



Oklahoma City
PUBLIC SCHOOLS

OKCPS Board of Education ARP- ESSER

Work Session

November 2021



Our Goals for Today's Meeting

1. Know and understand the federal funds awarded to OKCPS
2. Review the input from our stakeholders
3. Understand the process for gathering input
4. Provide feedback and input on the ongoing implementation of the OKCPS ESSER Plan

What is ESSER?





Elementary & Secondary School Emergency Relief Fund (ESSER)

Elementary and Secondary School Emergency Relief (ESSER) Funds provide support to schools and are intended to minimize the disruption from the COVID-19 pandemic and support the academic, social and emotional well-being of students.

In April of 2020, ESSER I (CARES) Fund provided Oklahoma City Public Schools with approximately \$17 million dollars. This fund was utilized to purchase student devices, and hotspots for students use in anticipation of students having to work remotely. This fund also supported our health and safety efforts through the purchase of PPE for students and staff as well recruiting and hiring more nurses.

The ESSER II Fund provided Oklahoma City Public Schools with approximately \$73 million, and this summer the ESSER III (ARP-ESSER) Fund has allocated an additional \$164 million. As such, we are just beginning to access ESSER III funds.

ESSER I (CARES) funds - \$17.31 million

Funds were available for reimbursement starting last spring (April 2020)

The intent and purpose of the CARES Act education funding is to prevent, prepare for, and respond to the coronavirus.

ESSER II funds - \$73.390 million

Signed into law in December 2020

The intent and purpose of the CARES Act education funding is to prevent, prepare for, and respond to the coronavirus.

ESSER III (ARP-ESSER) funds - \$164.72 million

Passed in March 2021

The intent and purpose of ARP of 2021, ESSER III funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

20% of the funds MUST be spent addressing unfinished learning and student emotional and social well-being. Funds must be encumbered by June 30, 2023 and expended by Sept. 30, 2024.

Two Plans Required for ESSER III Funding

The intent and purpose of ARP-ESSER funding is to help safely reopen and sustain the safe operation of schools as well as address the impact of the coronavirus pandemic on students.

Plan 1: Safe Return to In-Person Instruction & Continuity of Services Plan

Plan 2: Use of Funds

Allowable Activities & Use of Funds

- Any activity authorized under one of our other federal funded programs (ESEA - Title I, II, III, IV - IDEA, etc.)
- Coordination of preparedness and response efforts with State and local public health departments to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus
- To address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population

Allowable Activities & Use of Funds (continued)

- Developing and implementing systems to improve the preparedness and response efforts of the District
- Training for staff of the District on sanitation and minimizing the spread of infection diseases
- Purchasing supplies to sanitize & clean the facilities of the District, including buildings operated by the district

Allowable Activities & Use of Funds (continued)

- Planning for, coordinating, and implementing activities during long-term closures
 - Including providing meals to eligible students
 - Including providing technology for online learning to all students
 - How to provide guidance for carrying out requirements under IDEA
- Purchasing educational technology (hardware, software, & connectivity) for students...that aids in regular/substantive educational interaction between students and instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment
- Providing mental health services and supports

Allowable Activities & Use of Funds (continued)

- Planning and implementing activities related to summer learning and supplemental after school or in-school programs.
- Addressing learning loss among District students, including low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care
 - Administering and using high-quality assessments
 - Implementing evidence-based activities to meet the comprehensive needs of students
 - Providing information to parents and families on effectively supporting students
 - Tracking student attendance and improving student engagement

Allowable Activities & Use of Funds (continued)

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including
 - Mechanical and non-mechanical heating, ventilation, and air conditioning systems
 - Filtering, purification, and other air cleaning, fans, control systems
 - Window and door repair & replacement

Allowable Activities & Use of Funds (continued)

- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from CDC for the reopening and operation of school facilities
- Other activities that are necessary to
 - Maintain the operation of and continuity of services in the District
 - Continuing to employ existing staff of the District

OKCPS 5 (Five) Key Pillars for use of ESSER Funds

- Addressing Unfinished Learning and Student Success
- Prioritizing Health and Student Well-Being
- Ensuring Equity for All
- Engaging Families and Communities
- Staff Well-being

Input from Our Stakeholders



ARP ESSER Survey Questions

The following were presented on the survey to our stakeholders:

- Please indicate what part of the OKCPS community you represent
- Top 2 priorities where funding should be spent to addressing unfinished learning and student success
- Top 2 priorities where funding should be spent to address health and student well-being
- Top 2 priorities where funding should be spent to address equity for all
- Top 2 priorities where funding should be spent toward engaging families and communities
- Top 2 priorities where funding should be spent toward supporting teacher/leader stability and staff well-being

*Note: Number of Respondents = 5,407

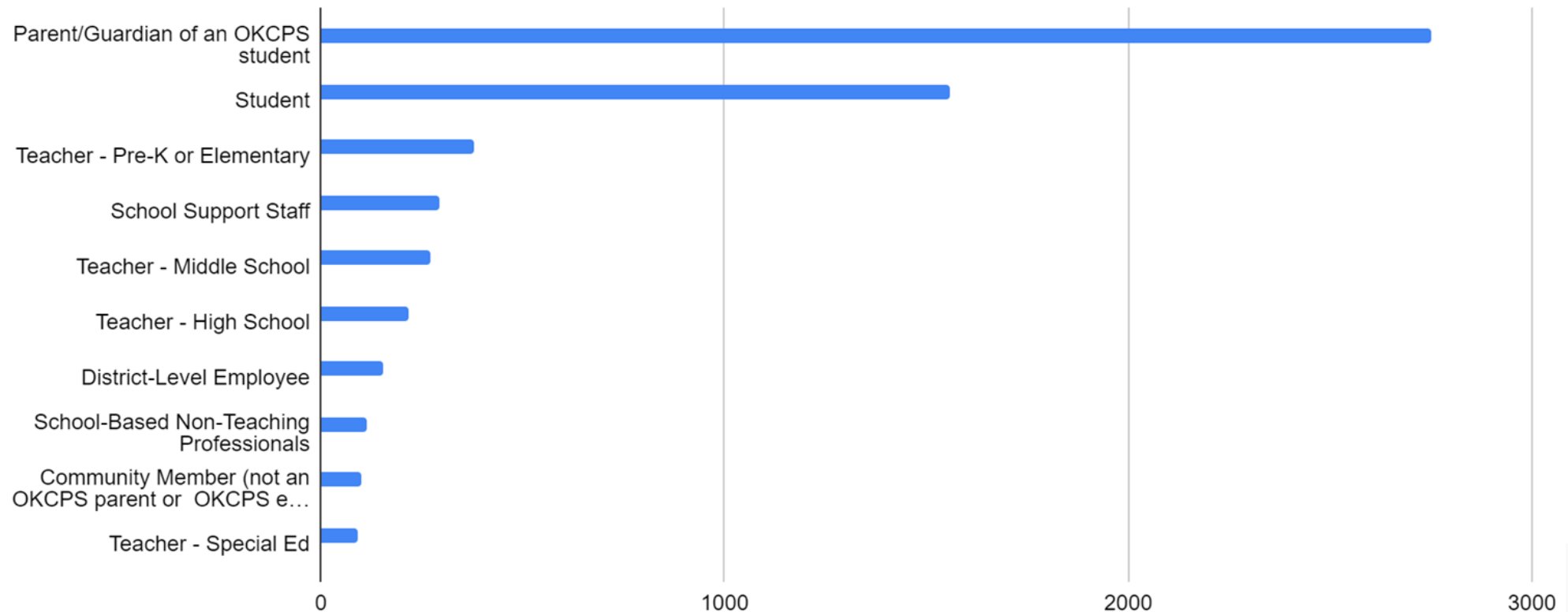
Please indicate what part of the OKCPS community you represent: (you may select more than one)

Characteristics of Respondents: (Respondents could select more than one choice)

	Number	Percent
Parent/Guardian of an OKCPS student	2749	50.84%
Student	1558	28.81%
Teacher - Pre-K or Elementary	377	6.97%
School Support Staff	294	5.44%
Teacher - Middle School	269	4.98%
Teacher - High School	217	4.01%
District-Level Employee	155	2.87%
School-Based Non-Teaching Professionals	115	2.13%
Community Member (not an OKCPS parent or OKCPS employee)	99	1.83%
Teacher - Special Ed	92	1.70%

NOTE: Because respondents could select more than one role, numbers will not equal the number of respondents and percentages will not total 100.

Please indicate what part of the OKCPS community you represent: (you may select more than one)

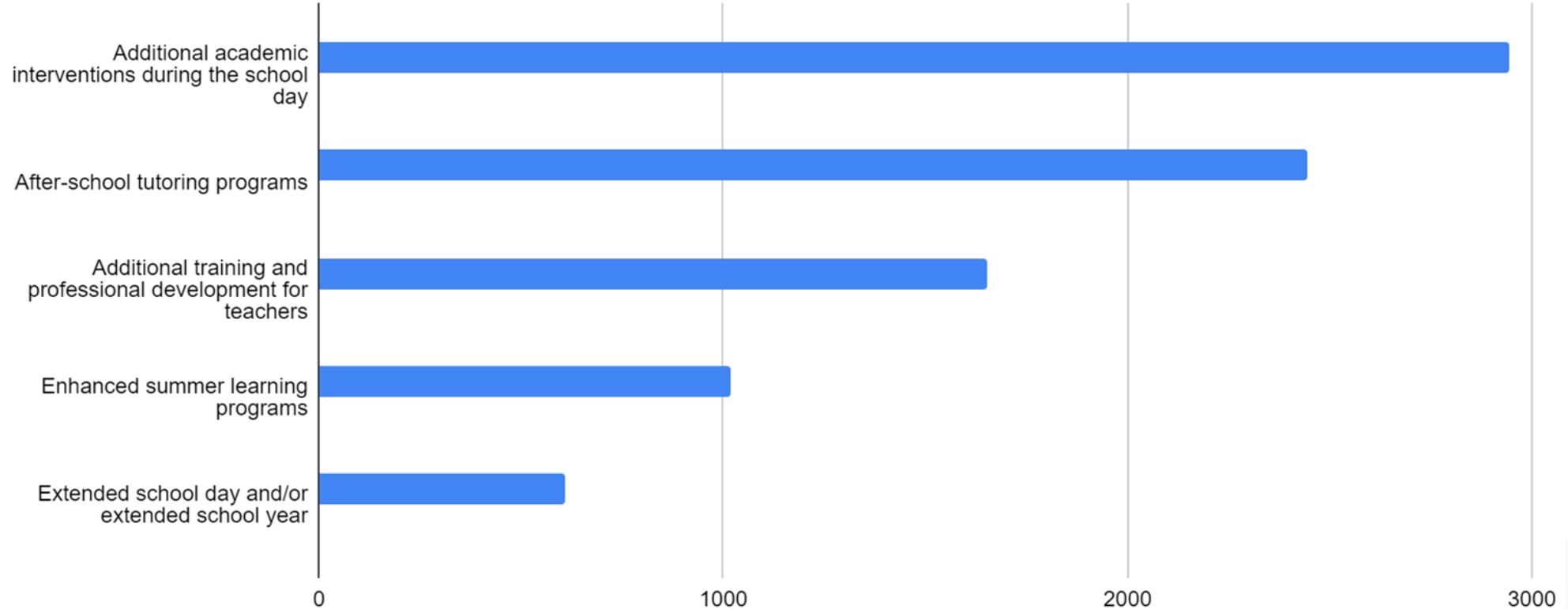


Top 2 priorities where funding should be spent to addressing unfinished learning and student success:

	Number	Percent
Additional academic interventions during the school day	2946	63.33%
After-school tutoring programs	2445	52.56%
Additional training and professional development for teachers	1652	35.51%
Enhanced summer learning programs	1017	21.86%
Extended school day and/or extended school year	607	13.05%

NOTE: Because respondents could select more than one choice, numbers will not equal the number of respondents and percentages will not total 100. How to interpret: 63% of respondents selected “Additional academic interventions” as one of their top 2 priorities, 53% of respondents selected “After-school tutoring programs” as one of their top 2 priorities, etc.

Top 2 priorities where funding should be spent to addressing unfinished learning and student success:



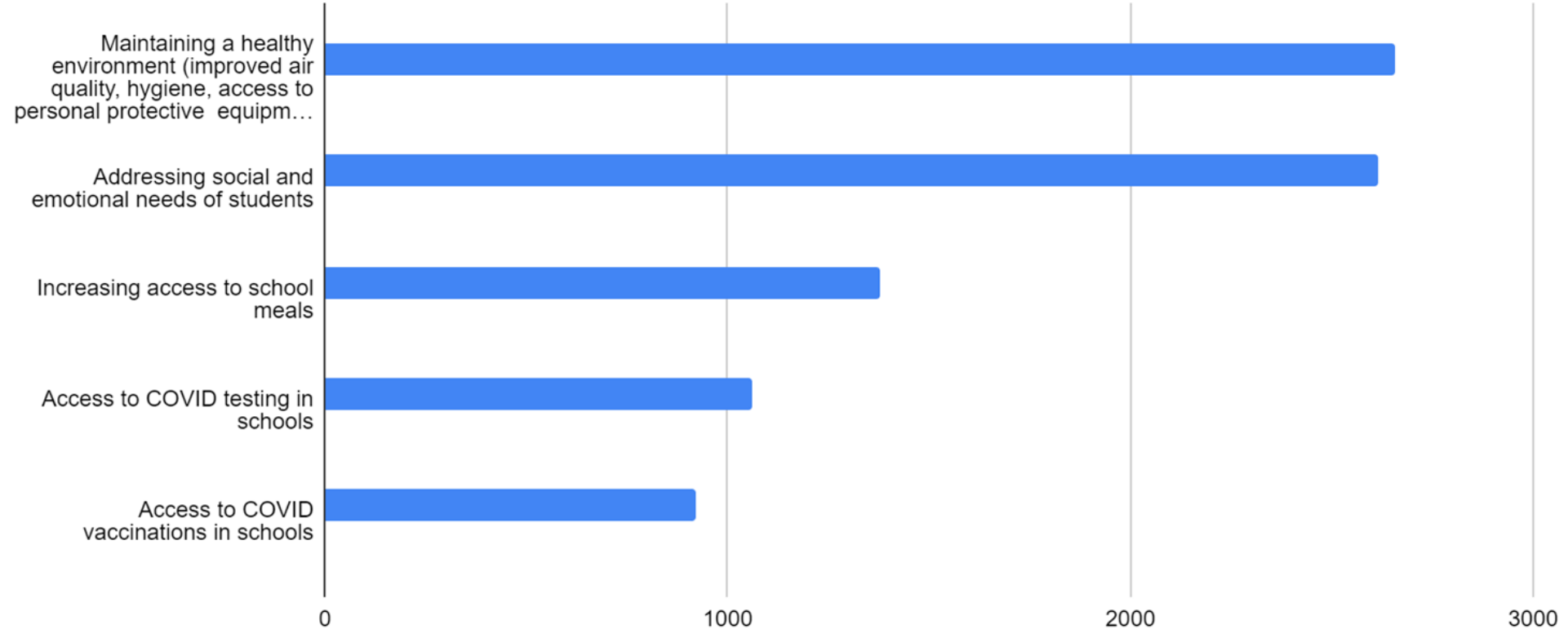
Top 2 priorities where funding should be spent to address health and student well-being:

	Number	Percent
Maintaining a healthy environment (improved air quality, hygiene, access to personal protective equipment)	2658	58.78%
Addressing social and emotional needs of students	2614	57.81%
Increasing access to school meals	1376	30.43%
Access to COVID testing in schools	1062	23.49%
Access to COVID vaccinations in schools	923	20.41%

NOTE: Because respondents could select more than one choice, numbers will not equal the number of respondents and percentages will not total 100. How to interpret: 59% of respondents selected “Maintaining a healthy environment” as one of their top 2 priorities, 58% of respondents selected “Addressing social and emotional needs of students” as one of their top 2 priorities, etc.

Top 2 priorities where funding should be spent to address health and student well-being:

Top 2 priorities where funding should be spent to address he...

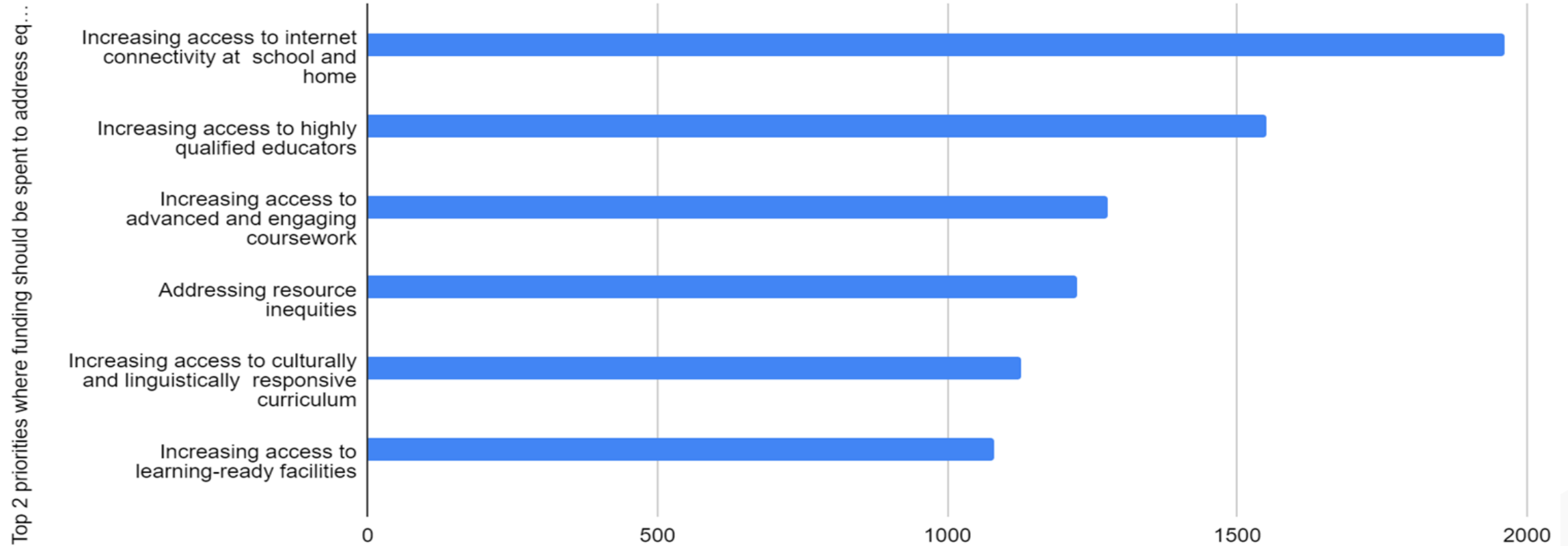


Top 2 priorities where funding should be spent to address equity for all:

	Number	Percent
Increasing access to internet connectivity at school and home	1962	45.81%
Increasing access to highly qualified educators	1549	36.17%
Increasing access to advanced and engaging coursework	1277	29.82%
Addressing resource inequities	1225	28.60%
Increasing access to culturally and linguistically responsive curriculum	1126	26.29%
Increasing access to learning-ready facilities	1081	25.24%

NOTE: Because respondents could select more than one choice, numbers will not equal the number of respondents and percentages will not total 100. How to interpret: 46% of respondents selected “Increasing access to internet connectivity” as one of their top 2 priorities, 36% of respondents selected “Increasing access to highly qualified educators” as one of their top 2 priorities, etc.

Top 2 priorities where funding should be spent to address equity for all:



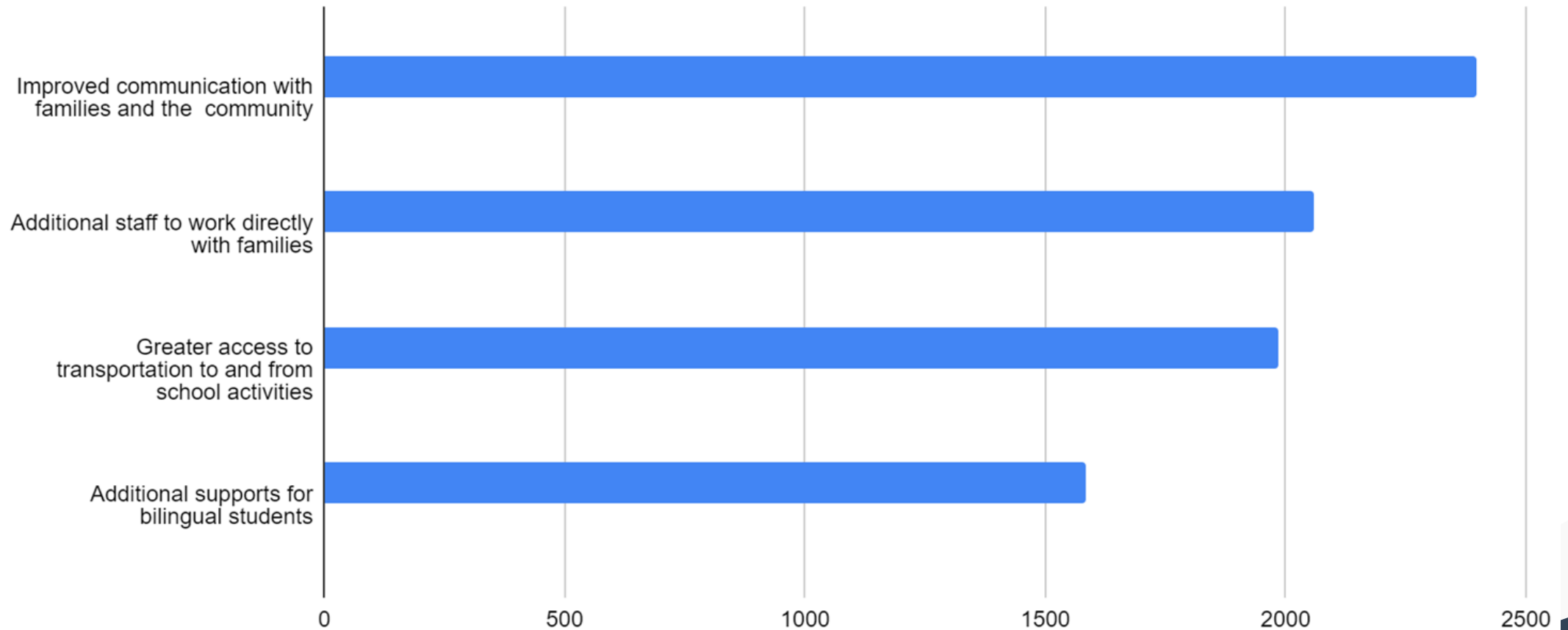
Top 2 priorities where funding should be spent toward engaging families and communities:

	Number	Percent
Improved communication with families and the community	2396	57.25%
Additional staff to work directly with families	2060	49.22%
Greater access to transportation to and from school activities	1986	47.46%
Additional supports for bilingual students	1586	37.90%

NOTE: Because respondents could select more than one choice, numbers will not equal the number of respondents and percentages will not total 100. How to interpret: 57% of respondents selected “Improved communication with families and the community” as one of their top 2 priorities, 49% of respondents selected “Additional staff to work directly with families” as one of their top 2 priorities, etc.

Top 2 priorities where funding should be spent toward engaging families and communities:

Top 2 priorities where funding should be spent toward engag...



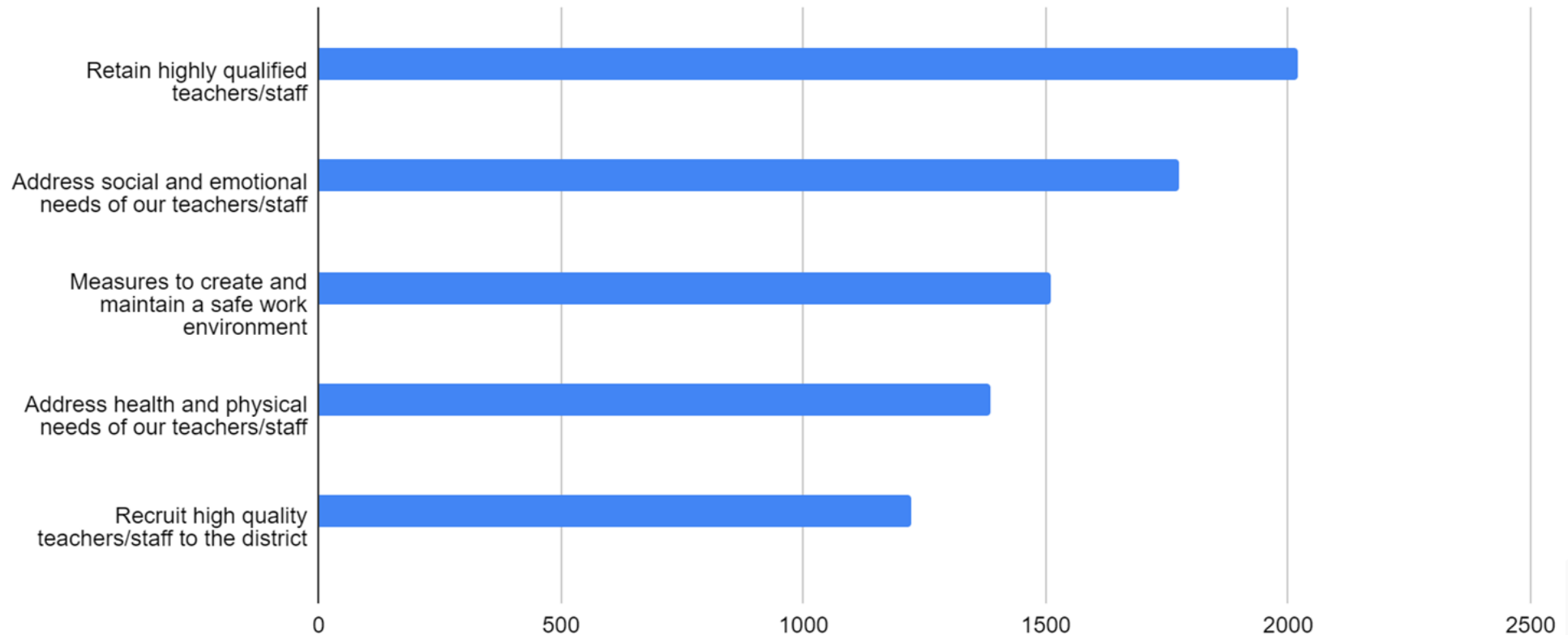
Top 2 priorities where funding should be spent toward supporting teacher/leader stability and staff well-being:

	Number	Percent
Retain highly qualified teachers/staff	2020	49.50%
Address social and emotional needs of our teachers/staff	1775	43.49%
Measures to create and maintain a safe work environment	1512	37.05%
Address health and physical needs of our teachers/staff	1385	33.94%
Recruit high quality teachers/staff to the district	1224	29.99%

NOTE: Because respondents could select more than one choice, numbers will not equal the number of respondents and percentages will not total 100. How to interpret: 50% of respondents selected “Retain highly qualified teachers/staff” as one of their top 2 priorities, 43% of respondents selected “Address social and emotional needs of our teachers/staff” as one of their top 2 priorities, etc.

Top 2 priorities where funding should be spent toward supporting teacher/leader stability and staff well-being:

Top 2 priorities where funding should be spent toward suppo...



Our Process of Gathering Input & Producing Our Plan

- Hold “Thought Sessions” with District and Site Leaders to produce an initial list of strategies, projects and investments.
- Solicit the input of a variety of stakeholders through interactive sessions with various stakeholders and a survey to capture the preferences of a larger group of community stakeholders.
- Submit tiered strategies and projects from our educational leaders to a district-level review committee to be evaluated.
- Complete trend analysis of community stakeholder recommendations and prioritization.
- Once evaluated and assessed for alignment to stakeholder preferences and prioritization, recommended strategies and projects will be submitted to our Superintendent and ESSER Implementation Committee for approval.
- An initial Use of ESSER Funds Plan will be submitted to the Oklahoma State Department of Education and posted to our district website.
- Board of Education will be provided periodic updates and opportunities for input through periodic work sessions scheduled throughout the duration of the availability of funding.

Moving Forward....

The Use of ESSER Funds plan and its implementation will be continuously evaluated and examined by our Director of ESSER Implementation and Innovation and the Deputy Superintendent.

Together they will develop a process for evaluating newly recommended strategies, projects and investments and will update the Use of Funds plan a minimum of twice a year for the duration of the availability of funds.

Any revisions to the Plan will be captured and reflected on the Use of ESSER Funds Plan as presented (in both English and Spanish) on our website for our internal and external stakeholders.

THANK YOU!

