



Commissioner's K-12 COVID-19 Relief Funds Task Force



Task Force Meeting
February 26, 2021

Kansas leads the world in the success of each student.

We have an ambitious vision for K-12 education in Kansas



A successful Kansas High School graduate has the:

- Academic preparation
- Cognitive preparation
- Technical skills
- Employability skills
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

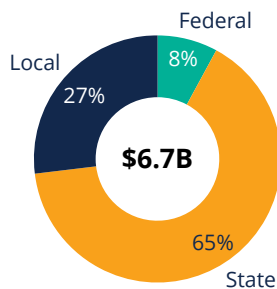
Outcomes for measuring progress:

- Social Emotional Growth
- Kindergarten Readiness
- Individual Plan of Study
- High School Graduation Rates
- Post Secondary Completion



In support of this vision, we put to work resources from federal, state, and local sources to cover a range of needs

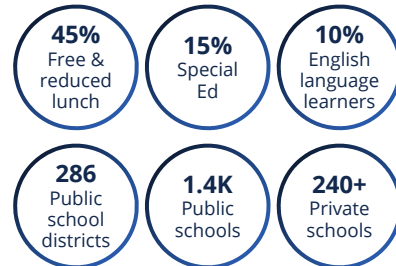
Most funding comes from state and local sources...



Source: US Census Bureau 2018 Education Finance Data

...and is used to support 500K students attending over 1,600 schools across Kansas

500K Students



Source: KSDE Data Central; includes public and private school enrollment for 2020-21 school year. "Private schools" include accredited and non-accredited schools; does not include homeschool.

The pandemic is driving significant incremental needs & costs across the country

- **Social distancing costs**, including modifying learning stations, activities, and bussing; additional space/staffing costs associated with splitting classes into multiple locations
- **Substitute teaching costs** for teachers out of school because of infection or quarantine
- **Additional learning time** to address learning loss, including afterschool programming, summer school, extended school years, tutoring, small group remediation, subsidized academic support
- **Mental health** needs including counseling staff, programming, parent outreach, teacher support
- **Technology equipment & support** for remote and hybrid learning, including devices, accessories, software licenses, hotspots, professional development
- **Health staff and equipment** including nurses, masks, testing equipment, contact tracing staff
- **Facilities costs** including physical barriers, signage, custodial staff, sanitization equipment, ventilation systems, air filters

Leaders and educators at all levels repeatedly stepped up to meet the unique needs of the past year



- Partner with districts & schools to feed students
- Continuous Learning
- Navigating Change
- Navigating Next
- Daily/weekly meetings with Superintendents
- Medical/health advisory team
- Alliance with Kansas PBS

Districts, schools, and teachers:

- “ Even though we had face-to-face classes, I did **porch visits** to discuss how school would look a bit different this year. **I wanted the kids to know that life was going to keep going**, school was going to keep going, and even though we would have some changes; we were all going to keep going.
- Jennifer Elsen, School Counselor, Washington Grade School, Ellis (USD 388)
- “ We are located in **one of the hardest hit counties** in our state. We began the 2020-21 school year with traditional in-person instructional delivery for 97%+ of our students and **have not had to move to school-wide hybrid or remote learning**.
- Shane Clark, Principal, Olpe ES-12, Olpe (USD 252)
- “ We spread our 5th-8th graders into **3 different buildings to ensure safe social distancing** as well as allowing for in-person school. This took incredible **flexibility from our entire staff**.
- Jillian Toews, Hesston Middle School, Hesston (USD 460)
- “ We formed a **volunteer team to support student, staff, and family mental health through SEL**. This group did a lot of work over the summer to educate ourselves on being trauma-responsive and racially inclusive throughout our school.
- Shawna Peters, School Counselor, College Hill Elementary, Wichita (USD 259)

Federal relief funds intended to further support LEAs and nonpublic schools in addressing these needs

	Elementary & Secondary School Emergency Relief Fund (ESSER)			Emergency Assistance to Non-Public Schools (EANS)
Description	Awarded to SEAs based on Title I formula to provide emergency relief funds to LEAs to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation			Awarded to Governors to provide services or assistance to eligible non-public schools
Intended Use	Used by LEAs for preventing, preparing for, and responding to COVID-19			Address the impact of COVID-19 on non-public school students & teachers
	ESSER I	ESSER II	ESSER III	
Bill	CARES Act (Mar '20)	CRRSA Act (Dec '20)	ARP Act (TBD)	CRRSA Act (Dec '20)
KS Amount	\$85M	\$370M	TBD	\$27M
Timeframe	<ul style="list-style-type: none"> • Usable from Mar '20 • Award by Jun '21 • Obligate by Sep '22 	<ul style="list-style-type: none"> • Usable from Mar '20 • Award by Jan '22 • Obligate by Sep '23 	TBD	<ul style="list-style-type: none"> • Usable from Mar '20 • Obligate by Aug '21 • Services through Sep '23

This Task Force was set up to **maximize the use of these funds to meet the acute needs of Kansas students** in line with federal regulations and Kansas K-12 priorities

- Ensure **consistently compliant** use of federal funds
- Reflect **guidance to LEAs and schools** for how to prioritize spending of their funds
- Ensure an ongoing voice in oversight from a **range of stakeholder groups**
- Maintain **balance of statewide vision with local considerations** driving decisions across LEAs and schools
- Provide transparency and **foster public trust in how funds are being spent** in response to acute pandemic-driven needs, above and beyond baseline budget needs



The Task Force has a number of critical responsibilities in its role of overseeing the use of these funds

Scope

All not-yet-awarded federal relief funding directed toward K-12 education¹






- Immediate focus: ESSER II and EANS
- Will also include any subsequent COVID relief funds for K-12 (e.g., ESSER III)

All Local Education Agencies (LEAs) and nonpublic K-12 schools receiving funds

Task Force recommendations will be delivered to State Board of Education for final approval

1. ESSER I and CRF funds used for K-12 not in scope for Task Force oversight, though an understanding of how those funds were utilized will be critical to evaluating spending of in-scope funds

Responsibilities

-  Review and recommend approval of LEA plans
-  Recommend allocation approach for non-public school requests for fixed pool of funds
-  Review and recommend approval of non-public school plans based on prioritization criteria
-  Review regular reporting on program spending and outcomes
-  Review and recommend approval of requests to modify spending plans



Task Force work will be conducted in weekly public meetings

- Meetings on Fridays 3-5pm
- Meetings will be livestreamed and recorded
- Meet weekly initially to review and approve LEA and non-public school plans
- Reference materials to be shared & posted prior to meetings
- Likely to shift to less regular (e.g., monthly) meetings after initial application review sprint



Task Force will be supported by the KSDE team to enable it to accomplish its objectives

Task Force Meetings



- Coordinate meeting logistics (scheduling, technology, etc.)
- Prepare meeting agendas, background materials, and presentation materials
- Present and facilitate conversation; answer questions from Task Force members
- Document Task Force recommendations to be shared with the State Board of Education

Application Prep & Review



- Liaise with LEAs & schools regarding applications and data collection
- Provide technology platforms for application submission, review, and reporting
- Design and document application & review process and content including applicant, KSDE, Task Force roles; develop and initiate process for tracking progress
- Pre-review applications for completion, compliance, and issues for Task Force consideration

Reporting



- Identify data needs for Task Force
- Provide/collect data as needed
- Develop reporting outputs for Task Force / public, KS legislature, and US Dept of Education



Draft - Preliminary

We have an opportunity to be a model for stewardship of resources to maximize student impact and to help our education system emerge from the pandemic stronger than before



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in the success of each student.

**Kansans
CAN**

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ESSER II Fund

Elementary and Secondary School Emergency Relief Fund

BACKGROUND

U.S. Department of Education awarded more than \$13 billion last spring in assistance to elementary and secondary schools through the Elementary and Secondary School Emergency Relief (ESSER) Fund authorized by the Coronavirus Aid, Recovery, and Economic Security (CARES) Act.

The federal government awarded these grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation.

On December 27, 2020, President Trump signed into law the Coronavirus Response and Relief Supplemental Appropriations Act, 2021, Public Law 116-260, which provides an additional \$54.3 billion for an ESSER II Fund - more than four times the initial awards to State educational agencies under the CARES Act.

Fund allocations are based on the proportion of funds that each State received under Part A of Title I of the Elementary and Secondary Education Act of 1965 in fiscal year 2020.

KEY POINTS:

- The Act is a relief package, not a stimulus bill.
- The intent of the Act is to assist students who are behind due to the pandemic, whether that is academically, socially, emotionally or other areas.

PURPOSE OF ESSER II FUNDS

These funds are intended to help States and school districts

1. Safely reopen schools.
2. Measure and effectively address significant learning loss.
3. Take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools.

FACT SHEET



ESSER II Fund

While uses of funds are similar to those for ESSER, there are important distinctions between the ESSER and ESSER II programs, including:

1. Time by which the funds must be used.
2. Providing equitable services to non-public schools.
3. Maintenance of effort
4. Requirement that states submit a report on efforts to measure and address learning loss.

TIMETABLE FOR USE OF ESSER II FUNDS

- **ESSER II Funds:** March 13, 2020 – September 30, 2023



ESSER II Fund

AUTHORIZED USES OF ESSER II FUNDS

1. **Any activity authorized by the ESEA of 1965**, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.)
2. **Coordination of preparedness and response efforts** of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Providing principals and others school leaders with the **resources necessary to address the needs of their individual schools**.
4. **Activities to address the unique needs of low-income children or students**, children with disabilities, 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**.
5. Developing and implementing **procedures and systems to improve the preparedness and response efforts** of local educational agencies.
6. **Training and professional development for staff** of the local educational agency on sanitation and minimizing the spread of infectious diseases.
7. **Purchasing supplies to sanitize and clean the facilities** of a local educational agency, including buildings operated by such agency.
8. **Planning for, coordinating, and implementing activities during long-term closures**, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
9. **Purchasing educational technology** (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
10. **Providing mental health services and supports**.



ESSER II Fund

AUTHORIZED USES OF ESSER II FUNDS, cont.

11. **Planning and implementing activities related to summer learning and supplemental after school programs**, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
12. **Addressing learning loss among students**, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - a. Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - b. Implementing evidence-based activities to meet the comprehensive needs of students.
 - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - d. Tracking student attendance and improving student engagement in distance education.
13. **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.
14. 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, and window and door repair and replacement.
15. Other **activities that are necessary to maintain the operation of and continuity of services** in local educational agencies and continuing to employ existing staff of the local educational agency.



ESSER II Fund

EXAMPLES OF UNAUTHORIZED USES OF FUNDS

Based on KSDE's interpretation of the Act, the following would not be allowable uses of ESSER II funds.

- Helping fund activity accounts that are short because of limits caused by the pandemic.
- Purchase a van or bus to relieve crowded routes
- Removal of asbestos for air quality improvement

For more information, contact:

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The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.



EANS Funds

EMERGENCY ASSISTANCE FOR NON-PUBLIC SCHOOLS

This is a federal list and is subject to state requirements.

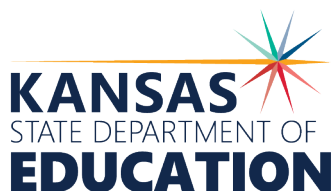
A non-public school may apply to receive services and assistance from the SEA or its contractors to address educational disruptions resulting from COVID-19 for:

- Supplies to sanitize, disinfect, and clean school facilities
- Personal Protective Equipment (PPE)
- Improving ventilation systems, including windows or portable air purification systems
- Training and professional development for staff on sanitization, the use of PPE, and minimizing the spread of infectious diseases
- Physical barriers to facilitate social distancing
- Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety
- Expanding capacity to administer coronavirus testing to effectively monitor and suppress the virus
- Educational technology
- Redeveloping instructional plans for remote or hybrid learning or to address learning loss
- Leasing sites or spaces to ensure social distancing
- Reasonable transportation costs
- Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss
- Reimbursement for the expenses of any services or assistance described above that a non-public school incurred on or after March 13, 2020.

For more information, contact:

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