Understanding How School Districts Can Use COVID-19 Relief Funding to Transform School Health

September 21, 2021
Welcome and Logistics
About Kaiser Permanente

217K employees and 22K physicians
deliver high-quality care to members

12.3M people
get care + coverage from Kaiser Permanente

8 regions
- Colorado
- Georgia
- Hawaii
- Mid-Atlantic States
- Northern California
- Southern California
- Northwest
- Washington

39 hospitals + 701 medical offices

Exceptionally prepared
- telehealth options
- consolidation to meet critical needs
- careful supply management

COVID-19 response
Why Is Kaiser Permanente Focused on Schools?

**RECIPROCAL IMPACT**

Health impacts educational attainment and education impacts life-long health.

**LOCUS OF BEHAVIOR CHANGE**

Health interventions in and around school settings can make significant impacts on health behaviors.

**SUPPORT FOR OUR MEMBERS**

Whether in-person or virtually, one in five Kaiser Permanente members is “in” schools every weekday.

1:5
Webinar Objectives

• Understand the available streams of COVID-19 relief aid and timeline for receiving and spending funding
• Identify examples of how school districts can use COVID-19 relief funding to support student and staff health
• Identify sustainable funding streams school districts can leverage to continue efforts initiated with COVID-19 relief aid
• Describe examples of how school district leaders are using COVID-19 relief funding
• Joint guidance issued in August 2021
• Concrete recommendations for school districts
Today’s Speakers

- **Phyllis Jordan**, Associate Director, FutureEd
- **Alex Mays**, Senior National Program Director, Healthy Schools Campaign
- **Paul Imhoff**, Superintendent, Upper Arlington Schools (OH) and President, AASA – The School Superintendents Association
# K-12 funding in COVID relief plans

## How Much Will Congress Spend to Shore Up Schools?

The Covid-19 relief plans before Congress all dedicate billions to stabilizing education budgets amid deep losses in state revenue. But the amounts vary from bill to bill.

<table>
<thead>
<tr>
<th></th>
<th>CARES Act Signed into Law March 2020</th>
<th>Covid Relief Package Signed into Law December 2020</th>
<th>American Rescue Plan Signed into Law March 2021</th>
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</thead>
<tbody>
<tr>
<td>Education Total</td>
<td>$30.7 billion</td>
<td>$82 billion</td>
<td>$168 billion</td>
</tr>
<tr>
<td>K-12</td>
<td>$13.2</td>
<td>$54</td>
<td>$122</td>
</tr>
<tr>
<td>Higher Ed</td>
<td>$14</td>
<td>$22</td>
<td>$40</td>
</tr>
<tr>
<td>Governors</td>
<td>$3</td>
<td>$4</td>
<td>$2.7</td>
</tr>
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</table>
How that compares to typical funding

**CARES Act**
- $270 per pupil
- Passed March 2020
- Obligated by Sept. 2022

**Title I (2019-20)**
- $640 per pupil
- Annual allotment

**CRRSA**
- $1,100 per pupil
- Passed Dec. 2020
- Obligated by Sept. 2023

**American Rescue Plan**
- $2,400 per pupil
- Passed March 2021
- Obligated by Sept. 2024
Top Health Priorities: Allowable Uses

**Safely Reopening Schools**
- Testing
- Vaccination
- Cleaning
- Ventilation upgrades
- Staff training
- Staff overtime

**Addressing Mental/Physical Health Needs**
- Mental health counseling
- SEL programs
- Reengaging students
- Hiring counselors, nurses
- Community collaboration
- Telehealth equipment
- Setting up clinics
How—and when—ARP money flows

Approved by Congress March 10

2/3 sent to states March 24, Final 1/3 after states submit plans to US Education Dept. 50 submitted, 37 approved

90% to school districts & charters
How states plan to spend federal aid

- SEL/MENTAL HEALTH: 39 states
- TUTORING: 35 states
- ATTENDANCE/ABSENTEEISM: 26 states
- DATA UPGRADES: 26 states
How districts are spending the money

- Helping students make up lost instructional time: 52
- Providing social-emotional, mental health supports: 43
- Expanding technology capabilities: 40
- Building newer and/or safer facilities: 36
- Supporting teacher capacity: 27
- Supporting high-quality curriculum: 20
- Exploring new virtual delivery models: 17
- Improving services to students with special needs: 17
- Supporting assessment and accountability systems: 14
- Growing community and family engagement: 14
- Supporting students' postsecondary readiness: 12
- Addressing attendance, engagement, transitions: 12
- Supporting English language learners: 10
- Supporting educator pipeline strategies: 8

Source: Center for Reinventing Public Education
Read more:

How States are Using Covid Relief Funds for Learning Recovery
https://www.future-ed.org/how-states-are-using-federal-funds-for-learning-recovery/

What Congressional Covid Funding Means for K-12 Education: https://www.future-ed.org/what-congressional-covid-funding-means-for-k-12-schools/

Getting to Yes on Covid Relief Spending https://www.future-ed.org/getting-to-yes-on-covid-relief-spending/

Present Danger: Solving the Deepening Student Absenteeism Crisis
About Healthy Schools Campaign
Guiding Principles for School District Investments

1. Make data-informed decisions
2. Identify existing assets in your school and community that can be leveraged and amplified with COVID-19 relief funding
3. Engage staff, caregivers, youth and community members
4. Identify evidence-based or evidence-informed interventions that meet the identified needs
5. Identify mechanisms for sustainable funding
Identify mechanisms for sustainable funding

- ESSA Title funding
- Medicaid
- Food and nutrition programs
- Federal grant programs
- Community partnerships and philanthropy
Eligible Uses of K-12 COVID-19 Relief Funding

- **COVID Prevention**
  - Purchase PPE
  - Hire school health providers to support COVID testing, surveillance and vaccinations
  - Repair school facilities
  - Purchase cleaning supplies and equipment
- **Staff and Teacher Well-being**
  - Provide mental health supports on site
  - Provide wellbeing activities for staff and teachers
  - Establish a designated staff wellness space
  - Become a trauma-informed school
Eligible Uses (contd.)

• Mental Health and Well-being
  • Conduct schoolwide mental health assessment for staff and students
  • Hire school behavioral health providers
  • Hire school Medicaid coordinator
  • Implement social and emotional learning programs

• Physical Health and Well-being
  • Hire school nurses and other school health professionals
  • Invest in school health equipment (e.g. vision and hearing screening equipment, diagnostic equipment)
  • Purchase an electronic health record system
  • Construct or retrofit a school health office or school-based health center
  • Invest in technology and training to establish a telehealth program
Eligible Uses (contd.)

- Social Drivers of Health (e.g. institutional racism, food security, homelessness)
  - Hire a community school coordinator
  - Provide universal, free school breakfast and lunch to all students
  - Train staff on the use of restorative justice practices
  - Provide training for all staff on cultural responsiveness and equity

- Family Engagement and Community Involvement
  - Offer family and community workshops on health and wellness topics
  - Host regular meetings with community partners
  - Build a school health team
  - Provide staff training on family and community engagement
Eligible Uses (contd.)

- Physical Activity, Physical Education and Health Education
  - Hire certified physical education and health education staff
  - Provide professional development
  - Upgrade school facilities
  - Make necessary accommodations to allow for physical activity during the school day while adhering to public health protocols
<table>
<thead>
<tr>
<th>What are your school district's top concerns for student and staff health?</th>
<th>What data can we access to understand this issue in our community?</th>
<th>What are allowable uses of COVID-19 relief funding that address this issue in the short term?</th>
<th>What are allowable uses of COVID-19 relief funding that address this issue in the long term?</th>
<th>What funding sources can be used to continue this work after COVID-19 relief funds are spent?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COVID-19 prevention</strong></td>
<td>COVID-19 surveillance data from local public health agency</td>
<td>Purchase personal protective equipment (PPE) for school staff. Deploy high-quality COVID-19 testing processes and procedures.</td>
<td>Repair and improve school facilities, especially ventilation systems, to reduce exposure to infectious diseases and environmental health hazards.</td>
<td><strong>Title V Maternal and Child Health Services Block Grant Program</strong> (funding to local public health departments)</td>
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<td>County-level COVID-19 surveillance data and vaccination data</td>
<td>Hire school health providers, including school nurses and school behavioral health providers, to support COVID-19 testing, surveillance, and vaccination rollout. Consider using national service members for some roles. Hire school staff to serve as the designated lead on COVID-19 response.</td>
<td>Purchase equipment that supports indoor air quality, such as vacuums and air purifiers.</td>
<td>Medicaid (reimbursement for testing and vaccine administration)</td>
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<td>State dashboards on COVID-19 in schools</td>
<td>Purchase tools, equipment, and supplies to clean, sanitize and disinfect school facilities. Train school staff on COVID-19 prevention, sanitation, and minimizing the spread of infectious diseases.</td>
<td>Develop and implement procedures to prepare for future, extended school building closures.</td>
<td><strong>Community benefit funding</strong> from local, nonprofit hospitals</td>
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<td></td>
<td>Local dashboards/surveillance data collected by school nurses and other school health providers</td>
<td></td>
<td>Invest in staff time needed to establish community partnerships to ensure that eligible children have access to vaccinations, both for COVID-19 and other viruses.</td>
<td></td>
</tr>
</tbody>
</table>
Thank you

Alex Mays
Senior National Program Director
alex@healthyschoolscampaign.org
Well-being in our schools

Paul Imhoff, Ed.D.
President, AASA
Superintendent, Upper Arlington Schools
OUR VISION

UNIQUELY ACCOMPLISHED
STUDENTS PREPARED TO SERVE, LEAD AND SUCCEED.

OUR MISSION

CHALLENGE AND SUPPORT EVERY STUDENT, EVERY STEP OF THE WAY.

OUR VALUES

START WITH HEART STRENGTH IN TEAM CONTAGIOUS DRIVE
WHOLE LEARNING
Learner and Learning-Centered Culture
Instructional Framework

STUDENT AND STAFF WELL-BEING
Belonging
(Diversity, equity and inclusion; engagement)
School / Life Balance
(Social-emotional learning, stress management)

CONTINUOUS IMPROVEMENT
Operational Excellence and Efficiency
Culture of Continuous Improvement
Student and staff well-being

Two fundamental aspects:

**belonging** - a person’s feeling of safety and connectedness where they can be authentic, supported by an inclusive culture that intentionally promotes relationships, builds trust and celebrates individuals.

**balance** - a person’s feeling of harmony between school and personal time that allows for satisfaction in all areas of life.
COVID relief / ESSER funding

- Approximately $3.7 million for Upper Arlington Schools
- Funding decisions made in collaboration with the Teaching & Learning department, Operations and Treasurer’s Office
- Goal of supporting students’ academic and well-being needs while also ensuring safe and clean learning environments
COVID relief / ESSER funding

- Well-being partnership with The Ohio State University Wexner Medical Center
- Panorama well-being survey for students
- UA Online Academy — remote learning option for 2021-2022
- Staffing for Summer BRIDGE to Achievement & Well-Being
- COVID-related custodial and nursing supplies
AASA, The School Superintendents Association advocates for equitable access for all students to the highest quality public education, and develops and supports school system leaders.

156 Years Supporting Public Education
Social and Emotional Learning Cohort

The mission of the SEL Cohort is to support school district leaders as they develop and scale systemic SEL implementation plans in order to promote culturally responsive, identity-safe and equitable classroom and school communities that best support students’ social and emotional well-being, sense of connection to school, and full engagement in learning.
SEL Cohort Provides

• Monthly meetings focus on learning from SEL leaders and on dialogue among district leaders
• Access to resources and publications to help districts facilitate implementation plans
• Site visits, both virtual and on-site, to gain a firsthand understanding of the effective strategies
• Summits to collectively share progress and challenges
• Access national leaders on SEL
Well-being services partnership

- New and first-of-its-kind partnership with OSU Wexner Medical Center for well-being services for preK-12 schools
- A model for well-being services that other districts can replicate
Well-being services partnership

- The partnership will provide:
  - Manager of Health Promotion
  - Two full-time psychotherapists
  - Collaboration with school counselors
  - Onsite services for students
  - Priority access to clinical services for Upper Arlington Schools students
Student well-being survey

- Panorama - Social-Emotional Survey
  - Universal social-emotional well-being screener for all students
  - First administered in spring of 2021
  - Will be administered twice in 2021-2022
    - October 2021
    - Spring 2022
Student well-being survey

- Students reflect on their own mindset and approaches to learning.
- Topics include: self-management, social awareness, emotional regulation, supportive relationships, sense of belonging, and diversity, equity and inclusion (DEI).
- Data will inform social-emotional learning approaches and DEI in our schools.
Thank you!


Photos by Allison Shelley for American Education: Images of Teachers and Students in Action