

**State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund**



U.S. Department of Education

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Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency’s (“SEA’s”) plan in order to make the State’s remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA’s response. Throughout this document, questions that refer to an SEA’s ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by **June 7, 2021**, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA’s plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov).

In order to ensure transparency, the Department will post each plan on the Department’s website when it is received and will indicate each plan’s approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations (“CRRSA”) Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

Cover Page

Grantee and Contact Information

ARP ESSER PR Award Number (e.g., S425U2100XX): S425U210002

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By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.	
Chief State School Officer or Authorized Representative (Printed Name) Randall D. Watson	
Signature of Authorized SEA Representative	Date:

A. Describing the State’s Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department’s *Safer Schools and Campuses Best Practices Clearinghouse* so that they can be shared with other States and LEAs.

One of the most effective strategies for supporting the needs of our students during the COVID-19 pandemic was immediately defining who a “remote learner” was. For the 2020-21 school year a student is a remote learner if: The student is regularly enrolled in the school district he or she would have normally attended on-site; the student is not enrolled in a virtual school full time; and, curriculum and instruction are prepared, provided and/or supervised by local teachers and staff in the student's home district. Remote Learning should approximate the student learning experience that is taking place in the on-site (brick and mortar) classroom. Student must be enrolled and attending on “Count Day”, which is September 21, 2020 for the 2020-21 school year. Time counted toward attendance is based on a daily log. Students must have at least one meaningful daily connection with a local teacher that is employed by the district. Such connections can be through telephone and/or interactive video conferencing. Remote learning is prepared, provided and/or supervised by local teachers and staff from the student’s home district. Remote Learning is not simply virtual curriculum and instruction purchased and made available to the regularly enrolled student and paired with a daily call from a local teacher to the student. The student is assessed on the same standards and competencies as on-site students and administered all progress, academic and social-emotional monitoring assessments (Fastbridge, AIMSweb, Interim State Assessments, etc.) as on-site students. Learning may be asynchronous (can take classes anytime, anywhere) or simultaneous (scheduled).

Another beneficial strategy was making sure all students, whether in person or remote, had access to breakfast and lunch every day. It is important to ensure all children have access to school meals, regardless of the learning environment. For the health and wellbeing of students, continuation and adaptation of meal service in some form should remain a priority. The majority of practices outlined below pertain to on-site learning environments. At this time, USDA guidance on meal service integrated with remote and hybrid learning environments is limited. Communication between administration and food service is key to ensure a safe student dining experience. Effective communication will allow food service time to determine how meals/snacks could be provided within the guidelines of KSDE/USDA. Food service directors/designees are encouraged to meet with building administrators at least two weeks prior to the start of school to determine best practices to ensure students safe access to meals. When students are in remote or

hybrid learning environments, schools would continue to claim and be reimbursed for meals based on the eligibility status of the student. All National School Lunch Program (NSLP) and School Breakfast Program (SBP) regulations would apply, unless a waiver is approved for a specific regulation. Lunch must be served between 10 a.m.-2 p.m. Breakfast must be offered at or near the beginning of the school day. Breakfast service is required of all public-school buildings in Kansas unless a breakfast waiver is approved by the Kansas State Board of Education. A complete, reimbursable meal must be offered at each serving location – including milk. Water must be available during meals and snacks. Drinking fountains, water jugs and coolers may be used to fill disposable cups. A new cup should be used each time. An adult should monitor and sanitize fountains, water jugs and coolers as needed. All meal services require point of service accountability. This started as charging students the normal amount they would be charged, however, due to waivers filed, every student in the state of Kansas was offered a breakfast and lunch every Monday thru Friday free of charge.

The KSDE promoted and encouraged LEA's to submit lessons learned and best practices to the Department's Safer Schools and Campuses Best Practices Clearinghouse in April of 2021. This opportunity was promoted during live events with curriculum leaders, school redesign team leaders, and during the pre-recorded monthly 'Hot Topics' presented by KSDE. This invitation was also included in the Kansas Redesign April newsletter, and was sent via email on KSDE listservs to superintendents, principals, curriculum leaders, Kansas Teachers of the Year (KTOY), Kansas Exemplary Educators Network (KEEN), and approximately 180 schools engaged in the Kansans Can Redesign Project. It was also promoted on @KSDEhq and @KSDERedesign twitter feeds and was posted on the KSDE homepage. A copy of the April Redesign newsletter can be viewed here: [KSDE April 2021 Redesign Newsletter](#)

The KSDE asked schools to either submit their stories directly to the USDE, or to send them to KSDE to be submitted together as part of the Kansas story. When submissions were slow to come into KSDE, the agency contacted specific schools to encourage them to submit their stories. At the date of this writing, eleven schools have submitted to KSDE. It is unknown how many schools submitted directly to the USDE. A copy of the Kansas Best Practices document can be viewed here: [Kansas Best Practice Clearinghouse](#)

2. Overall Priorities: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

Based on quarterly survey data from school districts, state interim assessment results, and weekly zoom conversations with school district superintendents, Kansas SEA has prioritized the most immediate issues as being:

- Providing summer enrichment opportunities for students in our urban and suburban districts who were most effected with remote and hybrid learning. This will include before/after school supports over the next few years. The SEA will coordinate statewide

community outreach efforts to support students and schools to provide a more coordinated effort to create learning engagement opportunities for students.

- Based on preliminary interim assessment data, students in the early grades demonstrated a moderate loss in English Language Arts performance over the prior year, and a more significant loss in Math. The SEA will prioritize programs and practices to address learning loss for schools and districts.

3. Identifying Needs of Underserved Students: Describe your State’s 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:

- i. Students from low-income families,
- ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- iv. English learners,
- v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- vi. Students experiencing homelessness,
- vii. Children and youth in foster care,
- viii. Migratory students, and
- ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,¹ chronic absenteeism, student engagement, and social-emotional well-being.

Complete the table below, adding rows as necessary, or provide a narrative description.

¹ For the purposes of the plan, “academic impact of lost instructional time” refers to “learning loss” experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

Table A1.

Student group	Highest priority needs
Students from low-income families	<ul style="list-style-type: none"> • The existing gaps in academic achievement levels (<i>Appendix A, Table 3, Table 4</i>), graduation rates (<i>Appendix A, Table 5</i>) and chronic absenteeism rates (<i>Appendix A, Table 6</i>) are, and have been, areas of concern. More pronounced and widening of these gaps will signal an intensified focus of allocation of resources so to shorten the timeline of learning recovery and reset the trajectory of struggling student towards a swifter progress towards higher levels of learning. • Lack of technology for remote learning purposes.
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	
White, not Hispanic	<ul style="list-style-type: none"> • KSDE is continuing to collect and analyze data on all subgroups, but has not yet identified a priority unique to this entire subgroup that is specific to COVID-19 pandemic. KSDE will continue to evaluate and update priorities based on the data.
Black or African American, not Hispanic	<ul style="list-style-type: none"> • The existing gaps in academic achievement levels (<i>Appendix A, Table 3, Table 4</i>), graduation rates (<i>Appendix A, Table 5</i>) and chronic absenteeism rates (<i>Appendix A, Table 6</i>) are, and have been, areas of concern. More pronounced and widening of these gaps will signal an intensified focus of allocation of resources so to shorten the

Student group	Highest priority needs
	<p>timeline of learning recovery and reset the trajectory of struggling student towards a swifter progress towards higher levels of learning.</p>
Hispanic, of any race	<ul style="list-style-type: none"> • The existing gaps in academic achievement levels (<i>Appendix A, Table 3, Table 4</i>), graduation rates (<i>Appendix A, Table 5</i>), and chronic absenteeism rates (<i>Appendix A, Table 6</i>) are, and have been, areas of concern. More pronounced and widening of these gaps will signal an intensified focus of allocation of resources so to shorten the timeline of learning recovery and reset the trajectory of struggling student towards a swifter progress towards higher levels of learning.
Asian, not Hispanic	<ul style="list-style-type: none"> •KSDE is continuing to collect and analyze data on all subgroups, but has not yet identified a priority unique to this entire subgroup that is specific to COVID-19 pandemic. KSDE will continue to evaluate and update priorities based on the data.
American Indian or Alaskan Native, not Hispanic	<ul style="list-style-type: none"> • The existing gaps in academic achievement levels (<i>Appendix A, Table 3, Table 4</i>), graduation rates (<i>Appendix A, Table 5</i>) and chronic absenteeism rates (<i>Appendix A, Table 6</i>) are, and have been, areas of concern. More pronounced and widening of these gaps will signal an intensified focus of allocation of resources so to shorten the timeline of learning recovery and reset the trajectory of struggling student towards a swifter progress towards higher levels of learning.

Student group	Highest priority needs
Native Hawaiian or Pacific Islander, not Hispanic	<ul style="list-style-type: none"> The existing gaps in academic achievement levels (<i>Appendix A, Table 3, Table 4</i>), graduation rates (<i>Appendix A, Table 5</i>) and chronic absenteeism rates (<i>Appendix A, Table 6</i>) are, and have been, areas of concern. More pronounced and widening of these gaps will signal an intensified focus of allocation of resources so to shorten the timeline of learning recovery and reset the trajectory of struggling student towards a swifter progress towards higher levels of learning.
Two or more races, not Hispanic	<ul style="list-style-type: none"> The existing gaps in academic achievement levels (<i>Appendix A, Table 3, Table 4</i>), graduation rates (<i>Appendix A, Table 5</i>) and chronic absenteeism rates (<i>Appendix A, Table 6</i>) are, and have been, areas of concern. More pronounced and widening of these gaps will signal an intensified focus of allocation of resources so to shorten the timeline of learning recovery and reset the trajectory of struggling student towards a swifter progress towards higher levels of learning.
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Male	<ul style="list-style-type: none"> KSDE is continuing to collect and analyze data on all subgroups, but has not yet identified a priority unique to this entire subgroup that is specific to COVID-19 pandemic. KSDE will continue to evaluate and update priorities based on the data.
Female	<ul style="list-style-type: none"> KSDE is continuing to collect and analyze data on all subgroups, but

Student group	Highest priority needs
	<p>has not yet identified a priority unique to this entire subgroup that is specific to COVID-19 pandemic. KSDE will continue to evaluate and update priorities based on the data.</p>
English learners	<ul style="list-style-type: none"> • The existing gaps in academic achievement levels (<i>Appendix A, Table 3, Table 4</i>), graduation rates (<i>Appendix A, Table 5</i>) and chronic absenteeism rates (<i>Appendix A, Table 6</i>) are, and have been, areas of concern. More pronounced and widening of these gaps will signal an intensified focus of allocation of resources so to shorten the timeline of learning recovery and reset the trajectory of struggling student towards a swifter progress towards higher levels of learning. • Based on stakeholder feedback, students faced a lack of technology, connectivity, and a supportive learning environment, that made it difficult for them to fully engage in distance learning.
Children with disabilities	<ul style="list-style-type: none"> • The existing gaps in academic achievement levels (<i>Appendix A, Table 3, Table 4</i>), graduation rates (<i>Appendix A, Table 5</i>) and chronic absenteeism rates (<i>Appendix A, Table 6</i>) are, and have been, areas of concern. More pronounced and widening of these gaps will signal an intensified focus of allocation of resources so to shorten the timeline of learning recovery and reset the trajectory of struggling student towards a swifter progress towards higher levels of learning. • Equal access to additional learning opportunities that may

Student group	Highest priority needs
	<p>include, general education summer programs, extended school year, and potential compensatory services to address learning loss from the 2019–20 and 2020–21 school years.</p> <ul style="list-style-type: none"> • Appropriate identification and eligibility that is not discriminatory on a racial or cultural bias and that the determinant factor was not lack of appropriate instruction in reading or math or limited English proficiency.
Students experiencing homelessness	<ul style="list-style-type: none"> • The existing gaps in academic achievement levels (<i>Appendix A, Table 3, Table 4</i>), graduation rates (<i>Appendix A, Table 5</i>) and chronic absenteeism rates (<i>Appendix A, Table 6</i>) are, and have been, areas of concern. More pronounced and widening of these gaps will signal an intensified focus of allocation of resources so to shorten the timeline of learning recovery and reset the trajectory of struggling student towards a swifter progress towards higher levels of learning. • Based on stakeholder feedback, children experiencing homelessness were under-identified during the pandemic. See <i>Appendix A, Table 8</i>. • Lack of access to technology, health care, and a stable setting in which to participate in remote learning.
Children and youth in foster care	<ul style="list-style-type: none"> • The existing gaps in academic achievement levels (<i>Appendix A, Table 3, Table 4</i>), graduation rates (<i>Appendix A, Table 5</i>) and chronic absenteeism rates (<i>Appendix A, Table 6</i>) are, and have been, areas of concern.

Student group	Highest priority needs
	<p>More pronounced and widening of these gaps will signal an intensified focus of allocation of resources so to shorten the timeline of learning recovery and reset the trajectory of struggling student towards a swifter progress towards higher levels of learning.</p> <ul style="list-style-type: none"> • Based on stakeholder input, students faced a lack of technology, connectivity, and a supportive learning environment, that made it difficult for them to fully engage in distance learning.
Migratory students	<ul style="list-style-type: none"> • The existing gaps in academic achievement levels (<i>Appendix A, Table 3, Table 4</i>), graduation rates (<i>Appendix A, Table 5</i>) and chronic absenteeism rates (<i>Appendix A, Table 6</i>) are, and have been, areas of concern. More pronounced and widening of these gaps will signal an intensified focus of allocation of resources so to shorten the timeline of learning recovery and reset the trajectory of struggling student towards a swifter progress towards higher levels of learning. • Based on stakeholder input, students faced a lack of technology, connectivity, and a supportive learning environment, that made it difficult for them to fully engage in distance learning. • Based on stakeholder input, students' feelings of isolation were intensified along with the lack of access to community resources increased the need for social emotional supports.
Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who	<i>See below.</i>

Student group	Highest priority needs
have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	
Students in Criminal Justice System	<ul style="list-style-type: none"> • Students who were arrested and went through the intake process at a facility were not provided the typical educational services. Please refer to Educational Outcomes data in <i>Appendix A, Table 7</i>. • COVID caused many facilities to offer educational services through isolated settings and students did not have access to the full range of resources.
LGBTQ+	<ul style="list-style-type: none"> • Implement supportive and inclusive school policies, such as comprehensive anti-bullying/harassment and supportive transgender and nonbinary student policies; • Provide professional development for school staff on LGBTQ student issues

4. Understanding the Impact of the COVID-19 Pandemic: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

Understanding and responding to the multi-faceted impact the pandemic has had on student learning and well-being has been an on-going process for schools in Kansas since March of 2020. As we look to the beginning of the 2021-2022 school year the KSDE will continue to provide guidance and support through key documents like Navigating Change (to view, click here) and Navigating Next (to view, click here). Summer professional development activities will be available at no charge through Greenbush University and

the Kansas Teaching and Leading Project. Additionally, the KSDE will conduct an analysis of the 2021 summative assessment results to help identify state and district level trends and potential changes to student learning trends. Findings will inform allocation of resources and support to LEAs. Within the Kansas Assessment Program (KAP) schools have access to mini tests and periodic interim assessments. Utilizing these readily available tools to provide formative feedback on content areas of strength and weakness is more important than ever this coming school year.

Locally, LEAs are encouraged to examine their attendance records to identify students with prolonged periods of absence and/or lack of engagement during the 2020-2021 school year.

District specific formative assessment tools like MAP and FastBridge will provide essential quick turn-around insights into key areas of student learning needs. So too, locally utilized information tools like the Collaborative for Academic and Social Emotional Learning (CASEL) will capture student social and emotional needs and provide a critical set of information as school resumes in the fall. The KSDE will provide extensive professional development opportunities for LEA staff on the Kansas Competencies Frameworks Assessments during the summer to help LEAs prepare for the return of all students.

5. School Operating Status: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:
 - i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:
 - a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
 - b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and
 - c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

The Kansas Department of Education collected quarterly survey data from schools for Quarter 1, Quarter 2 and Quarter 3 for the 2020-2021 school year. Districts reported at the elementary school, middle school and high school level their mode of instruction for fully remote, on-site and hybrid.

The Kansas Department of Education did not collect disaggregated information for student groups described in A.3.i-vii for each mode of instruction for 2020-2021 school year. For 2021-2022 school years going forward, the Department will collect student level data for in-person learning and virtual learning through the Kansas Individual Data on Students (KIDS). This will allow the Department to report for all students and disaggregate for each student subgroup.

The Kansas Department of Education did not collect disaggregated information for student groups described in A.3.i-vii for each mode of instruction. For 2021-2022 school years going forward, the Department will collect student level data for in-person learning and virtual learning through the Kansas Individual Data on Students (KIDS). This will allow the Department to report for all students and disaggregate for each student subgroup.

- ii. The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.
- iii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

LEAs are currently submitting plans for use of ESSER II and III. The LEA plans will include information related to summer instruction and plans for reopening safely in the 2021-2022 school year. The SEA does not have aggregated data at this time.

B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. Support for LEAs: Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
 - i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (“CDC”) for the reopening and operation of school

facilities to effectively maintain the health and safety of students, educators, and other staff;
 Complete the table below, adding rows as necessary, or provide a narrative description.

Table B1.

Mitigation strategy	SEA response
Universal and correct wearing of masks	<ul style="list-style-type: none"> • Best practices suggest that visitors, staff, and students should be required to wear masks or cloth face coverings while inside school facilities unless it inhibits the person’s ability to perform his or her job, inhibits a student’s ability to participate in the educational process or is disruptive to the educational environment. • Masks or cloth face coverings are also recommended outside when social distancing is not possible. • Masks or cloth face coverings should be required anytime social distancing and cohorting cannot be maintained. Face shields may be added, but are not a replacement for masks.
Physical distancing (e.g., including use of cohorts/podding)	<ul style="list-style-type: none"> • Schools used a variety of strategies to enable social distancing including separate cohorts within classes, utilizing athletic and recreation facilities, utilizing outside spaces when weather permitted, and working with their community to utilize community buildings and churches to provide space for on-site education. • The most recent guidance moving forward is maintain three feet social distancing in classrooms and six feet in other school areas.
Handwashing and respiratory etiquette	<ul style="list-style-type: none"> • All people are required to wash hands when they come to school and every hour. • Teach and reinforce hand-washing with soap and water for at least 20 seconds, and increase monitoring to ensure adherence among students and staff. • If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer). • Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should

Mitigation strategy	SEA response
	<p>be thrown in the trash, and hands should be washed immediately with soap and water for at least 20 seconds.</p> <ul style="list-style-type: none"> • Place hand hygiene stations at the entrances of the building. • Make sure that disinfectant and related supplies are available to all employees close to their workstations. • Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a mask or cloth face covering). • Post signs in bathrooms with directions on how to effectively wash hands.
<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<ul style="list-style-type: none"> • Clean high touch surfaces daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks. • If someone is sick or has tested positive for COVID-19, disinfect frequently touched surfaces. Use a household disinfectant product from EPA’s List N: Disinfectants for Coronavirus (COVID-19) external icon according to manufacturer’s labeled directions. • If surfaces are dirty, clean them using detergent or soap and water prior to disinfection. • Ventilation: Improve ventilation to the extent possible to increase circulation of outdoor air, increase the delivery of clean air, and dilute potential contaminants. This can be achieved through several actions. <ul style="list-style-type: none"> • Bring in as much outdoor air as possible. • Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation. • Filter and/or clean the air in the school by improving the level of filtration as much as possible. • Use exhaust fans in restrooms and kitchens. • Open windows in buses and other transportation, if doing so does not pose a

Mitigation strategy	SEA response
	<p>safety risk. Even just cracking windows open a few inches improves air circulation.</p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>A person is considered a case of COVID-19 disease if they have tested positive for the SaRS-CoV-2 virus by a diagnostic test (PCR or antigen). Based on what we currently know, a case is considered infectious two days prior to the onset of symptoms through at least 10 days after the onset of symptoms. For cases that do not have symptoms, the infectious period is considered as two days prior to the date the sample was collected through a minimum of 10 days from the date the sample was collected. Cases must remain in isolation until they have met the criteria for release from isolation set by KDHE or the local health department.</p> <ul style="list-style-type: none"> • A person is considered a close contact of a case if they were within 6 feet of the case for 10 minutes or more or if they had exposure to secretions (for example, being coughed or sneezed on). Close contacts must remain in quarantine until they have met the criteria for release from quarantine set by KDHE or the local health department. • Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of KDHE or the local health department. Currently those guidelines are: <ul style="list-style-type: none"> ○ Untested. Persons who have not received a test proving or disproving the presence of SaRS CoV-2, the virus that causes COVID-19, but experience symptoms, may return if the following conditions are met: <ul style="list-style-type: none"> ▪ Ten (10) calendar days have passed since symptoms first appeared AND fever free for 72 hours without the use of fever reducing medicine and other symptoms have improved (for example, when cough or shortness of breath have improved). Whichever

Mitigation strategy	SEA response
	<p>criteria is longer. Meaning, a minimum of 10 days.</p> <ul style="list-style-type: none"> ○ Tested and awaiting results. Persons who are suspected of having COVID-19 disease and are awaiting test results should be isolated at home until test results are received. Current guidelines are: <ul style="list-style-type: none"> ▪ Positive result. Symptomatic cases may return if the following conditions are met: <ul style="list-style-type: none"> • Ten (10) calendar days have passed since symptoms first appeared AND fever free for 72 hours without the use of fever reducing medicine and other symptoms have improved (for example, when cough or shortness of breath have improved). Whichever criteria is longer. Meaning, a minimum of 10 days. ▪ Positive result. Asymptomatic cases may return if the following conditions are met: <ul style="list-style-type: none"> • Ten (10) calendar days have passed since the date sample was collected and symptoms have not developed. • If symptoms develop during the 10-day isolation period, then follow the above criteria for symptomatic cases with a new isolation period starting from the day symptoms started. ▪ Negative result.

Mitigation strategy	SEA response
	<ul style="list-style-type: none"> • Known exposure to a COVID-19 case or travel from a location on the KDHE Travel-related Quarantine List. People who are identified as close contacts of a COVID-19 case or have travelled from a location on the KDHE travel-related Quarantine List must be quarantined for 14 days. A negative test result within the 14-day quarantine period does not affect the quarantine period and the person must finish their 14-day quarantine. • No known exposure to a COVID-19 case or travel-related exposure. People who have not been identified as a close contact to a COVID-19 case and have not traveled from a location on the KDHE travel-related Quarantine List may return to work/school. • Other Students and Employees in the Household <ul style="list-style-type: none"> ○ If a student or employee is excluded from school because of a positive COVID-19 test, other students and employees living in the same household are considered close contacts and will be excluded from school for a mandatory 14-day quarantine period, which begins after their last exposure to the case. If the household contacts continue to live in

Mitigation strategy	SEA response
	<p>the same household as the case while the case is in isolation, the 14-day quarantine period for household contacts begins once the case is released from isolation by Public Health.</p> <ul style="list-style-type: none"> ○ If a student or employee is excluded from school on a 14-day mandatory quarantine period because they have been identified as a close contact of a case, then other students and employees living in the same household are considered contacts of a contact and do not need to be excluded from school unless they were also identified as a close contact of a case. <ul style="list-style-type: none"> ● Travel-Related Quarantine <ul style="list-style-type: none"> ○ If a student or employee has recently traveled from a location on the KDHE Travel- related Quarantine List, the student or employee is subject to a mandatory 14-day quarantine starting from the day after they return to Kansas. ● School Response to Student or Employee in Isolation or Quarantine <ul style="list-style-type: none"> ○ As soon as the school becomes aware of a student or employee that has been diagnosed with COVID-19 disease, the custodial staff will be informed so that all desks, lockers and workspaces of the person are thoroughly disinfected. If the school is not open when notification occurs, the custodial staff will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible or school is in session, the cleaning will occur immediately ○ School staff will immediately begin compiling a list of close contacts, including names, email addresses and phone numbers.

Mitigation strategy	SEA response
	<ul style="list-style-type: none"> ○ Consider the two days prior to when the case started having symptoms or if the case was asymptomatic the two days prior to the date the sample was collected. Identify anyone who would have been within 6 feet for 10 minutes or more or would have had direct contact with secretions. Guardians of students who have been identified as close contacts and any staff identified as close contacts should be informed immediately. Close contacts must start a 14-day mandatory quarantine period starting from the day after the last contact with the case. The list of close contacts should be shared with the local health department for follow-up during the quarantine period. ● Separation While in School <ul style="list-style-type: none"> ○ Each school must have a room or space separate from the nurse’s office where students or employees who may have COVID-19 or another communicable disease will wait to be evaluated or for pick-up. ○ Students will be given a mask to wear. ○ Only essential staff and students assigned to the room may enter, all will sign in so that there is a record of the persons who entered the room, and the room will be disinfected several times throughout the day. ○ Strict social distancing is required, and staff must wear appropriate PPE. ○ Students who are ill will be walked out of the building to their parents.
Diagnostic and screening testing	<ul style="list-style-type: none"> ● KDHE has set up a K-12 testing program to support the safe re-opening of schools. This program offers testing resources and support to all districts and schools interested in participating in screening or diagnostic testing. Rapid antigen tests, called Abbott BinaxNOW tests, are the primary tests offered as part of this program. The test takes 15 minutes to get results and can be used to

Mitigation strategy	SEA response
	<p>identify early positive COVID–19 cases with the goal of early isolation of cases and quarantine of close contacts to reduce the spread of the virus. There is no cost to use the BinaxNOW tests when provided by the state.</p> <ul style="list-style-type: none"> • Five simple steps to get started in LEAs <ul style="list-style-type: none"> ○ Determine testing strategies <ul style="list-style-type: none"> ▪ Diagnostic: testing symptomatic or close contacts ▪ Screening: testing asymptomatic population at regular frequency (e.g. athletics, choir, etc.) ○ LEAs are required to obtain a CLIA certificate of waiver prior to administering tests. KDHE can assist with this. Only one certificate is needed per LEA ○ LEAs must order tests through its county Emergency Manager (EM). • LEAs must report all antigen test results within 24 hours. This is done through an online COVID reporting portal or the LabXchange electronic system.
<p>Efforts to provide vaccinations to educators, other staff, and students, if eligible</p>	<p>Phase 2 High-contact critical workers: identifying characteristics and working definition</p> <ul style="list-style-type: none"> • Critical workers are those necessary to maintain systems, assets and activities that are vital to the state (or national) security, the economy, or public health, as defined by the Department of Homeland Security. Risk is associated with the likelihood of infecting oneself or spreading COVID. Factors that increase risk include proximity, type of contact, duration of contacts and challenges to implement protective measures. • Settings that provide a critical service and have recorded high transmission rates or become clusters in the past are usually high risk; • Workers providing critical services who are at a higher risk of being infected, because their jobs require consistent, and; • close contact with a large number of individuals. These include:

Mitigation strategy	SEA response
	<ul style="list-style-type: none"> ○ Firefighters, police officers, first responders, correction officers ○ Grocery store workers and food services ○ K-12 and childcare workers, including teachers, custodians, drivers and other staff ○ Food processing, including meat processing plants ○ Large-scale aviation manufacturing plants ○ Transportation workers ● Workers in the following industries, if they regularly need to be in high-risk settings to perform their duties: <ul style="list-style-type: none"> ○ Retail, warehouses and sales outlets ○ Agriculture ○ Supply of critical services or materials for the COVID response (e.g. PPE) ○ The U.S. Postal Service ○ Department of Motor Vehicles
Appropriate accommodations for children with disabilities with respect to the health and safety policies	<p>Care Rooms for Students with Physical Needs</p> <ul style="list-style-type: none"> ● Each school will designate a location separate from the nurse’s office for the care of students with special care needs, such as suctioning, tube feeding and nebulizers to minimize exposure to students who might be ill. ● The room will be disinfected frequently, and all staff members present will wear appropriate PPE. The student will be provided a mask.

- ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

The Kansas Legislature mandated in 2021 Senate Bill 63 that all school districts would provide a full-time in person attendance option for every student by March 31, 2021. All school districts met this requirement. KSDE will continue to monitor school district learning environments at least through the 2021-22 school year, or as long as may be required by state and federal law.

- iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

KSDE met at least weekly throughout the past year with the Kansas Department of Health and Environment (KDHE) and also met regularly with a statewide group of physicians known as the Kansas Covid Workgroup for Kids (KWCK). Both of these groups, along with information from the CDC, provided advice and input for the guidance documents known as Navigating Change and Navigating Next provided by KSDE to school districts. These meetings will continue as long as the need for guidance about COVID-19 exists.

KDHE and local health departments have utilized Coronavirus Relief Funds to provide COVID-19 testing for those school districts who requested testing during the 2020-21 school year. KDHE is currently working with school district personnel and representatives from KSDE to design a testing program for this summer and the 2021-22 school year. This program will be funded by a grant from the CDC.

- iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

The **Navigating Next Document** ([Click here to view](#)) has been created to support school systems by providing concise, prioritized guidance for effectively and successfully completing the 2020-2021 school year while simultaneously planning and preparing for the start of the 2021-2022 school year. Additionally, Navigating Next will support districts in determining options for the use of federal Elementary and Secondary School Emergency Relief (ESSER) funds, scheduled to be expended in the future.

- 2. Safe Return to In-Person Instruction and Continuity of Services Plans: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:
 - i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;

- ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students’ academic needs, and students’ and staff social, emotional, mental health, and other needs, which may include student health and food services;
- iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),² and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and
- iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs’ needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

Since March of 2020, KSDE has met by ZOOM at least weekly with all school district superintendents to provide updates directly related to COVID-19. This and other scheduled webinar trainings is the vehicle that allows KSDE to provide information to districts about CDC guidelines and the requirements of ARP, including the need to post plans for the safe return to in-person instruction.

KSDE will incorporate LEA plan updates and reviews into the existing Kansas Integrated Accountability System (KIAS) process.

KSDE does not currently collect and disaggregate information about LEA implementation of each element of the most up-to-date CDC guidance listed in table B1.

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. SEA Consultation: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. Tribes (if applicable);

² ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

- iv. civil rights organizations (including disability rights organizations);
- v. school and district administrators (including special education administrators);
- vi. superintendents;
- vii. charter school leaders (if applicable);
- viii. teachers, principals, school leaders, other educators, school staff, and their unions; and
- ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

When the Covid-19 pandemic hit Kansas in March 2020, the Kansas State Department of Education (KSDE) began implementing a set of strategies to support educators, families, and students in the event that school buildings would have to be closed yet learning would need to continue. Kansas Commissioner of Education Dr. Randy Watson convened a task force to create guidance on how schools could continue learning with students in a remote or hybrid learning environment. This guidance is entitled Continuous Learning.

The task force was comprised of 39 teachers representing elementary, middle, and high school, along with areas of specialty. An advisory committee also represented additional specialty areas, including English Language Learners, special education, and communications. In addition, a team consisting of school administrators provided recommendations on the implementation of the continuous learning guidance. Those recommendations were presented to Dr. Watson within four days and are now available online by visiting <https://continuouslearning.ksde.org/>.

Below are some questions from Kansas stakeholders that were included in the Continuous Learning Guidance: What is Continuous Learning? How will students be held accountable for learning, and what is the expected time for students to spend learning each day? How will schools assist students who don't have online access or technology? How will schools provide for at-risk students, those who have special needs, and those who have Individual Education Plans (IEPs)? What about graduation requirements? What about seniors? What about their graduations and proms? Will students have access to meals? Any other guidance you can give about serving meals? Will the state still require districts to administer state assessments? Will hourly school personnel still be paid during this time? Will the school hour requirement be waived for districts? How can schools assist in keeping children from congregating in community spaces and keeping them sheltered in their own homes?

As Kansas entered the close of the school year in May 2020, a new task force was organized to develop plans for reopening schools, including summer learning opportunities and plans for the 2020-21 school year. There were three components to the

task force; Instructional Delivery, Operations, and Implementation and Oversight. These committees consisted of 203 teachers, parents, administrators, medical personnel, legislators, local and state board members, plant/facilities and transportation, and food service workers. The more than 1,000-page document, titled “Navigating Change: Kansas’ Guide to Learning and School Safety Operations,” was developed entirely by Kansans. It was designed around two guiding questions that would provide equitable services to schools and students: How do we keep students, educators, and community members as safe as possible? How do we ensure each student is learning and being supported regardless of the learning environment?

The final phase of work included about 500 Kansas teachers and educators who advised the State Board and KSDE on the professional development educators would need to implement the guidance fully. The result is a comprehensive document designed to help facilitate district-level planning discussions as schools prepare to reopen. To access “Navigating Change,” click [here](#). Once Navigating Change was completed in the summer of 2020, KSDE staff partnered with educational service centers across the state and began developing professional development opportunities for Kansas educators to support learning in remote and hybrid models. In addition, since social distance guidelines were in place across the state, a new professional development website was created so educators could receive professional development anytime and anywhere. The website was organized to align with the Navigating Change document and was titled the Kansas Teaching and Leading Project. It can be found at <https://kansasteachingandleadingproject.org/>

As the winter months of the 2020-21 school year were upon us, pandemic-related issues negatively affected Kansas schools. At the same time, vaccinations were finally becoming available to states, and a light was seen at the end of the tunnel. Seeing that there would be a possibility for many of our students to return to in-person learning, KSDE put together a committee to create guidelines for reopening schools coming out of the pandemic. This guidance is called Navigating Next. To access Navigating Next, click [here](#). Navigating Next focused on 6-key areas; 1. Fiscal and Operational Management; 2. Communication and Engagement with Families; 3. Assessing Student Learning; 4. Academic Delivery; 5. Support Social-Emotional Learning Delivery and Support; and, 6. Learning Environment Considerations Guiding documents were created to help schools and districts plan for the remainder of the 2020-21 school year and to prepare for the summer of 2021 and the 2021-22 school year. Guidance and support for schools and districts on Navigating Next can also be found at the Kansas online professional development Teaching and Leading Project website. This professional development website will continue to be updated over the next several years.

From March 2020 to May 2021, the Kansas Commissioner of Education and both Deputy Commissioners of Education meet weekly with Superintendents of LEAs and medical professionals to continue dialogue and planning as we move through the pandemic.

2. Coordinating Funds: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:
- i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

Table C1.

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
ESSER I (CARES Act)	<p>SEA Expenditures: \$8m for discretionary grants to LEAs for pandemic related special education costs for students with disabilities.</p> <p>Summary of LEA Expenditures as of March 2021 by Category: Educational technology: \$19 million</p> <p>Supplies to sanitize and clean facilities: \$11 million</p> <p>Addressing remote student needs: \$9 million</p> <p>Continuity of operations: \$6 million</p> <p>Coordination of COVID response: \$3 million</p>	<p>SEA Expenditures: Ongoing liquidation of discretionary aid for students with disabilities.</p> <p>Summary of LEA Planned Expenditures: Continued liquidation of ESSER I funds are expected to follow a similar pattern to prior expenditures as LEAs continue to reimburse costs incurred in the 2020-21 school year.</p>

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
GEER I (CARES Act)	Used for other allowable purposes. Not utilized by SEA or LEAs.	Used for other allowable purposes. Not utilized by SEA or LEAs.
ESSER II (CRRSA Act)	Not expended.	<p>SEA Planned Expenditures: \$24m for discretionary grants to LEAs for pandemic related special education costs for students with disabilities.</p> <p>\$11m for discretionary grants to LEAs that would otherwise receive less than \$300 per FTE in ESSER II funding to enable LEAs to provide a minimum level of aid to implement relief and recovery.</p> <p>LEA Planned Expenditures: At the time of submission of this plan, only a portion of Kansas LEAs have submitted ESSER II plans, so detailed information is limited. Early plans include requests for reimbursements for additional costs incurred during the current 2020-21 school year as districts simultaneously provided safe, in-person learning as well as remote options when necessary. Early plans also include planned expenditures for 2021 summer programming to address learning loss or provide “jump starts” to the 2021-22 school year.</p>

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
GEER II (CRRSA Act)	Used for other allowable purposes. Not utilized by SEA or LEAs.	Used for other allowable purposes. Not utilized by SEA or LEAs.

- ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

ESSER I:

100% of ESSER I funds have been awarded to LEAs as of the submission of this application. The Kansas State Department of Education is unable to track LEA-level *obligations*, as that term is defined in 34 CFR 76.707. The KSDE does continue to track LEA-level ESSER I liquidations.

ESSER II:

Formula and discretionary awards have been calculated and are being made as applications are received and approved, but no ESSER II funds have been liquidated as of the submission of this application.

All LEAs are able to submit their plan and application, but not all LEAs are choosing to begin to submit their plans yet because many had ESSER I funds remaining. As of submission of this plan, the rate of submission by LEAs has begun to accelerate, and KSDE expects most or all LEAs to submit applications in the next month or two.

- iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 (“ESEA”), IDEA, Workforce Innovation and Opportunity Act (“WIOA”), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.³

³ Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.

The SEA is working with our LEAs to help them coordinate the use of all federal funds such as ESEA, IDEA, WIOA, and McKinney-Vento to coordinate their federal funding to support the neediest students and to find students who were not in attendance for the 2021-2022 school year. We have encouraged districts to look at wrap around services for these and other students who have social emotional needs. Many of our districts are looking at adjusting staffing or adding more staffing to help locate these students and to assist them in meeting the academic and social emotional needs in order to have a successful summer 2021 session and a successful 2021-2022 school year. We are working with the districts to help them look at their attendance policies as well as student engagement to get students back in school and keep them in school.

Kansas counties received \$400 million in Coronavirus Relief Funds, typically referred to as SPARK funds in Kansas. Of this amount, counties allocated approximately \$74.0 million to local school districts to address issues related to the coronavirus. KSDE collaborated with other state agencies to allocate additional CRF moneys to the Kansas Children's Cabinet and Trust Fund for daytime child care for remote learners whose parents were at work and \$2.1 million for technology support for those remote learners at daycare.

LEAs receive federal funds for reimbursement of meals served in Child Nutrition Programs. The reimbursement rate has not fully covered the cost of producing meals for multiple learning modalities by offering curbside pickup delivery, grab and go as well as cafeteria and classroom meals service concurrently. There have been increased costs for labor, for packaging food items to ensure food safety and due to shortages of items are various times during the pandemic which increased costs for food and supplies. Reimbursement has not covered actual costs in many LEAs in Kansas during the pandemic and has resulted in substantial operating losses.

Kansas did elect to implement the Child Nutrition Emergency Operational Costs Reimbursement Program that was authorized by Congress in the Consolidated Appropriations Act, 2021 (P.L. 166-260). Title VII, Chapter 3, Section 722(b) and is awaiting approval of the application. LEAs that are determined eligible for this temporary reimbursement program will receive emergency operating costs based upon the formula in the legislation. At the local level, these funds will be regarded expended upon receipt by the program operator. Funds provided under this authority represent reimbursement to program operators for program performance and costs incurred in the past. Like all reimbursements received for Child Nutrition Programs, these funds will be deposited in the Nonprofit Food Service account and used in accordance with normal program requirements.

The KSDE grant applications for Perkins V empower the individual subrecipients to take action through the SEA facilitated biennial needs assessment prioritizing grant dollars according to regional circumstances to develop a strategic plan to strengthen Career and Technical Education (CTE) for the needs of their students aligned with regional occupational demand and opportunity. This will be particularly useful in providing

opportunity for just in time support of local intervention to support subrecipients in serving youth.

Each of the 18 Regional needs assessments conducted through the Perkins V convening includes: secondary and postsecondary teachers, faculty and administration; paraprofessionals and specialized instructional support; representative(s) of regional or local agencies serving out-of-school youth, homeless children, and at-risk youth; representative(s) of special populations; career guidance and academic counselors; students; community members; community business and industry representative(s); workforce development representative(s); and, parent(s).

For FY22 Perkins reserve grants will be posted for subrecipients prioritized to include a planning team of individuals to target all of the activities below including:

- Increase rigor in academic, technical and employability skills;
- Improve partnerships with business and industry (via Career Development and Work-Based Learning activities as well as Advisory meetings);
- Enhance and improve implementation of IPS;
- Streamline policies and practices regarding CTE data collection, course coding and dual, concurrent and articulated credit;
- Enhance on-going recruitment, retention and development of teachers; and,
- Evaluate access and equity practices, identify barriers for special populations and create a responsive plan to improve access and equity practice.

At the conclusion of the strategic planning grant districts will be qualified to compete for implementation grants to support subrecipient target actions to support students.

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

1. Academic Impact of Lost Instructional Time: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of

those interventions on an ongoing basis to understand if they are working;

The resources reserved under section 2001(f)(1) of the ARP Act will be dedicated towards evidence-based interventions determined to strategically and effectively mitigate the impact of lost instructional time. The **goal** of KSDE is to provide extensive implementation support for large-scale district adoption of identified evidence-based interventions and ensure these interventions respond to student’s academic, social emotional and mental health needs.

The five-primary evidence-based interventions Kansas is using to mitigate the academic impact of lost instructional time are:

1. Science of teaching language and literacy skills;
2. Standards-based mathematics instruction;
3. Social-emotional competency-based instruction;
4. Universal screening and progress monitoring of academics, social-emotional behavior at the student, classroom, building and district levels; and,
5. Evaluation of learning progress toward achievement of state curricular standards.

The following contains a detailed description of the five evidenced-based intervention and programs. Prior to implementation, a detailed scope of work, deliverables, timelines, evaluation plans, roles, responsibilities, and reporting will have been determined. Final approval of expenditures and vendor selection are subject to State of Kansas Department of Administration Procurement process and procedures.

1. Evidence-based intervention of science of teaching language and literacy skills:

This will be achieved using the evidence-based professional development delivered through the professional development product *Language Essentials for Teachers of Reading and Spelling (LETRS)*®. *LETRS*® is a proven professional development program for PreK–5 educators to improve literacy knowledge and professional practice. *LETRS*® addresses four critical outcomes for effective literacy instruction: understanding the science of reading, converting research to practice, enhancing teacher effectiveness, and transforming instruction. By understanding the “why” behind science and evidence-based research, educators can effectively know how to aid students in learning to read.

These resources will supplement and leverage a small existing cadre of facilitators and exponentially expand district adoption and educators’ access. The COVID-19 pandemic resulted in emergency remote/hybrid instruction during the same time period when foundational reading instruction is most critical. As a result, an estimated 8,850 Kansas educators who support PreK-5th Grade students from the KSDE identified districts most impacted by the COVID-19 pandemic will have increased instructional effectiveness in the area of language and literacy. (source: Pittsburg State University draft proposal dated 5/17/2021).

- 2. Evidence-based intervention of standards-based mathematics instruction through NUMBERS evidence-based professional development.** This program was designed to support systemic change and sustainable improvement. Elementary and middle school educators experience a blend of theory, domain-specific background knowledge, and classroom application immediately impactful to improving mathematics instruction across grades K through 8. NUMBERS equips teachers with a deep understanding of high-level instructional processing tasks; provides teaching techniques that create the foundation for standards-based instructional planning to ensure instruction consistently addresses learning standards; fosters meaningful student engagement by incorporating interactive; and, hands-on problem-solving. Number is offered in five domains Number Sense (K-5); Geometry and Measurement (K-5); Fractions and Decimals (3-6); Ratios and Proportions (6-8); and, Algebraic Thinking (6-8). The program consists of on-site professional development, in-classroom coaching and provides ongoing implementation support including professional learning communities, planning and assessment tools. (source: downloaded 5/20/2021 from voyagersopris.com website, Voyager Sopris Learning)

These resources will be used to develop, implement and evaluate a professional development system on numeracy literacy. Unlike LETRS, the implementation of NUMBERS professional development system will require an initial installation period, refinement and subsequent scaling up since it is new. Like LETRS, districts with students most impacted by the Covid-19 Pandemic remote and hybrid setting will be recruited for participation.

- 3. Evidence-based intervention of social-emotional competency-based instruction.** Research from the National Academy of Sciences in 2012 has identified teachable, transferable skills that positively impact behavior, academic achievement, graduation rates, and post school outcomes. Organized into three domains (intrapersonal, interpersonal and cognitive), the College and Career Competency Framework categorizes competencies that all students need in order to be successful. This supports educators in systematically embedding intrapersonal, interpersonal, and cognitive competencies into course content. Through a school-wide focus on specific competencies and their respective essential components, enacted through implementation elements (i.e., effective collaboration, multi-tier instruction and interventions, and data-based decision making), students will be ready to take on the real-world challenges that await them. (College and Career Competency Framework, Gaumer Erickson & Noonan, 2012). Implementation of the Kansas CAN Competency Instruction Framework within classrooms are statewide prevention programs for bullying and suicide prevention. As students increase their levels of proficiency in each competency, their own mental health is improved.

These resources will be used to supplement and significantly expand the availability of training from 65 districts to supporting its use by all 286 Kansas school districts. Free SEL Curricula will be provided to 1,400 Kansas elementary, middle and high schools with supporting professional development. Tools will become available for students and family members.

- 4. Universal screening and progress monitoring of academics and social-emotional behavior.** Currently Kansas has no statewide system or common approach to support increasing the capacity of an educator to efficiently progress monitor at the student, building or state level. FastBridge combines Computer-Adaptive Tests and Curriculum-Based Measures for universal screening and progress monitoring to produce psychometrically valid data. In turn, this bolsters student learning across reading, math, and social emotional behavior with timely targeted supports and meaningful interventions.

These resources would be used to purchase and buy down the cost of district/system licensees and make available the evidence-based professional development critical to successful classroom, building and district adoption. This will result in a larger percentage of students most impacted by the Covid-19 Pandemic receiving instruction from teacher's adept at using effective instructional tools needed for grouping students, adjusting class-wide instruction, and delivering small group interventions. Appropriate learning goals and/or interventions can be identified quickly. This decreases the amount of time spent testing. Which increases students instructional contact time, increasing student achievement and opportunity for friendships with their peers.

- 5. Evaluation of learning progress toward achievement of state curricular standards**

The Kansas Curricular Standards Interim Assessment Program in development includes significant enhancements and new professional development curriculum. Funds will be used towards increasing the capability of KSDE to offer districts mini-test report availability at the completion of a testing window. The current school and district interim predictive assessment score reports will be enhanced. A new set of self-directed professional development modules on assessment literacy, a new course on classroom assessment design and mini-test item writing will become available to all districts statewide. Evaluation of the usability will occur. As a result, the access by administrators and educators to instructionally useful data will increase. Availability of this data can reliably inform and measure district and state progress towards the State Standards.

- ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and

The above cited interventions will be enacted using implementation elements that can be tailored and flexible to the needs of the student groups listed in question A.3.i.-viii.:

- 1) Acceleration of instructional efficacy by leveraging, scaling-up and targeting participation in low/no-cost evidence-based professional development, coaching and/or collaborative consultation.

- 2) Increased educator instructional effectiveness in using data-driven instructional decision-making data by adopting online systems capable of generating rapid student and classroom-level screening, assessment and progress monitoring data.
 - 3) Acceleration of district capacity and administrator/ principal effectiveness to lead schoolwide adoption of evidence-based instructional practices and responsive tiered interventions. One aspect of effectiveness is an expectation for partnerships with families to be based on mutually beneficial relationships and collaboration.
- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

Priority consideration for participation in the initiatives, activities, and events described in the **Academic Impact of Lost Instructional Time** section will be made for those educators and administrators from the Kansas districts whose students missed the most in-person instruction and/or who did not consistently participate in remote instruction when offered.

2. Evidence-Based Summer Learning and Enrichment Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students’ academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

The SEA will allocate 1 percent of the State’s total allocation of ARP ESSER funds to youth-focused community-based organizations operating across the state, including Boys & Girls Club, 4-H and YMCA. Gaining lost ground due to COVID will be critical for young children whose learning builds on previous skill development. It is crucial for older youth who need to advance confidently along a path to graduation. To help youth make up for unfinished learning because of remote or hybrid school situations and compromised connectivity or technology access, these organizations will utilize evidence-based summer learning and enrichment programs to address the academic, social, emotional and mental health needs of students. These organizations will provide

hands-on, project-based enrichment activities as well as small group and one-on-one academic recovery in math and reading. This programming primarily occurs at evidence tiers 2 and 3 with moderate to promising evidence. KSDE will measure effectiveness based on outputs and outcomes defined by the community-based organizations.

The Boys & Girls Club and YMCA programming will primarily occur in urban communities disproportionately affected by COVID-19, while the 4-H programming will focus within rural communities. These organizations will be identified later in the grant cycle. The SEA commits to ensuring these organizations operate at a minimum at evidence tier 4: Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

The SEA will also reserve a portion of funds for an initiative which will offset the cost of admission for students in Kansas to visit museums, zoos, historical sites, state parks and the Kansas state fair. These hands-on, experiential learning opportunities are an important strategy to address the learning loss that occurred as a result of COVID-19.

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and

From Dean in meeting: As these projects are being stood up, they will be based in local communities. The local communities will determine those most disproportionately impacted and prioritize needs of students based upon determinations.

All students in Kansas were impacted by COVID-19 due to the stay at home order in spring of 2020; reduced extracurricular and athletic opportunities; reduced peer interaction; lack of student choice (assigned seating, mask-wearing, interaction on playground) and remote learning. Therefore, it is reasonable that all students in Kansas will need some summer remediation and enrichment.

The COVID-19 pandemic exacerbated existing gaps in opportunity, with potentially long-term impacts on children and teens. This was especially true for communities grappling with systemic inequities, despite their strengths and resilience. The pandemic disrupted young people's development and well-being from nutrition and learning loss to safety and emotional well-being¹. It also puts low-income students at a disadvantage when compared to their more affluent peers. These students who struggle the most to learn effectively and thrive in school under normal circumstances are now finding it difficult, even impossible in some cases, to receive effective instruction².

The SEA recognizes that students in urban communities were disproportionately impacted by COVID-19 because they were unable to safely return to school and

primarily spent the 2020-2021 school year in remote learning environments. Additionally, these communities provided fewer out-of-school time opportunities due to capacity limitations. Rural communities in Kansas also suffered under COVID-19 as they had fewer resources and opportunities to provide to their students and families as well. The SEA will target resources to the urban and rural communities most affected by COVID-19, while also ensuring that the needs of our minority, English Learner, and low-income students are met.

- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

As mentioned, the SEA recognizes that students in urban communities were disproportionately impacted by COVID-19 because they were unable to safely return to school and primarily spent the 2020-2021 school year in remote learning environments. The YMCA and Boys & Girls Club summer programming will take place in our largest communities across the state.

1 https://www.urban.org/sites/default/files/publication/102254/parents-are-struggling-to-provide-for-their-families-during-the-pandemic_2.pdf]

2 <https://www.kansascity.com/news/local/education/article247378379.html>

Our districts are best positioned to know which students consistently did not participate in remote instruction and will use their portion of the ESSER funds to provide resources and supplemental learning opportunities to this population of students.

3. Evidence-Based Comprehensive Afterschool Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

The SEA will allocate 1 percent of the State's total allocation of ARP ESSER funds to youth-focused community-based organizations operating across the state, including Boys & Girls Club, 4-H and YMCA. Gaining lost ground due to COVID will be critical for young children whose learning builds on previous skill development. It is crucial for older youth who need to advance confidently along a path to graduation. To help youth

make up for unfinished learning because of remote or hybrid school situations and compromised connectivity or technology access, these organizations will utilize evidence-based afterschool learning and enrichment programs to address the academic, social, emotional and mental health needs of students. These organizations will provide hands-on, project-based enrichment activities as well as small group and one-on-one academic recovery in math and reading. This programming primarily occurs at evidence tiers 2 and 3 with moderate to promising evidence. KSDE will measure effectiveness based on outputs and outcomes defined by the community-based organizations.

The Boys & Girls Club and YMCA programming will primarily occur in urban communities disproportionately affected by COVID-19, while the 4-H programming will focus within rural communities. Additional funds will be reserved for smaller youth-focused community-based organizations that operate in underserved communities greatly affected by the pandemic, but not served by one of the larger organizations. These organizations will be identified later in the grant cycle. The SEA commits to ensuring these organizations operate at a minimum at evidence tier 4: Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and

As these projects are being stood up, they will be based in local communities. The local communities will determine those most disproportionately impacted and prioritize needs of students based upon determinations.

All students in Kansas were impacted by COVID-19 due to the stay at home order in spring of 2020; reduced extracurricular and athletic opportunities; reduced peer interaction; lack of student choice (assigned seating, mask-wearing, interaction on playground); and, remote learning. Therefore, it is reasonable that all students in Kansas will need some afterschool remediation and enrichment.

The COVID-19 pandemic exacerbated existing gaps in opportunity, with potentially long-term impacts on children and teens. This was especially true for communities grappling with systemic inequities, despite their strengths and resilience. The pandemic disrupted young people's development and well-being from nutrition and learning loss to safety and emotional well-being¹. It also puts low-income students at a disadvantage when compared to their more affluent peers. These students who struggle the most to learn effectively and thrive in school under normal circumstances are now finding it difficult, even impossible in some cases, to receive effective instruction².

The SEA recognizes students in urban communities were disproportionately impacted by COVID-19 because they were unable to safely return to school and primarily spent the 2020-2021 school year in remote learning environments. Additionally, these communities provided fewer afterschool opportunities due to capacity limitations. Rural communities in Kansas also suffered under COVID-19 as they had fewer resources and opportunities to provide to their students and families as well. The SEA will target resources to the urban and rural communities most affected by COVID-19, while also ensuring that the needs of our minority, English Learner, and low-income students are met.

- iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

As mentioned, the SEA recognizes that students in urban communities were disproportionately impacted by COVID-19 because they were unable to safely return to school and primarily spent the 2020-2021 school year in remote learning environments. The YMCA and Boys & Girls Club programming will take place in our largest communities across the state.

Our districts are best positioned to know which students consistently did not participate in remote instruction and will use their portion of the ESSER funds to provide resources and supplemental learning opportunities to this population of students.

4. Emergency Needs: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

The KSDE plans to retain a portion of the SEA set-aside funds in order to address needs that are unknown at the time of this application. The SEA will be looking at several factors moving forward including, but not limited to;

- To what extent will our urban districts be able to maintain in-person learning at the beginning of the 2021-22 school year if there is another outbreak with the pandemic?
- After reviewing state assessment data over the summer of 2021, what unknown gaps in student performance will need to be addressed?
- What specific needs will Kansas LEA's have once they have been able to evaluate student academic and SEL gaps after summer school enrichment activities are completed?

- What professional development and resources will LEA’s need that are unknown at this time?
- Are there any mini-grants that need to be targeted to specific districts for unique pandemic related costs that were not anticipated during the original allocation period?
- What unknown needs will the SEA have, such as administrative support, that are unknown until ARP ESSER funds are fully allocated?

KSDE will continue to meet with local and state task force committee members, along with LEA constituent groups to monitor progress and gaps in service throughout the next several years to make informed use of ARP ESSER funds and respond quickly.

E. Supporting LEAs in Planning for and Meeting Students’ Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students’ academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs’ use of ARP ESSER funds to achieve these objectives.

1. LEA Plans for the Use of ARP ESSER Funds: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:
 - i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
 - ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA’s total allocation of ARP ESSER 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 programs;
 - iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
 - iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act 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 and youth in foster care, and migratory students.

The SEA will require the following for LEAs to include in their ARP ESSER plan: The districts will have to state how they will use the funds to implement prevention and mitigation strategies to be able to return and stay with in-person learning for the summer and following school year programs. They will need to describe what they have in place to reduce the spread of COVID based on the most recent CDC guidelines.

The districts will have to show that 20% or more of the total LEA ARP ESSER allocation to address the impact of learning loss has had on students' academic studies. Such interventions will need to be provided through summer, extended school year, after school, and other out of school programs that will provide both enrichment and remedial support based on the needs of the students.

The districts will have to demonstrate how they will use the rest of their funding as well in their plan in addition to that specifically used to address learning loss. Local Education Agencies will need to address in their plan how they will support all students with interventions. These descriptions will include how they will provide interventions to students who have been impacted by the pandemic disproportionately, especially students from low-income families, students of color, students experiencing homelessness, students in foster care, English Learners, migrant students and children with disabilities.

2. LEA Consultation: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. school and district administrators (including special education administrators); and
 - iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

- i. Tribes;
- ii. civil rights organizations (including disability rights organizations); and
- iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

The SEA will require in the LEA plans and through follow up monitoring that districts have engaged the following stakeholders as they develop, adjust, and implement their return to school plans to address students who may have been impacted by the pandemic. These will need to include the following stakeholders at a minimum: families; students; school personnel including administration of programs that include special populations such as special education; and administrators, principals, other educators and the unions that represent educators in the district.

Districts will also be required to share how they brought in stakeholders from the following groups if they serve these populations in their district. This would include: civil rights organizations; disability rights organizations; local Indian Tribes; stakeholders representing students experiencing homelessness; students in foster care; migrant students; incarcerated students; English learners; students with disabilities; and, other underserved students.

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:
 - i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;
 - ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and
 - iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
 - b. Students who did not consistently participate in remote instruction when offered during school building closures; and
 - c. Students most at-risk of dropping out of school.

The SEA will use some of the state activity funds to help districts provide services that address the needs of underserved populations that have been impacted by the pandemic. This will include additional activities for students as well as training across the state for teachers and staff providing academic and social emotional support to the students. This

will include services during the summer, before and after school, extended school year programs and will focus on mental health needs, social emotional support, remedial instruction, and enrichment. During the monitoring process the SEA will collect documentation that the LEA was able to access these services and provide other services above and beyond what the state also has put in place.

The SEA will monitor LEAs in conjunction with other federal monitoring protocols that are already in place including risk-based monitoring of districts. The monitoring of areas related to the impact of the pandemic will focus on special populations and how the districts were able to meet the mental health and academic needs of special populations. The SEA will use the monitoring to help identify how funds were used to locate, reengage and support all students who lost instructional time during the pandemic because of absenteeism, mental health and social emotional reasons, did not participate in remote learning during school closures and those most at risk of dropping out during the spring of 2020 and during the 2020-2021 school year.

4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:
 - i. Allocating funding both to schools and for districtwide activities based on student need, and
 - ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.

As Kansans consider the path forward, the 2021 - 22 school year presents an opportunity to recommit to our Kansans Can vision: Kansas leads the world in the success of each student. Schools should incorporate an educational equity lens into all aspects of planning because we serve students with diverse needs and aspirations. Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income, including socioeconomic status. Different communities, families and students experience the effects of the pandemic in different ways, requiring schools to in turn differentiate responses based on need. The Access and Equity information included within each Grade Band section of Navigating Change, including legal requirements and recommended action steps, remain particularly relevant as we navigate to what is next.

Schools should also continue to innovate while seeking to achieve our state's vision for student success. The pandemic underscores the need to implement creative strategies to improve student outcomes. A key component of continuous improvement is reflection. When leading with an instructional focus, leaders take a balcony view of the current state of student learning in their system and promote conversation that assists teams to

collaboratively make decisions about adaptive solutions, based upon data, and especially for groups defined by gender, race/ethnicity, language, disability and socio-economic status.

Additionally, reporting policy and guidance are in place to help ensure that schools avoid the over-use of exclusionary discipline measures and create a positive and supportive learning environment for all students. Those policies are outlined in the Discipline Data Collection for the Kansas Integrated Accountability (KIAS) Application.

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation’s educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students’ academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:

- i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math (“STEM”) educators; career and technical education (“CTE”) educators; early childhood educators). Cite specific data on shortages and needs where available.

The issues of recruitment and retention of educators in Kansas was critical enough in 2016-2017, that the State Commissioner developed a Blue Ribbon Task Force to examine the issues. Upon completion of this study, sixty-five recommendations were given to the State Board. The first and foremost recommendation was to create a Teacher Vacancy and Supply Committee to create opportunities for improving the supply of teachers recommended for licensure. Specifically, special education, science and math, alternative for elementary, and strengthening support for newly licensed teachers to improve retention. Several pilot pathways were created, reviewed and approved by the state board, mentoring was strengthened, and recommended changes to math licensure were approved. During the 2019-2020 school year, as a result of the pandemic, many of these pathway opportunities were disrupted, and many candidates ceased their program of licensure. The 2020-2021 school year has resulted in an increased need for all of these opportunities to continue, as our vacancies continue to grow at a faster rate than our pipeline of educators can provide.

Complete the table below, changing or adding additional rows as needed, or provide a narrative description.

Table F1.

Area	Data on shortages and needs	Narrative description
Special Educators	1075	
STEM educators	240	
CTE educators	115	
Elementary and Early childhood educators	361	
Other Secondary Teaching Vacancies	364	
School counselors	793	<i>Numbers calculated to meet recommended student to specialist ratios.</i>
Social workers	1391	
School psychologists	477	<i>Numbers calculated to meet recommended student to specialist ratios.</i>
<i>Alternative Routes to Licensure</i>		
Limited Apprentice License	257	<i>Numbers included in shortage totals</i>
Limited Teacher Apprentice Program (TAP)	189	<i>Numbers included in shortage totals</i>
Restricted Licenses	414	<i>Numbers included in shortage totals</i>

- ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

LEAs have utilized ESSER funds to continue to employ staff, including contractors, during the pandemic even as staff were required to quarantine or were not able to perform their duties. LEAs continued to pay staff who are normally paid through Medicaid and other categorical aid funding.

Through the accreditation process schools were asked to gather data on the social emotional needs of staff and families and create opportunities to address these needs. Included in the data gathering process were questions asking each school system to determine how they would improve the results of the survey, and how those plans would be included in the accreditation moving forward.

- iii. Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).

KSDE teacher licensure team will continue to work with the higher education partners to develop pathways to the classroom that encourage diverse enrollment to increase diversity in the teaching field. The Professional Standards Board will continue to discuss the standards for entry into programs, and address the areas that need to be addressed in order to more fully address the immediate educational needs of students currently in PreK-12 classrooms who may need concentrated efforts regarding intentional tutoring. We have begun a pilot opportunity with the Kansas City Teacher Residency program to determine the effectiveness, and intend to review and make a recommendation to the state board over the coming months.

- 2. Staffing to Support Student Needs: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

Each October a report is given to the State Board of Education that details the extent to which vacancies have affected areas of our state. Encouragement will be given to each school district to report ALL vacancies correctly, and to use the Kansas Education Employment Board to report all open positions, so that we can monitor these reports and compare the data gathered.

Kansas is experiencing a supply-demand problem relevant to available licensed school counselors, school social workers and school psychologists. This issue is compounded in underserved rural areas across Kansas and the increased number of educators who are leaving the profession. The recommended (American School Counselors Association; School Social Workers Association) is 1:250. 2020-21 data is as follows:

Specialist Category (Recommended Ratio⁴)	2016-17	2017-18	2020-21	Net Gain	Total Number Needed to Meet Recommended Ratio	Still Needed to be hired

⁴ American School Counselor Association, 2021; School Social Work Association, 2021; National Association of School Psychologists, 2021.

School Counselors 1:250	1,124	1,167	1,290	166	1,960	670
School Psychologists 1:500	496	503	553	57	980	427
School Social Workers 1:250	493	569	730	237	1,960	1,230

ESSR III allows USD’s to address this supply-demand issue for those licensed professionals who are trained to address the documented social-emotional needs of students coming out of the pandemic. One strategy that will provide relieve to USD’s is a “Grow Your Model” as described below:

“Grow Your Own School Counselor Model”

Kansas schools are currently facing a supply-demand challenge with fewer licensed school counselors than there are school buildings. KSDE encourages USD’s to consider a “grow your own model” by identifying a committed staff member who has the skill set necessary to become an effective school counselor and encourage this candidate to:

- Enroll in an approved school counseling graduate program (at least 1 class per semester)
- Refer to them as a “student services coordinator” etc. until they qualify for the provisional licensure after completing ½ of the approved graduate program; this is due to ethical issues around referring to a non-licensed staff member as a licensed staff member.
- Establish a professional development plan with the candidate that familiarizes them with:
 - The *Curricular Student Standards for School Counseling*
 - The Comprehensive School Counseling Program (this document is being revised and we hope it will be ready for the fall)
 - The *Kansas Social-Emotional Character Development Standards*
 - *Measuring Social-Emotional Growth Toolkit*
 - The Flatt Act (suicidal ideation); KSA 72-6147 (the Bullying Statute); mandated reporting
 - KSDE also recommends establishing a mentoring program with either a licensed school counselor already in district, at a local Education Service Center, local post-secondary institution and/or community mental health center until the candidate qualifies for the provisional license
 - Have the candidate subscribe to the KSDE School Counseling list serv by contacting Kent Reed, KSDE School Counseling Consultant at kreed@ksde.org.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation’s education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at

the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. Capacity for Data Collection and Reporting: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:
 - i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
 - ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);
 - iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
 - iv. Jobs created and retained (by position type);
 - v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
 - vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

The KSDE has been collecting learning environment survey data from each of the 286 public USDs since the beginning of the 2020-2021 school year. The fourth and final quarter survey will be sent out and collected in early June. Survey questions are broken out by district level elementary, middle, and high school grade span/building levels. Weekly estimate ranges of the percent of students in either in-person, remote, or hybrid learning environments are recorded. While the responses are not disaggregated, enrollment totals for subgroups are available and estimates within the ranges can be determined.

Insights into what learning environments the majority of students experienced, the duration of learning environments, the number of changes to the learning environment, and how different the 2020-2021 school year was or was not from prior years, will be

part of the analysis. The KSDE and testing vendor at the University of Kansas, have been monitoring the three interim assessments throughout the 2020-2021 school year. Trends in participation rates and score patterns are examined in comparison to prior years.

Additionally, the KSDE and testing vendor at the University of Kansas have been monitoring state assessment participation rates throughout the recently closed testing window. Plans are underway to conduct an analysis of the 2021 assessment results. The test vendor working in conjunction with the KSDE and with input from the Technical Advisory Committee are constructing an analysis framework for the examination of the assessment results. Further analysis will look at the contextual aspects of the 2020-2021 school year through the use of teacher and curriculum coordinator opportunity to learn surveys. Focus groups interviews of teachers are planned for early June 2021. Both the surveys and the focus groups are designed to gather information on curriculum and instructional delivery in the context of the COVID-19 pandemic.

As of this writing, the KSDE is exploring how to effectively utilize ARP ESSER funds to develop plans for further analysis of the 2020-2021 school as well as future planning for the 2021-2022 school year. Analysis backed findings will inform the prioritization of resource allocation and professional development all with the intent of focusing on student learning needs and the mobilization of supports necessary to reinvigorate student learning.

Any effort to understand the academic impact of lost instructional time during the COVID-19 pandemic must include as many contextual sources of information related to, and influencing, a students' opportunity to learn (OTL) as are available, appropriate, practical, and useful.

The KSDE will be examining multiple OTL data sources within the agency data systems. Data collections of particular importance will include reported attendance data from which chronic absenteeism is calculated. Advanced coursework data, which is collected through the concurrent enrollment fields, will be examined as part of a trend analysis. Teacher data as well as staffing data will continue to be examined for disproportional levels of experience in low SES communities as well as rate of teacher vacancies in the upcoming 2021-2022 school year. Annual discipline reports will continue to be analyzed. All of the student data collected by the KSDE can be disaggregated by student subgroup.

The KSDE is conducting a quarterly survey of all 286 USDs collecting survey data on the learning environments students experienced during the 2020-2021 school year. The survey captures weekly percent estimates of students who are in a remote, hybrid, or in-person learning environment. It is important to also point out that the KSDE is actively planning to utilize ARP ESSER funds to make academic and social/emotional/behavioral universal screeners, skills analysis, and progress monitoring more readily available to USDs. Coupled with this effort will be an expanded series of trainings and professional development to support educators in the use and utilization of the instructionally relevant tool. Quick turn-around, research-backed data available at the beginning of the 2021-

2022 school year and throughout will be an important resource to schools as they re-engage students for a new year.

Important information is also being collected by our summative testing vendor at the University of Kansas through a teacher and a curriculum coordinator OTL survey. Early reviews of the OTL surveys show LEAs actively utilizing local measures to examine student needs in the academic and the social/emotional/behavioral realms of student supports and resource allocation. The list of local measures is lengthy and include, but is not limited to, the following: MAP, FastBridge, AIMSWEB, state interims, DIBELS, MTSS, surveys, and locally developed formative measures. All these measures and more are being reported as being utilized presently and will be re-emphasized as planning for the 2021-2022 school year commences.

The Kansas Department of Education (KSDE) currently collects fiscal data at the LEA level. This fiscal data is collected on the USD Budget Excel software program downloaded from the Department's website on an annual basis for the current budget year and first preceding school year and second preceding school year. In addition, ESSA building level expenditures are collected in the fall for the immediately preceding school year to meet federal reporting requirements. The KSDE will compile the data and compute per pupil expenditures at the LEA and school levels to ensure calculations are uniform for all entities.

The KSDE is planning to implement a new data collection for ESSER expenditures at the LEA level via an existing application housed on the Authentication Web Applications portal beginning the 2020-2021 school year, due in the fall of 2021. This data collection is defined by the National Center for Education Statistics and Census Bureau to comply with federal fiscal reporting.

To support the KSDE oversight of the ESSER federal funding program, school districts are required to report on all past expenditures. This expenditure information will be collected quarterly using the Excel template provided on the Department's website, with reporting deadlines due to KSDE by Friday of the second full week after the prior quarter ends. All expenditure data will be reviewed to ensure funds are being spent for their intended purposes.

2. Monitoring and Internal Controls: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

Internal Control Plan:

a. Management structure for implementing the ESSER Fund grant, including the key personnel responsible for managing and monitoring subrecipients.

The team at the Kansas State Department of Education (KSDE) responsible for managing a federal grant is responsible for making these determinations. Grant officers, or their designees, desiring to execute a contract between KSDE and a third party must enter a contract request form into the department's internal agency accounting and purchasing system which must be reviewed for approval by the grant officer's assistant director, director, Deputy Commissioner (\$1,000 or more), Fiscal Services Director, General Counsel and Deputy Commissioner for Administrative and Fiscal Services (\$1,000 or more). Contracts in the amount of \$25,000 or more must be approved in SMART by the Assistant Director. Contracts equaling \$10,000 or more and discretionary grants must be approved by the State Board of Education. When it is determined that funds are distributed to a subrecipient, the grant officer, or his/her designee(s) is responsible for ensuring compliance with 2 CFR 200.331, including that every subaward is clearly identified to the subrecipient as a subaward, providing certain subaward information at the time of the award, evaluating each subrecipient's risk of noncompliance for determining appropriate monitoring activities, considering imposing specific subaward conditions, monitoring the activities of the subrecipient, ensuring compliance with audit requirements and taking enforcement action for noncompliance, including making adjustments, as necessary, to department records.

Youth Outcome Driven Accountability (YODA) risk assessment is performed on an annual basis prior to award notification and is reviewed by program director.

b. Identifies risks, both internal and subrecipient risks, associated with implementing the program based on past performance and identifies strategies for mitigating such risks.

Programmatic and fiscal monitoring of Elementary and Secondary School Emergency Relief Fund (CFDA 84.425D, and all subsequent education relief aid, is integrated into the existing Kansas Integrated Accountability System (KIAS). This monitoring process includes both fiscal and programmatic oversight components. The programmatic monitoring component ensures compliance with specific program requirements, and is conducted on a three-year, cyclical basis. The fiscal monitoring component ensures compliance with both cross-cutting and program specific fiscal requirements, and is also conducted on a three-year, cyclical basis.

Finally, a risk-based monitoring, that combines both fiscal and program elements, is conducted annually for all LEAs.

c. Primary documentation necessary to support fiscal reviews, including audits (single audit and audits by the Office of the Inspector General) and Improper Payment assessments, as requested by the Department or the Department’s contractor.

The Kanas State Department of Education adheres to the Kansas Document Retention Schedule, which ensures the preservation of records for terms consistent with grant requirements and applicable laws.

Subrecipient monitoring plan:

a. Revised risk assessment and ranks and prioritizes LEAs with consideration for new criteria identified as a result of receiving ESSER funds.

KSDE has revised the risk-based monitoring system to integrate ESSER into the existing Youth Outcome Driven Accountability (YODA) system, but does not anticipate a need to alter the categories of risk. Instead, the timely and accurate reporting, audit findings, and other compliance factors are captured in existing categories.

b. Development and implementation of revised monitoring protocols.

Programmatic and fiscal monitoring of Elementary and Secondary School Emergency Relief Fund (CFDA 84.425D) is integrated into the existing Kansas Integrated Accountability System (KIAS). This monitoring process includes both fiscal and programmatic oversight components.

c. Schedule for subrecipient monitoring, including both programmatic and fiscal issues, based upon the Grantee’s revised risk assessment.

The programmatic monitoring component ensures compliance with specific program requirements, and is conducted on a three-year, cyclical basis. The fiscal monitoring component ensures compliance with both cross-cutting and program specific fiscal requirements, and is also conducted on a three-year, cyclical basis.

Finally, risk-based YODA analysis and monitoring, that combines both fiscal and program elements, is conducted annually for all LEAs.

Appendix A

School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

Data is representative of March 31, 2021 – end of school year.

Table 1

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the “offered to all students,” “offered to some students,” and “not offered” columns is equal to the number in the “all schools” column.

Add or change rows as needed

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	1310	Disaggregated data not	Disaggregated data not	Disaggregated data not

		currently available	currently available	currently available
School buildings open with both remote/online and in-person instruction (hybrid)	1310	Disaggregated data not currently available	Disaggregated data not currently available	Disaggregated data not currently available
School buildings open with full-time in-person instruction	1310	1310	0	0

Appendix A continued

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

Table 2

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

Disaggregated data not currently available.

Appendix A continued

2019 Math Assessment Results by Subgroup Sorted by % Scoring in Highest Two Performance Levels*

Table 3

Math	Year Assessed	Group/Subgroup	%Level 1	%Level 2	%Level 3	%Level 4	%Levels 3 & 4*
State	2019	All Students	28.29	39.05	23.25	9.39	32.64
State	2019	Asian	14.97	30.37	29.04	25.6	54.64
State	2019	White	22.18	39.12	27.25	11.42	38.67
State	2019	Male	28.9	36.95	23.3	10.83	34.13
State	2019	Female	27.65	41.25	23.2	7.88	31.08
State	2019	Multi-Racial	32.16	39.64	20.48	7.7	28.18
State	2019	Native Hawaiian or Pacific Islander	30.83	44.42	16.63	8.11	24.74
State	2019	American Indian or Alaska Native	36.55	40.88	17.52	5.02	22.54
State	2019	Free/Reduced	39.98	40.72	15.55	3.73	19.28
State	2019	Hispanic	40.3	40.78	15.17	3.74	18.91
State	2019	Homeless	48.96	37.17	11.49	2.35	13.84
State	2019	African American	50.37	36.04	10.96	2.61	13.57
State	2019	Foster Care	50.27	36.5	11.3	1.91	13.21
State	2019	Migrant	53.37	35.16	9.72	1.73	11.45
State	2019	Students w/Disabilities	60.73	28.22	8.03	3.01	11.04
State	2019	English Learners	54.18	36.44	8.06	1.3	9.36

Appendix A continued

2019 English Language Arts (ELA) Assessment Results by Subgroup Sorted by % Scoring in Highest Two Performance Levels*

Table 4

English Language Arts	Year Assessed	Group/Subgroup	%Level 11	%Level 12	%Level 13	%Level 14	%Levels 3 & 4*
State	2019	All Students	29.45	33.95	27.86	8.72	36.58
State	2019	Asian	19.11	29.09	34.5	17.28	51.78
State	2019	White	23.17	33.86	32.19	10.76	42.95
State	2019	Female	24.74	34.75	30.41	10.08	40.49
State	2019	Multi-Racial	31.98	34	26.18	7.82	34.00
State	2019	Male	33.95	33.18	25.43	7.41	32.84
State	2019	Native Hawaiian or Pacific Islander	37.44	32.71	23.25	6.58	29.83
State	2019	American Indian or Alaska Native	35.71	36.31	23.22	4.74	27.96
State	2019	Free/Reduced	41.97	35.16	19.19	3.66	22.85
State	2019	Hispanic	42.46	35.75	18.26	3.5	21.76
State	2019	African American	50.75	31.17	15.2	2.85	18.05
State	2019	Homeless	49.87	32.73	14.94	2.44	17.38
State	2019	Foster Care	51.6	31.57	14.3	2.51	16.81
State	2019	Students w/Disabilities	63.02	23.27	10.61	3.08	13.69
State	2019	Migrant	56.35	30.48	11.72	1.43	13.15
State	2019	English Learners	62.5	29.95	7.01	0.52	7.53

Appendix A continued

Graduation Rate: 2020 State Aggregate by Subgroup

Table 5

Subgroup	Graduation Rate - %
All Students	88.3
White	90.4
Hispanic	84.1
African-American	79.8
Asian	94.6
Multi-Racial	86.6
Native Hawaiian Pacific Islander	78.0
Native American	81.0
Free and Reduced Lunch	81.2
Students with Disabilities	80.3
ELL	83.7
Migrant	78.3
Homeless	68.3
Military	90.3
Foster Care	60.8

Chronic Absenteeism Rate: 2020 State Aggregate by Subgroup

Table 6

Subgroup	Chronic Absenteeism Rate - %
All Students	13.90
Males	13.69
Females	14.12
White	12.41
Hispanic	16.43
African-American	19.66
Asian	8.97
Multi-Racial	16.95
Native Hawaiian Pacific Islander	18.40
Native American	19.98
Free and Reduced Lunch	18.95
Students with Disabilities	19.01
ELL	15.51
Homeless	34.65
Military	10.65
Foster Care	28.93

Appendix A continued

Impacts of COVID 19 on Educational Outcomes for Students in Criminal Justice System

Table 7

	Juvenile Detention		Juvenile Corrections		Adult Corrections	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Earned High School Credits	679	436	201	172	12	28
Obtained High School Diploma	38	11	37	31	2	4
Enrolled in GED Program	38	20	67	33	53	38
Earned a GED	6	5	37	19	27	14
Enrolled in Job Training Courses/Programs	0	2	252	107	0	0

McKinney Vento Students – 2-Year State Aggregate by Category

Table 8

Number of Identified McKinney Vento Students	2018-19	2019-20
LEAs with identified McKinney Vento students	185	171
Identified students doubled up	7434	6419
Identified students who are unaccompanied	1032	945
Identified students in shelters or transitional housing	594	644
Identified students unsheltered (tents, cars, parks, abandoned buildings, et cetera)	139	129
Identified students living in motels/hotels	544	415
Identified students who are classified as migrant	202	204
Identified students with disabilities	1718	1674
Identified students Limited English Proficient (LEP)	1244	1062

Appendix B: Reporting Language Included in the Grant Award Notification (“GAN”)

As described in the Grant Award Notification (“GAN”), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school’s mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and LEA level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (“FFATA”); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
 - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
 - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application. Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

General Education Provisions Act (GEPA) Section 427

The Kansas State Department of Education takes numerous steps to ensure equitable access to, and participation in, its federally assisted programs for students, teachers, and other beneficiaries, including students with disabilities and English learners. The first step is to include the requirement that an EEO statement must be on all applications. As KSDE staff review applications, provide technical assistance, and monitor programs, consideration is given to equitable access to federal programs. In addition, KSDE has a complaint procedure an individual may use when a complaint regarding discrimination is made. On occasion, KSDE staff are included in Office of Civil Rights (OCR) visits as a result of a complaint.

The KSDE arranges for special accommodations upon request for any participant with special needs. For example, interpreters are available for signing to the deaf participants at workshops and meetings.

KSDE requires all LEAs and education service centers who receive federal funds to update GEPA information. This information is kept on file at KSDE.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.