

American Rescue Plan ESSER III Spending

As a part of our agreement to stakeholder engagement KIPP Tulsa in partnership with our team and community has designed plan on the use of our ESSER III American Rescue Plan (ARP) Funds.

Signed into law by President Biden in March, 2021, the ARP provides money to K-12 education. Over the next several months, as we finalize the details of our district strategy plan, we will continue to seek input from multiple stakeholders including teachers, other staff members, external partners and community partners as outlined in federal guidance for input and support.

Part 1:

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;

Health Coordinators	Working with an external partner, Joffe's Health Coordinator Program as a solution that can and should be downshifted after CARES Act funding runs out and the pandemic response required is mitigated further. Training, management, etc. handle by external partners.	Fully loaded \$105K/year
COVID 19 Pooled Testing	Identifying a 3rd party vendor that narrows a positive down quickly to one person.	Cost is about \$150-200/pool; \$6-10/student).
HVAC Improvement/Air Quality	MERV-13 filters at a minimum. See Harvard's Classroom Ventilation Guide	Get Info (approx.. cost for MERV 13 filters, air purifiers per school)
Contact Tracing Support	Outsourced contact tracing to a remote, P/T person through Beacon Hill Staffing	~\$50/hr. In a 500-student school, approx. 2 cases month, 10hr per case, so 20hr./mo. per school (or ~\$10K/school)

KIPP: TULSA

PUBLIC CHARTER SCHOOLS

PPE Restocking Support	Utilizing an external partner like Cintas. They house all the materials and then go into schools/classrooms and do all the restocking – down to the hand sanitizer bottle. Takes a ton of capacity off facilities team, solves storage and procurement issues.	Cost TBD
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Part II:

The District will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula funds] 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 afterschool programs, or extended school year;

Investment	Strategy for Addressing Learning Loss
TBA	Summer Academies and Credit Recovery programming
\$20,000/School	Digital foundational literacy program for tier II +III instruction- (Lexia Core 5) 6-8 (Lexia Power Up)
\$5,700	Independent Learning Libraries
TBD	Amplify Science Curriculum

Part III:

The District will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act.

1. Safe and secure Schools and Campuses
2. Family, community, and Youth engagement: Summer Programming, afterschool and other extended learning and enrichment programs.
3. Academic wellness and supports: Strategies to meet social, emotional and mental health, and academic needs of students most effected by the pandemic.
4. Reducing possible needs of layoffs and supporting the needs by hiring staff as needed to address gaps.

Part IV:

The District must ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set-aside], will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrator

1. Improve social barriers to promote healthy learning environments.
 - Adequate learning materials
 - Strong Nutritional programs that supports
 - Continuing to offer tuition free education
 - Ensuring we have a strong infrastructure to get best results for all students
 - Addressing all inequalities and removing such exclusive barriers
 - Improve on parental education and information sharing
 - Ensuring we have strong language/Bi-lingual policies to help improve educational outcomes of children whose native tongue is not the language of instruction
 - Ensure we have effective crisis-sensitive continuing education plans that help prepare for potential disaster or conflict and provide equitable access to schooling in times of crisis or disaster.
2. Provide access to virtual learning tools and resources
 - 1:1 technology for all students
 - Free access to WI-FI
 - Design or adopt virtual learning portals for all students to be able to access.
3. Support community-appropriate educational access to meet the need of all who choose to participate in our program.
 - Partnering with libraries and other external community partners to support learning initiatives
 - Community/extracurriculars activities for all students including students with disabilities including organized clubs or recreational programs, fine arts classes,
 - Transition support programs supporting kids from middle to high to college.
 - Multi-Cultural partnerships to support the multiple cultures represented in our schools.

Distribute the most effective and accurate up-to-date- information regarding pandemic relief efforts and resources available to our families.

- Working with local, county, state and national agencies to ensure we have the most accurate and up to date information on any pandemic content.

