss

10:30 am – Part 3: Other Allowable Uses of ARP Funds

10:50 am – Part 4: Meeting Needs of those
Disproportionately Impacted

11:10am – ARP ESSER III Uses of Funds Plan
Questions & Answers



Overview of ARP ESSER III Uses of Funds Plan

ARP Requirements for LEAs



**“RETURN TO
LEARN” PLAN**



**MEANINGFUL
CONSULTATION**



**“USES OF FUNDS”
PLAN**

ARP ESSER III Uses of Funds Plan

Part 1: Prevention and Mitigation

Part 2: Minimum 20% to Address Learning Loss

Part 3: Other Allowable Uses of ARP Funds

Part 4: Meeting Needs of those Disproportionately Impacted

Interim Final Rule (IFR) Requirements

1. How the funds will be used to implement prevention and mitigation strategies, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;
2. How the LEA will use the 20% funds to address academic impact of lost instructional time through the implementation of evidence-based interventions;
3. How the LEA will use the remaining ARP ESSER funds (80%) consistent with the ARP Act;
4. How the LEA will ensure interventions, not limited to those under the ARP Act, address the academic impact of lost instructional time; respond to academic, social, emotional, and mental health needs of all children; students disproportionately impacted by COVID-19 pandemic; low-income families; students of color; English learners; children with disabilities; children experiencing homelessness; children in foster care; and migratory students.

Requirements for Application Approval

- Uses of Funds Plan Approval
- Accurate Information in GMS
- Supporting Documentation
 - Return to Learn Plan available on District website, Uses of Funds Plan available on District website, Consultation Documentation, Construction Applications Approvals, Pre-Approvals, etc...
- Budget Detail Aligned to Uses of Funds Plan
- Validate Personnel



Meaningful Consultation

Meaningful Consultation Requirement

- LEAs must engage and provide opportunity for input from:

Students, families, teachers, school leaders (including SPED administrators), staff and unions, and special populations served (tribes, civil rights organizations, stakeholders representing the interests of: children with disabilities; English learners; children experiencing homelessness or in foster care; migratory students; incarcerated youth; and other underserved students.

What does Meaningful Consultation look like?

- Ensure all populations are represented and actively engaged.
- **Be intentional in outreach to diverse populations** (ex: students, educators, SPED parents and advocates, foster families, EL families, organizations representing incarcerated youth, medical community, mental health professionals, etc.)
- Reach out through multiple avenues; provide multiple opportunities to connect.
 - In-person meetings at times to encourage participation
 - Virtual meetings or "town halls"
 - Specific surveys to gather input from stakeholder groups (elementary parents, secondary parents, elementary students, secondary students, teachers, administrators, community stakeholders, etc.)
- Upload Supporting Documentation
 - Sign-in sheets with participants' names and roles
 - Screenshots of Facebook/social media posts announcing the meetings, Zoom meeting participants, marquee postings, newspaper articles, etc.
 - Survey instruments and results
 - Plans published in English and Spanish


Strategies for Improvement

Plan another meeting to share initial thinking (submitted plan) and gather input from the community. Submit a budget revision to accommodate changes to submitted plan.

NOT: Attach meeting invite to small group of district employees for planning meeting, submit for board approval, and cite opportunity for public comment at board meeting as evidence of "meaningful consultation"

INSTEAD: Maximize the opportunity to create your community's excitement and buy-in to strengthen students' academic achievement, engagement, and overall well-being through unprecedented federal funding. ARP funds can be a lever for innovation and engagement

Meaningful Consultation Questions



Part 1:

Prevention and Mitigation

Prevention and Mitigation

1. How the funds will be used to implement prevention and mitigation strategies, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

Prevention and Mitigation Examples

- Sanitation supplies and Personal Protection Equipment (PPE) to prevent the spread of COVID-19
- Security camera improvements for contact tracing to help prevent the spread of COVID-19
- HVAC system improvements to improve air quality to prevent the spread of COVID-19



Strategies for Improvement

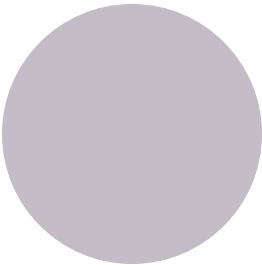
Provide more specific expenditure detail.

NOT: Follow CDC Guidelines

INSTEAD: Encourage frequent hand washing and provide hand sanitizer in every classroom and in common areas.

Part 1 Questions

Short Break





Part 2:

**Minimum 20%
to Address
Learning Loss**

Lost Instructional Time (20%): Evidence-based interventions

2. An LEA that receives ARP ESSER funds must reserve at least 20% of the funds to measure and address the academic impact of lost instructional time on all students through the implementation of evidence-based interventions, such as: interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. The LEA must also ensure that such interventions respond to students' academic, social, emotional, and mental health needs and address the impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic.

Strategies for Implementing Evidence-Based Interventions

- Research-based curricula and instructional strategies
- Accelerated learning (i.e., dual/concurrent enrollment, AP, IB)
- High-quality professional development (provide detailed description)
- Strategies to address absenteeism and discipline
- Social-emotional learning
- Additional supports/staff (i.e., school resource officer, homeless liaison, social worker, community schools coordinator)

Resources for Evidence-Based Interventions

- ED COVID-19 Handbook, Volume 2:
<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- USDE Lost Instructional Time Activities:
[Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time \(PDF\) \(ed.gov\)](#)



Strategies for Improvement

Provide more specific expenditure detail.

NOT: Professional Development

INSTEAD: Provide training on the PLC model to help teachers identify struggling students and provide interventions in a timely manner.



Strategies for Improvement

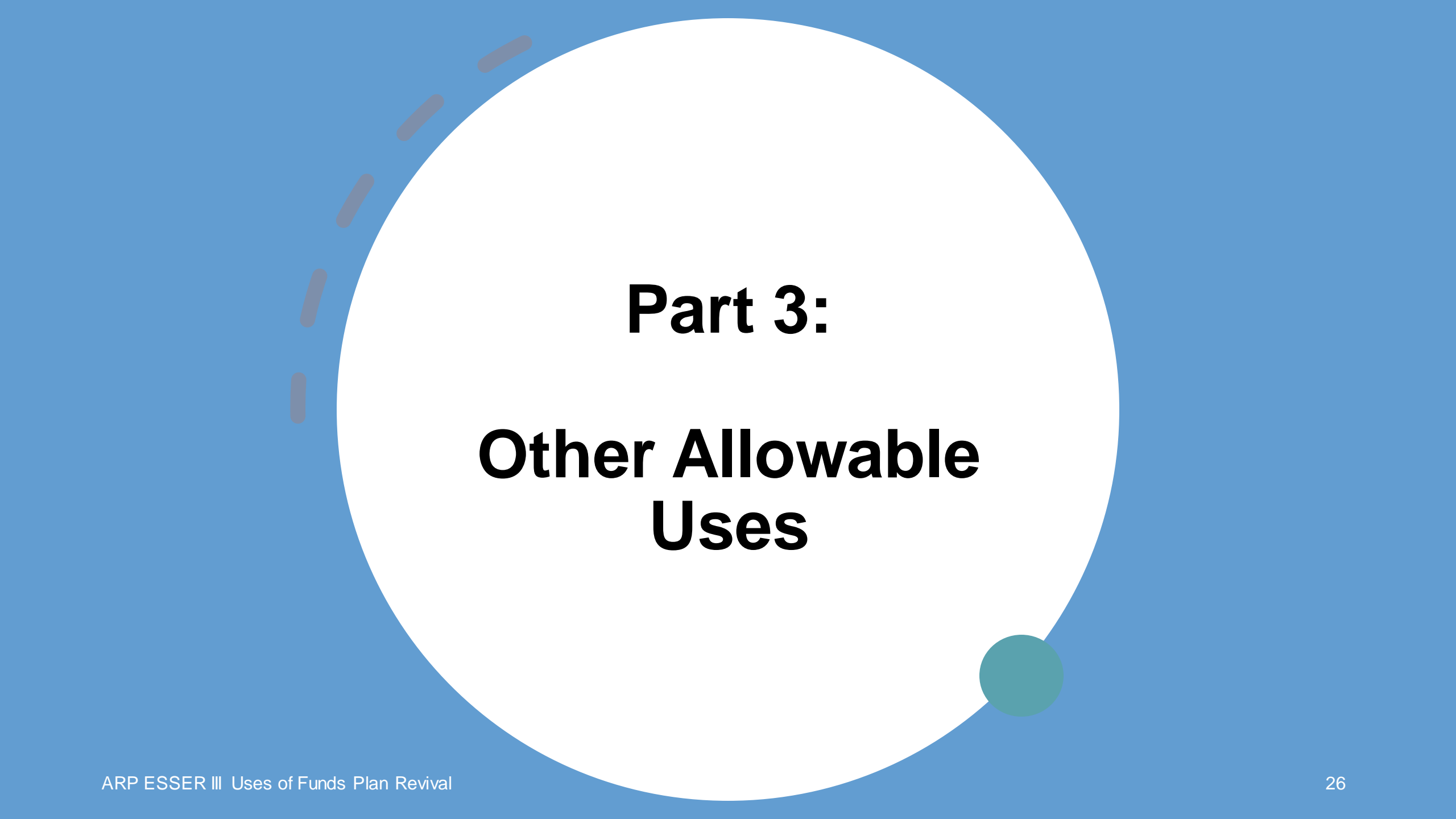
Provide specific details about interventions.

NOT: Implement evidence-based interventions.

INSTEAD: Purchase _____ as a supplemental curriculum to provide additional targeted practice within student's optimal range of development while learning at school and at home.

Part 2

Questions



Part 3:

Other Allowable Uses

Allowable Uses After the 20% Reserve

3. How will the LEA use the remaining ARP ESSER funds (80%) consistent with the ARP Act?

Guidance for Allowable Expenditures

- Must be to “Prevent, Prepare for, and Respond to COVID-19.”
- Must meet standard of reasonable and necessary.
- Must fit an allowable use of funds.

Allowable Uses Examples

- COVID-retention stipends (Use 2A)
- Suburban to deliver meals or instructional materials (Use 2F or 2J)
- Industrial floor cleaner (Use 2I)
- HVAC units or new windows for better air quality (Use 2P)



Strategies for Improvement

Provide more specific expenditure details and describe how expenditure is being used to Prevent, Prepare for, and Respond to COVID-19.

NOT: Utilities

INSTEAD: Increases in electricity billing due to rate increases during COVID-19 and additional cost incurred because of new procedures and protocols.

Part 3

Questions

Part 4:

Meeting the Needs of those Disproportionately Impacted

Interventions and Meeting Student Needs

4. How the LEA will ensure interventions, not limited to those under the ARP Act, address the academic impact of lost instructional time; respond to academic, social, emotional, and mental health needs of all children; students disproportionately impacted by COVID-19 pandemic; low-income families; students of color; English learners; children with disabilities; children experiencing homelessness; children in foster care; and migratory students.

Identify Populations in Your Community

All Children

Students Disproportionately Impacted by COVID

Low-Income Families

Students of Color

English Learners

Children with Disabilities

Children Experiencing Homelessness

Children in Foster Care

Migratory Students

Identify Unique Needs

Plan for Interventions To Meet Specific Unique Needs:

Academic

Social

Emotional

Mental Health Needs

Intervention Examples

Academic Needs

- Summer Learning/Enrichment Program
- Before or after-school programs (i.e., robotics, gardening, broadcasting clubs)
- Intensive tutoring program
- Extended school year
- Professional Learning Communities

Social, Emotional, and Mental Health Needs

- Additional counselors paid with district funds
- Partnership with community-based entities to co-locate LPCs inside schools
- Yoga or wellness classes before/after school

Resources for Evidence-Based Interventions

- ED COVID-19 Handbook, Volume 2:
<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- USDE Lost Instructional Time Activities:
[Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time \(PDF\) \(ed.gov\)](#)



Strategies for Improvement

Identify specific subgroups from your population that have been identified as disproportionately impacted by COVID.

A description of your demographics and the needs of each groups specific needs would be appropriate.

Interventions should NOT be the same for every population.



Strategies for Improvement

Identify specific strategies for all students AND strategies that will benefit your identified subgroups.

ALL STUDENTS: Provide quality professional development for teachers to implement evidence-based Tiered Instruction Model to provide quality Tier 1 Instruction and provide intervention for those students identified and needing additional support.

SPECIAL EDUCATION STUDENTS: Provide in-person instruction on remote learning days when possible.

Part 4

Questions

American Rescue Plan ESSER III

Uses of Funds Plan
Revival



OKLAHOMA
Education



ARP Resources

- OSDE ARP FAQs:

https://sde.ok.gov/sites/default/files/documents/files/American%20Rescue%20Plan%20Elementary%20and%20Secondary%20Education%20Relief%20Fund%20FAQs%20May%2019%202021_0.pdf

- USDE ESSER/GEER Uses of Funds FAQs:

https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Questions?

Kathy Dodd, Ph.D.
Chief Innovation Officer and Deputy Superintendent for Federal Programs
kathy.dodd@sde.ok.gov 405.521.3016

ESSER I/II/III

Gloria Bayouth
Executive Director of Federal Programs Oversight and Intervention
gloria.bayouth@sde.ok.gov
405.522.3249

Michelle Dunn
Executive Director of Professional Learning and School Success for Federal Programs
michelle.dunn@sde.ok.gov
405.522.3649

Nancy Hughes
Director of Finance for Federal Programs
nancy.hughes@sde.ok.gov
405.521-3170

CDC/Health Department Grant

Chelsea Hunt
Executive Director for Innovative Programs
chelsea.hunt@sde.ok.gov
405-521-3459