

TULSA PUBLIC SCHOOLS

American Rescue Plan ESSER III Spending

FY24 Plan Reviewed and/or Revised

In April 2021, the Tulsa Public Schools Board of Education began an extensive community outreach effort, completing 35 engagement and listening sessions to understand the community’s expectations. In June 2021, a 30-person community committee was created to guide the development of the strategic plan; six core strategies were approved in August 2021. More than a dozen stakeholder engagement sessions were hosted beginning in September 2021 to share the strategies and collect feedback.

In addition to this robust stakeholder engagement, Tulsa Public Schools continues to collect feedback in a survey on its website, at [this link](#). The survey is available in English and in Spanish.

Tulsa Public Schools has taken the community engagement and survey feedback into consideration, as well as examined the ever-evolving needs of the district as we respond to Covid-19, and has developed a plan to spend American Rescue Plan dollars. These plans are subject to change as the needs of our school community change. Our intent is to spend dollars within the categories listed below, though individual investment amounts may shift within categories.

Part 1: COVID 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.

Investment	Strategy/Item for Prevention & Mitigation
Amount	Brief description
\$51,400,000	Air quality improvements at multiple schools through 9/30/2024. Costs may include contractor fees, engineering fees, architect fees, etc.
\$500,000	PPE and other safety supplies (including but not limited to masks, gloves, or other materials required to sanitize surfaces, improve hygiene (such as portable handwashing stations), or improve ventilation (such as portable air purifiers)

TULSA PUBLIC SCHOOLS

\$200,000	Funds to cover renovations to the parent Resource Center. The Center serves as a vital hub for providing resources, support, and information to parents, enhancing their ability to actively participate in their children's education. The renovation includes eight classrooms and a reception area.
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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 \$26,201,348. Provided below are our current plans to address learning loss through September 30th, 2024. As we continuously examine needs and data, these plans may change.

Investment	Strategy for Addressing Learning Loss
\$30,000,000 Expanded learning – Summer 2021, 2022, 2023, 2024	Estimated investment of \$30 million. Investment includes materials, salaries/benefits for academic/wellness/enrichment program and operational staff, transportation, registration for student activities, etc. This includes summer boot camps, transition grade orientation days, and credit recovery investments as well.
\$9,000,000 Expanded learning - partnership with The Opp 2021-2022, 2022-2023, 2023- 2024	Estimated investment of approximately \$3 million per year. 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.
\$1,500,000	Academic intervention and behavioral supports; including but not limited to additional counselors or teacher staff, intervention program support (supplies, licenses/subscriptions/professional learning), mental health supports from outside partners, additional staff at TRAIICE (behavioral support program)
\$1,630,581.65	Instructional or other social/emotional materials or other supports (licenses, subscriptions, etc.)

TULSA PUBLIC SCHOOLS

\$5,000,000	Estimated \$5,000,000 investment in high-dosage tutoring with FEV Tutor; instructional stipends/benefits.
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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. Our proposed investments will fall into one or more of these uses of funds. As we continue to examine data and needs, these investments may shift from one line item to another. **Note: As we continue to define resources to support the strategic plan, the investments below will be clarified.**

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	Brief Description
\$11,500,000	Staff to support the strategic plan (see Part 4 below for strategies and here for more information); included but not limited to operational staff, network support staff, program staff at the district level, site-based staff, temporary staffing services, etc.
\$10,000,000	Recruitment and retention incentives to ensure continuity of service to students and staff and fill hard-to-staff roles and schools
\$1,500,000	Professional learning supports for teachers (stipends for professional learning time outside of contract hours, support from professional learning partners, materials, conferences, registration, etc.)
\$11,000,000	Indirect cost and staff to support the responsible investment of stimulus dollars (for example, finance and communications staff)

TULSA PUBLIC SCHOOLS

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.

Investments are also geared to support our strategic plan, which is intended to focus on support for vulnerable populations, while providing a foundation for all.

STRATEGY ONE: HEALTHY SCHOOLS IN WHICH STUDENTS DEVELOP, ACHIEVE, AND THRIVE

Initiative 1: Provide students with a school experience that builds the knowledge, habits, skills, and mindsets for long term success in school and life.

Initiative 2: Work to connect our students to the support they need, when they need it, through a combination of Team Tulsa staff and community partners.

STRATEGY TWO: RICH LITERACY THAT PROVIDES A LIFETIME OF OPPORTUNITY

Initiative 1: Provide rich literacy instruction based on the science of reading and tailored support focused on student’s individual literacy needs.

Initiative 2: Support language acquisition for multilingual learners across all classrooms.

STRATEGY THREE: TULSA AS A CITY OF LEARNING AND OPPORTUNITY

Initiative 1: Provide equitable access to expanded learning opportunities that are hands-on, fun, and spark curiosity before school, after school, and during the summer.

Initiative 2: Expand our network of community partners to provide expanded learning opportunities that bring the real world to our students.

TULSA PUBLIC SCHOOLS

STRATEGY FOUR: A RICH, PERSONALIZED, AND REAL-WORLD FOCUSED HIGH SCHOOL EXPERIENCE

Initiative 1: Ensure every Tulsa Public Schools student has a clear pathway to a diploma and credentials that support their future goals.

Initiative 2: Ensure our graduates leave with a life plan and the skills they need to make it happen.

Initiative 3: Provide students with hands-on, real-world learning.

STRATEGY FIVE: A SKILLED TEAM THAT REFLECTS OUR COMMUNITY AND IS DEEPLY VALUED FOR THEIR CONTRIBUTIONS

Initiative 1: Recruit and hire talent that reflect and meet the needs of our students.

Initiative 2: Develop and retain talent who are committed to our students, core values and beliefs, and the future of our district.

Initiative 3: Build an accessible pathway for promotions, leadership development, and career building on Team Tulsa.

Initiative 4: Develop an inclusive working environment where staff are valued and fulfilled, and have opportunities to continuously learn and grow as professionals.

STRATEGY SIX: WELCOME AND VALUE EVERY FAMILY AS THEIR CHILD’S FIRST, MOST IMPORTANT, AND LIFELONG TEACHER

Initiative 1: Our schools are welcoming places that value family-school relationships.

Initiative 2: Involve families as learning partners.

We would like to hear your feedback on this plan to support student learning with the funds received through the American Rescue Plan Act of 2021. Your input is an important part of refining 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.