

American Rescue Plan

Uses of Funds Review



OKLAHOMA
Education



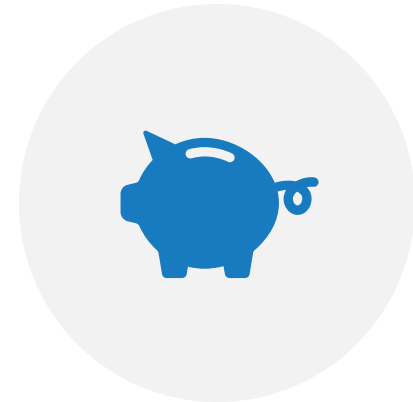
ARP Requirements for LEAs



“RETURN TO
LEARN” PLAN



MEANINGFUL
CONSULTATION



“USES OF FUNDS”
PLAN

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.

“Uses of Funds” Plan Review Process

- Plan review process has begun with cross-functional team of reviewers
- Review is based on:
 - Interim Final Rule (IFR) requirements
 - Meaningful consultation with representation from diverse stakeholder groups
 - Allowable Use Guidance
 - Alignment of “Uses of Funds” Plan to Budget Detail
- [FAQ document](#) (shared May 19, 2021)
- Plan approval/feedback to districts: on or before September 30th.

“Uses of Funds” Plan Requirements

IFR Requirements

- CDC Guidance
- 20% Set Aside
- Allowable uses after 20% reserve
- Meeting student needs

Minimum 20% Set Aside

- Evidence-based interventions
- Academic, social and emotional needs
- Most vulnerable populations (MVPs)

Allowable Uses after 20% Set Aside

- 80% balance of funds spent on allowable uses

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, will respond to academic, social, emotional, and mental health needs of all children, those disproportionately impacted by COVID-19 pandemic, low-income families, students of color, English learner, children with disabilities, children experiencing homelessness, children in foster care, and migratory students.

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

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.

Evidence-Based Intervention Examples

- Research-based curricula and instructional strategies
- Accelerated learning (i.e., dual/concurrent enrollment, AP, IB)
- High-quality professional development
- 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 \(PDF\) \(ed.gov\)](#)

Allowable Uses After the 20% Reserve

3. How will the LEA will 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)

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, including those disproportionately impacted by COVID-19 pandemic, low-income families, students of color, English learner, children with disabilities, children experiencing homelessness, children in foster care, and migratory students?

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

Most Vulnerable Populations

- Economically-disadvantaged students
- Students with disabilities
- Students experiencing homelessness
- English learners

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

To modify plan prior to review:

- Please email

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