

MINUTES



Commissioner's Task Force on ESSER II and EANS Distribution of Money
Friday, April 16th

CALL TO ORDER

(00:02:20)

Chairman Porter called the weekly meeting of the Commissioner's Task Force to order at 3:00p.m. on Friday, April 16th.

The meeting was conducted via video conference and was live streamed for the public to observe and listen.

APPROVAL OF AGENDA

MOTION
(00:02:26)

Adam Proffitt made a motion to approve the agenda for the April 16th meeting, and Melissa Rooker had seconded it. (17-0). Alicia Thompson and Tracy Callard were not present at the beginning of the meeting to vote on this motion.

ATTENDANCE:

The following Task Force members attended by video conference:

Jim Porter	Frank Harwood
Janet Waugh	Tracy Callard
Pat Pettey	Jason Winbolt
Adam Thomas	Melissa Rooker
Simeon Russell	Brad Bergsma
Lisa Peters	Mike Argabright
Janet Eaton	Nick Compagnone
Jamie Rumford	Alicia Thompson
Adam Proffitt	Roberta Lewis
Brenda Dietrich	

APPROVAL OF APRIL 9th MINUTES

MOTION
(00:03:11)

Bert Lewis made a motion to approve of the April 9th minutes, and Jason Winbolt had seconded it (17-0). Alicia Thompson and Tracy Callard were not present at the beginning of the meeting to vote on this motion.

EANS APPLICATION STATUS UPDATE & SUMMARY OF ALL APPLICATIONS – Tate Toedman

(00:05:21)

Tate mentioned that the application window had closed on April 2nd. The KSDE review team received 72 applications, and the total amount in requests is now \$26.9 million (which is slightly higher than Kansas' \$26.7 million EANS allocation).

He then mentioned that there are two unique circumstances out of the 72 schools that applied for EANS funding that will have their application pulled for further discussion (Kansas Academy Institute and Heritage Christian Academy), and these will be pulled for further discussion with the Task Force.

- Kansas Academy Institute – does not have and did not request a building number, nor does it meet the operational definition from KSDE of an elementary or secondary school in Kansas.
- Heritage Christian Academy (0276) – requests for products and services not submitted properly despite multiple attempts; personnel requests have been evaluated and deemed eligible.

Tate discussed that the majority of requests were deemed eligible by the KSDE review team, 80% of requests to be exact (estimating at \$21.9 million value), and 20% of the requests were deemed ineligible (estimating at \$5.1 million value).

He then mentioned that the dollar amounts that are discussed today will be considerably high as the KSDE review team has included shipping, employee benefits, etc.

(00:13:00) RECONSIDERATION AND APPEAL PROCESS OVERVIEW – Tate Toedman

Tate wanted to give a recap of the assistance that the KSDE review team has offered to the private schools during the application process, and some of the items listed were:

- Live online training sessions (recorded and posted online)
- 3 office hours to answer questions
- Submission template with details explanations
- FAQ document posted online
- Allowable use examples document posted online
- EANS email address monitored; all school questions addressed in a timely fashion
- Follow-up with schools after application submission

Tate mentioned that additional opportunities will be provided to private schools to resubmit ineligible requests and submit new requests. The current process the KSDE review team has in place will be the following:

1. Initial Round – March 22nd through April 2nd
2. Reconsideration – April 20th through April 27th
3. Appeals – TBD (expecting to be around May/June)
4. Second Round of Funding – TBD; EANS II Application process will begin. The tight deadline we experienced during the EANS I application process will be very similar to the EANS II application process.

He also emphasized that if an ineligible request is to change to an eligible request (according to the KSDE review team), the request will then be given to the Task Force during the reconsideration/appeal process.

SUMMARY AND DISCUSSION OF ELIGIBLE REQUESTS – Tate Toedman

(00:25:11)

Tate discussed that the average dollar amount in eligible requests per school was \$304K (the range was \$10K to \$808K per school in eligible requests). Over the total length of the program, the value of eligible requests per student will be \$1.3K.

He mentioned that the majority of **eligible** requests will be going towards personnel, with significant investments in several other categories, including the following:

- Personnel Requests – 68% - \$15.0 million
- Curriculum and Professional Development – 12% - \$2.5 million
- Technology – 9% - \$2.0 million
- Sanitization – 6% - \$1.3 million
- SEL and Mental Health – 5% - \$1.1 million

SUMMARY AND DISCUSSION OF INELIGIBLE REQUESTS – Tate Toedman

(00:33:01)

All expenditures must be reasonable, necessary, and allocable (proportional).

Ineligible requests represent 19% of total requested value. The ineligible request presentation was separated into seven categories, and those categories will include the following (and their requested value):

1. Unique Circumstances - \$0.03 million
2. Non-Allowable Categories - \$1.5 million
3. Technology - \$2.7 million
4. Curriculum and Professional Development - \$0.4 million
5. Personnel - \$0.2 million
6. SEL and Mental Health - \$0.2 million
7. Sanitization - \$0.1 million

Tate then discussed the two “Unique Circumstances” ineligible requests, and they included the following schools:

The Kansas Academy: The KSDE review team recommended to the Task Force that the Kansas Academy’s (entire) application is ineligible. The school did not have and did not request a building number (which is required for the application process), nor does it meet the operational definition from KSDE of an elementary or secondary school in Kansas.

Heritage Christian – The KSDE review team recommended to the Task Force that Heritage Christian Academy’s completed personnel requests are eligible, and the remainder of their requests are ineligible. The school had submitted an incomplete application and has not been able to resolve the application issues within the EANS review timeframe. The school’s completed personnel requests have been evaluated and deemed eligible.

Next, Tate mentioned the “Non-Allowable Categories” of ineligible requests; which consisted of custodial staff and permanent fixtures (totaling to \$1,485). Some of the ineligible requests in the “Non-Allowable Category” were broken into sub-categories for further explanation, and the sub-categories included:

- Custodial Staff/Services (46 requests; amounting to \$1,067)
- Permanent Fixtures (24 requests; amounting to \$320K)
- Non-Secular (8 requests; amounting to \$76K)
- Paid for with Another Federal Funds/Donation (3 requests; amounting to \$12K)
- Used to Meet IEP Needs (1 request; amounting to \$4K)
- Used to Meet State Requirement (1 request; amounting to \$4K)
- Non-K through 12, etc. (1 request; amounting to \$0.2K)

He then mentioned the rationale that the KSDE review team had for the ineligible requests in the sub-categories listed above.

Then, Tate discussed the third category which was Technology. The ineligible requests for technology were grouped into 10 sub-categories which included the following:

- In-Person School, Remote/Hybrid Request (110 requests; amounting to \$1,330)
- Instructional Tech -Unnecessary and/or unreasonable (22 requests; amounting to \$444K)
- Tied to Ineligible Device (14 requests; amounting to \$38K)
- Rationale Not Related to COVID (12 requests; amounting to \$176K)
- Software and Tech Support Not Related to COVID (12 requests; amounting to \$58K)
- Outdated Tech Replacement (11 requests; amounting to \$438K)
- Learning Loss – Insufficient Rationale (9 requests; amounting to \$131K)
- Unrelated Tech (Data Storage & Printers) (7 requests; amounting to \$18K)
- Livestreaming Events (5 requests; amounting to \$8K)
- Unreasonable Quantity or Stated Need, etc. (3 requests; amounting to \$53K)

Tate then went over that the ineligible rationale with the sub-categories listed above. Janet Eaton mentioned that the Task Force will most likely see a large amount of technology requests during the reconsideration/appeal process, and Tate agreed.

Next, Tate discussed the fourth sub-category of ineligible requests; which is Curriculum and PD, and it was separated into four sub-categories, and they were:

- Curriculum Material Not Necessary to Address Incremental COVID Need (18 requests; amounting to \$32K)
- Field Trips and Busses (17 requests; amounting to \$178K)
- Rationale Doesn't Explain Addressing of COVID Need (16 requests; amounting to \$191K)
- Remote/Hybrid – In-Person School (58 requests; amounting to \$406K)

The next ineligible request category Tate had discussed was personnel, and it was separated into three sub-categories, which consist of the following (amounting to \$238K over the length of the program):

- Vice Principal (1 request; amounting to \$178K (\$55K per year request; for two years and benefits)
- Librarian – (1 request; amounting to \$59K)
- Insufficient amount of info - \$1K (taxes and fees only; no position) – again, the school didn't provide enough information.

He then discussed the rationale behind deeming the requests above as ineligible.

Tate then covered the ineligible requests for SEL & Mental Health; which had been grouped into four sub-categories, and the sub-categories consisted of:

- Not sufficiently related to COVID (6 requests; amounting to \$19K)
- Not student-oriented program (3 requests; amounting to \$9K)
- Not incremental program (2 requests; amounting to \$15K)
- Unreasonable (summer camp, gardening) (127 requests; amounting to \$127K)

He then went through the rationale of the ineligible requests, and why the KSDE review team deemed them as ineligible.

The last ineligible request category Tate went over was sanitization, and it was broken up into six sub-categories which consisted of:

- Unrelated cleaning (bathroom maintenance, dust/dirt, waxing floors) (45 requests; amounting to \$21K)
- Unrelated furniture & appliances (in-seat movement, teacher desk, and kitchen) (11 requests; amounting to \$17K)
- PE/Play Equipment (8 requests; amounting to \$2K)
- Not necessary to facilitate social distancing/prevent cross-contamination (6 requests; amounting to \$12K)
- Rationale not related to COVID (3 requests; amounting to \$1K)
- No-Contact Vision Screener (1 request; amounting to \$8K)

VOTE TO RECOMMEND APPLICATION SLATE TO KSBOE – Chairman Porter

(01:11:55)

Chairman Porter opened the meeting to the Task Force members for any questions; in which several questions were asked from Task Force members.

Frank Harwood made a motion to pull the three food service requests from Sacred Heart Elementary (in Shawnee, KS) EANS application for further review, and to be discussed during the reconsideration/appeal process. Lisa Peters had seconded the motion. Motion carried (19-0).

MOTION
(01:27:40)

Frank Harwood made a motion to approve the remaining recommendations as presented by the KSDE team. Bert Lewis had seconded it. Motion carried (19-0).

MOTION
(01:29:18)

Next Steps – Tate Toedman

(01:30:28)

Tate Toedman mentioned that the next few steps that will take place after this afternoon’s Task Force meeting has finished, and the next step items include the following:

- KSDE to incorporate any approved Task Force changes to eligibility determinations
- KSDE to finalize materials for KSBOE meeting on Monday
- KSBOE to give final approval to slate of recommendations
- KSDE to inform schools and service centers of determinations and provide instructions for reconsideration requests
- Next week (04/23): The Task Force meeting will be scheduled for an hour, and will help prepare the Task Force for the ESSER II application process (25 applications received to date).

ADJOURNMENT - Chairman Porter adjourned the meeting at 4:34pm. The next meeting will occur on Friday, April 23rd at 3:00pm.



Commissioner's K-12 Relief Funds Task Force

KANSAS
STATE DEPARTMENT OF
EDUCATION
www.ksde.org | #KansansCan

Task Force Meeting
April 23, 2021

Kansas leads the world in the success of each student.

4/23 Task Force meeting

3:00 to 3:05pm	Call to Order
3:05 to 3:10pm	Status Update on EANS I Application & Reconsideration Processes
3:10 to 3:20pm	Review of ESSER guidelines and key differences from EANS
3:20 to 3:25pm	Status Update on ESSER II Application Process
3:25 to 3:35pm	Walkthrough of a Completed ESSER II Application
3:35 to 3:50pm	Walkthrough of Plan for Task Force ESSER II Application Review
3:50 to 3:55 pm	Status Update on ESSER I Reporting
3:55 to 4:00pm	Next Steps

Status Update on EANS I Application & Reconsideration Processes



EANS I status update

On Monday, the State Board of Education voted to approve the Task Force's EANS I recommendations

- Majority of requests (80%) were deemed eligible, representing \$21.6M in value out of Kansas's \$26.7M EANS allocation

On Tuesday, KSDE launched the EANS I Reconsideration Process for the 20% of requests deemed ineligible

- Schools were informed of EANS I decisions and provided details on the Reconsideration Process
- KSDE hosted training / office hours to answer schools' questions on April 22
- Schools will submit updated descriptions and/or quantities for each ineligible request; all requests are due by 11:59pm CT on April 27
- KSDE will then review the updated requests and provide recommendations for Task Force review on May 7 and KSBOE approval on May 11-12

Next steps for EANS I are to fulfill eligible requests through Service Centers and prepare for reporting

- Service Centers are preparing to fulfill eligible requests
- Monthly reporting will kick off in mid-May; summary data will be shared periodically with the Task Force



Review of ESSER guidelines and key differences from EANS



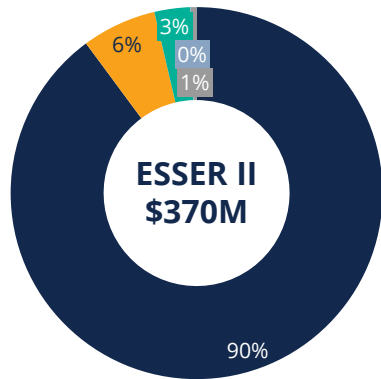
Recall | ESSER funds intended to support LEAs in addressing the impact of COVID-19

Elementary & Secondary School Emergency Relief Fund (ESSER)

Description	Awarded to SEAs based on Title I formula to provide emergency relief funds to LEAs to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation		
Intended Use	Used by LEAs for preventing, preparing for, and responding to COVID-19		
	ESSER I	ESSER II	ESSER III
Bill	CARES Act (Mar '20)	CRRSA Act (Dec '20)	ARP Act (Mar '21)
KS Amount	\$85M	\$370M	\$831M
Timeframe	<ul style="list-style-type: none"> Usable from Mar '20 Award by Jun '21 Obligate by Sep '22 	<ul style="list-style-type: none"> Usable from Mar '20 Award by Jan '22 Obligate by Sep '23 	<ul style="list-style-type: none"> Usable from Mar '20 Award within 60 days Obligate by Sep '24



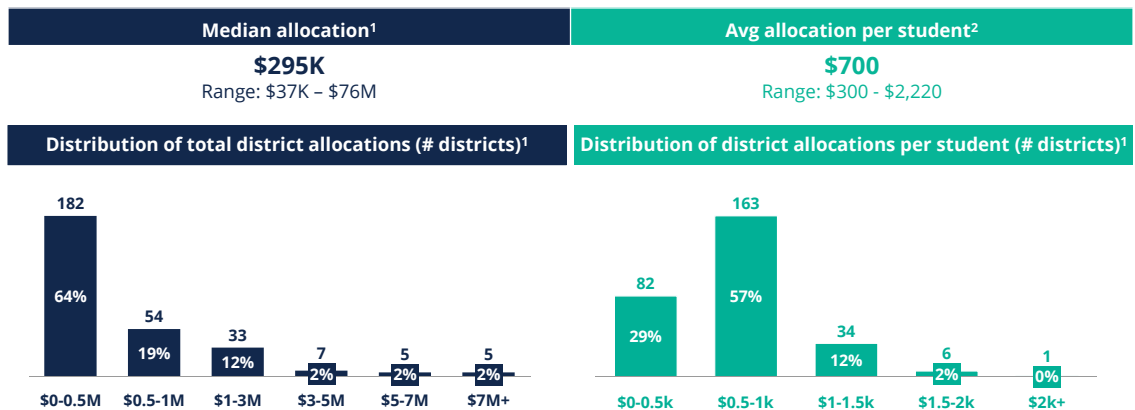
Recall | ESSER II has multiple components; \$370M in total allocated to Kansas



Separate funding streams will need to be tracked separately by the districts and KSDE

Funding Source	Component	Amount
Federally mandated	Direct district allocation	\$332.8M
	Allocated through Title I formula	
KSDE discretionary (9.5%)	KSDE true up	\$11.5M
	Ensures all districts receive at least \$300 per student	
KSDE Administration (0.5%)	Special Education (SPED)	\$24M
	Additional set-aside for LEAs split across 2021-22 and 2022-23	
SEA Administration	Schools for the Deaf & Blind	\$0.2M
	Set-aside as schools do not receive funds through LEA distributions	

Plans will vary widely in terms of total district allocations and allocations per student



1. Data includes direct district allocations and true up allocations; allocations for interlocals, ESSER II SPED, School for the Deaf & Blind, and KSDE administration amounts are not included 2. FY2021 FTE excluding virtual students was used to calculate the True Up allocation and total allocations per student

Key differences between ESSER II and EANS I



Different requirements for timing of plan submission or Task Force response time¹

ESSER II plans will be **reviewed on an ongoing basis** over the duration of the ESSER II program



Information on requests will be at a **higher level than EANS** (account-level vs. product/service-level)

Eligibility determinations will need to be made with **less granular information**



Districts have **set dollar allocations**, with **considerable flexibility** to use funds across 15 different allowable uses; in contrast, EANS I was a **competitive grant process** with no predetermined amount per school

Eligibility recommendations should focus on ensuring plans are **allowable within the 15 ESSER II allowable uses** and address **incremental COVID needs**

1. ESSER II does include timing requirements are for awarding of funds to districts (January 2022), and district obligation of funds (September 2023), but not the 30-day application launch or response time deadlines included in EANS I



ESSER II requirements are significantly different from EANS I, with implications for the review process

What was allowable under EANS that is not allowable under ESSER II?

Everything allowable under EANS is also allowable under ESSER II

What was not allowable under EANS that is allowable under ESSER II?

- Permanent fixtures
- Custodial staff
- Purchase of property that remains with the district after the program
- Activities authorized under ESEA, IDEA, AEFLA, Perkins, and McKinney-Vento

The following uses may have been deemed eligible under EANS but are **explicitly called out as allowable uses** under ESSER II:

- COVID preparedness and response
- Public health protocols for reopening
- Resources for principals / leaders to address school needs
- Activities to address the unique needs of at-risk student populations
- School facility repairs to reduce transmission as permissible

Like EANS, ESSER funds must be used to address an incremental, COVID-driven need



Status Update on ESSER II Application Process & Reporting



ESSER II status update

Application launched on Wednesday, 3/24

Materials posted on KSDE website include:

- Link to application and reporting in Kansas CommonApp
- Hard copy of application/reporting instructions and questions (PDF)
- Application and reporting templates (Excel)
- District allocation numbers, including true up allocations
- Frequently Asked Questions
- Fact sheet with examples for each ESSER II allowable use category

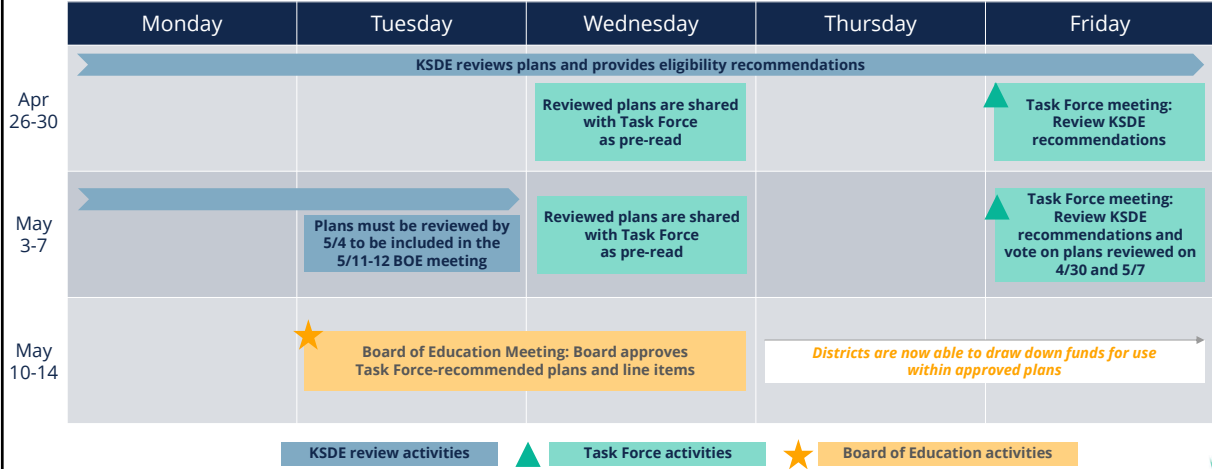
Virtual events hosted to help districts navigate the application process

- Webinar and Q&A on Wednesday, 3/24 (recorded and posted online)
- Email address (esser@ksde.org) monitored for applicant questions
- Office hours being scheduled

46 applications submitted to date; 94+ applications currently in progress



ESSER II plans reviewed in the next two Task Force meetings will go to the BOE for approval on May 11-12



Walkthrough of a Completed ESSER II Application




USD 362: Prairie View | Application pre-read materials

Completed application

Kansas CommonApp (2020)
 1433-ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

362_Prairie View_ESSER II Plan_0415



Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entry Name | Prairie View USD 362

Applicant / Mailing Address
 13799 KS Hwy 152
 La Cygne, KS 66040

Applicant / First and Last Name of Owner, CEO, or Executive Director | Rex Bollinger

Applicant / Email Address of Owner, CEO, or Executive Director | rex@p362.org

Applicant / Phone Number | 9137575077

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(For **KANS** and **ESSER** grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant details

Full District Name | Prairie View

District Number | 362

Itemized planned expenditures

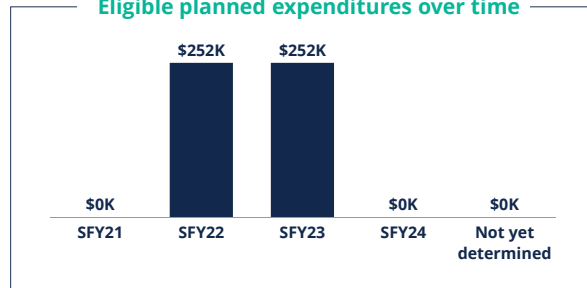
Expenditure ID	Eligible Revenue Recommendation	Funding Source	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditure within the project and how it will address the eligible population	Total Expenditure (\$)	Budgeted Expenditure in SFY 2021 (\$)	Budgeted Expenditure in SFY 2022 (\$)	Budgeted Expenditure in SFY 2023 (\$)	Budgeted Expenditure in SFY 2024 (\$)	Account Number	Notes
362-1-001	Eligible	Direct Instruction	Instruction	Personal Services	ESSER II	12. Addressing Salaries of teachers to address learning loss among students including vulnerable populations	\$ 200,000.00	\$ -	\$ 175,000.00	\$ 175,000.00	\$ -		7
362-1-002	Eligible	Direct Instruction	Instruction	Personal Services	ESSER II	11A. Planning and implementing summer learning or enrichment programs	\$ 42,000.00	\$ -	\$ 21,000.00	\$ 21,000.00	\$ -		7
362-1-003	Eligible	Direct Instruction	Instruction	Personal Services	ESSER II	11B. Planning and implementing summer learning or enrichment programs	\$ 42,000.00	\$ -	\$ 21,000.00	\$ 21,000.00	\$ -		7
362-1-004	Eligible	Direct Instruction	Instruction	Regular Salaries	ESSER II	11A. Planning and implementing summer learning or enrichment programs	\$ 16,000.00	\$ -	\$ 8,000.00	\$ 8,000.00	\$ -		7
362-1-005	Eligible	Direct Instruction	Instruction	Personal Services	ESSER II	11A. Planning and implementing summer learning or enrichment programs	\$ 14,000.00	\$ -	\$ 7,000.00	\$ 7,000.00	\$ -		7

USD 362: Prairie View | Profile and value breakdown

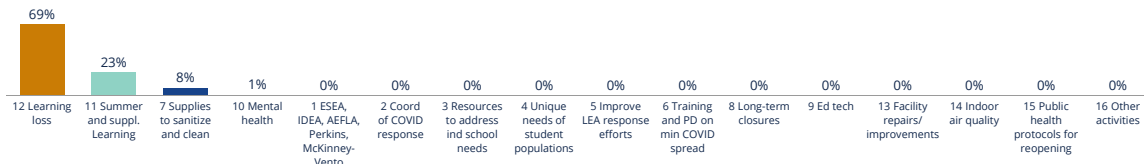
District Profile

Number of students	876
Percent low-income	45%
Direct and per-student allocation	\$505K
Total included in current plan	\$505K
Recommended eligible value	\$505K
% recommended eligible	100%
Eligible \$ per student	\$576

Eligible planned expenditures over time



% Value of Eligible Planned Expenditures by Allowable Use



USD 362: Prairie View | Plan summary

ESSER II Plan Summary

The district will utilize the funds to provide **summer school instruction** to students that have been identified as exhibiting learning loss. Summer school will be at all levels elementary, middle, and high school. Previously we have only had a credit recovery portion for the high school as a summer school. We will also provide an **after school program** for students that meet the criteria of having learning loss due to the pandemic. In addition, during the school year we have hired an elementary mathematics specialist, 6-12 reading specialist, and are hiring an additional English Language Arts teacher at the middle school to **address learning loss** of students due to the pandemic. ESSER funds will also be utilized to provide **materials to sanitize and clean** the buildings to minimize the possibility of spreading the COVID19 virus. Additional funds will be utilized to address the **mental wellness of staff** due to the stress of the pandemic.



USD 362: Prairie View | Ineligible line items

Ineligible planned expenditures - Total value: \$0.0M

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
N/A - All planned expenditures deemed eligible					



Walkthrough of Plan for Task Force ESSER II Application Review



KSDE review process filters applications into two categories for Task Force verification of request eligibility

KSDE review process to develop recommendation to Task Force:

1. **Assess plan line-items** for eligibility along criteria
2. **Make every effort to contact districts** for line-items deemed ineligible or insufficient information
3. **Reassess line-items** for eligibility if additional information is provided
4. **Form final recommendation** to the Task Force based on thorough plan review



Task Force will have access to all reviewed plans; ineligible items presented thematically where possible

Pre-read material for each meeting

- PDF of each reviewed plan (CommonApp)
- Compiled list of all line-items with KSDE eligibility determination sorted by district (Excel)

Eligible recommendations

- **High level summary information is presented during Task Force meeting** (e.g., planned expenditures by function/object code or allowable use; key themes and qualitative examples)

Ineligible recommendations

- **Line-items deemed ineligible for similar reasons will be shared by theme across districts**
- **Where relevant, individual district dossiers will be shared to provide district-specific context**

Task Force members will **vote on the slate of recommendations** (including any Task Force-proposed amendments); that approved slate will then be shared with the Board of Education



Upcoming Task Force meetings will focus on reviewing and voting on KSDE ESSER II recommendations

Agenda item	4/30	5/7
Status update	<p>First batch of reviewed plans <i>Target: 15-20 plans</i></p>	<p>Second batch of reviewed plans <i>Target: 20-25 plans</i></p>
Verification of request eligibility	<p>Summary of eligible line-item recommendations, summary by theme of ineligible recommendations, and select district dossiers presented by KSDE; recommendations discussed and voted on by Task Force</p>	
Meeting outcome	<p>Eligibility determinations for the first subset of plans to be shared with the Board of Education (May 11-12)</p>	

Note: Some Task Force time on 5/7 will need to be reserved for EANS reconsideration requests (TBD based on volume of EANS requests)



ESSER II status update will consist of four components



Total number of plans submitted and reviewed



Profile of districts included in this batch for Task Force review



Summary of eligible planned expenditures and cumulative eligible ESSER II value



Summary of ineligible planned expenditures

Note: Status updates (excluding the cumulative eligible summary page) will only include data from districts included in that week's batch of applications for Task Force review



ESSER II plan status tracker

Updated 4/22 6pm CT

46
Submitted



17
Entered Review



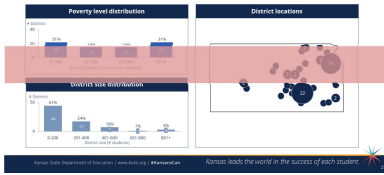
7
Primary Reviews Completed¹

1. Secondary reviews will be conducted in batches to calibrate and ensure consistency across reviews

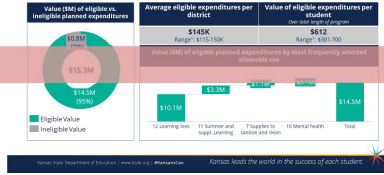


Status update for ESSER II will be similar in structure to EANS I

Illustrative | Profile of this batch of ESSER II districts

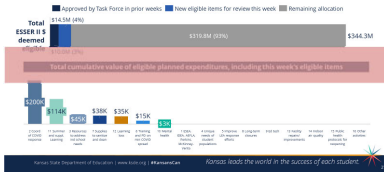


Illustrative | Summary of eligible planned expenditures

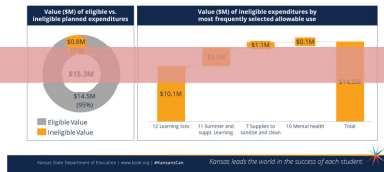


Illustrative

Illustrative | ESSER II cumulative value tracker



Illustrative | Summary of ineligible planned expenditures



Illustrative



Status Update on ESSER I Reporting



ESSER I reporting will be reviewed by KSDE in parallel and summarized for the Task Force



268 ESSER I reports have been submitted (as of April 22 5pm CT)

- KSDE is in the process of reviewing reports for **completion and data integrity** (evaluation of allowability of submitted expenditures will be conducted by federal auditors)
- ESSER I reporting reviews will be conducted **separately from ESSER II**; issues will be resolved with the districts prior to bringing data to the Task Force

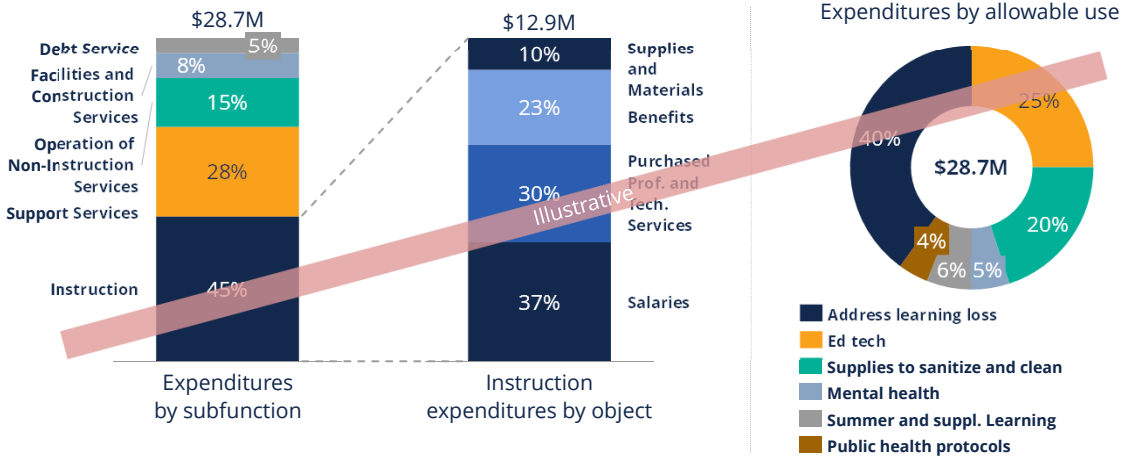


Data will be aggregated and shared with the Task Force

- A **summary of key insights** will be shared with the Task Force (mid/late May)
- Trends from future quarterly reports on ESSER II will be **summarized for the Task Force** following each submission deadline



Updating ESSER spend at account level on a regular basis will enable robust reporting



Next Steps



Next steps

- KSDE to continue reviewing submitted ESSER II plans
- Pre-read materials to consist of ESSER II plans (pdfs and list of planned expenditures) for review in next Friday's Task Force Meeting
- KSDE to prepare summary ESSER II materials to share with the Task Force next Friday
- In parallel, KSDE will begin to review EANS I reconsideration requests and screen ESSER I reports for completion (both for review at later Task Force meetings)





15 Authorized Uses for ESSER II Funds

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p>1. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.)</p>	<ul style="list-style-type: none"> • Expand Title 1 Program for learning loss. • Add staff to lower class sizes for COVID-related safety. (Cohorting, increasing physical space, etc.) • Create additional family engagement activities – surveys, etc. to provide feedback for program development. (Making connections outside of school hours.) • Establish a safe in-person environment for a limited number of students most in need of in-person support, even while most of the district may be remote. • Provide personal protective equipment and other resources to safely, send teachers to work with students in the home, when appropriate.
<p>2. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>	<ul style="list-style-type: none"> • Assign staff to attend coordinating meetings. • Meet regularly with county health officials and emergency management staff. • Share resources and facilities with county health officials and emergency management staff.
<p>3. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</p>	<ul style="list-style-type: none"> • Provide professional development on leading during a pandemic, addressing learning loss, etc. • Provide professional development on addressing mental health for staff and students. • Provide health care training for administrators and school leaders. • Develop remote learning strategies. • Provide training for communicating with parents, staff, and students during remote learning.

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p>4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.</p>	<ul style="list-style-type: none"> • Locate disengaged students and make sure they have access to education. • Connect families with community resources. • Translate materials for families. • Establish a safe in-person environment for a limited number of students most in need of in-person support, even while most of the district may be remote. Hold classes at different hours of the day to accommodate unusual family schedules. • Provide meals (sack lunches) for students who cannot safely come to school.
<p>5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<ul style="list-style-type: none"> • Pay staff for time outside of their contract to develop and implement necessary procedures in response to a health emergency, i.e. health protocols, mitigation of virus, cohorting procedures.
<p>6. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</p>	<ul style="list-style-type: none"> • Bring in health departments and other community health professionals to provide professional development on mitigation efforts, training on how to use tools/ technology, etc. • Train all school staff on appropriate sanitation. • Share school staff training with staff from other agencies such as hospitals, nursing homes, businesses, retail stores, etc. • Share school sanitation protocol training with parents.
<p>7. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.</p>	<ul style="list-style-type: none"> • Purchase additional supplies or specialty equipment necessary to mitigate the virus within school buildings. • Purchase personal protective equipment; face masks, shields, gowns, gloves, etc.
<p>8. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.</p>	<ul style="list-style-type: none"> • Provide for the excess costs associated with nutritional services – delivery, additional distribution locations, additional sanitation protocols/equipment. • Provide remote learning sites, internet hotspots, etc. • Provide meals (sack lunches) for students who cannot safely come to school. • Provide training for parents, staff, and students on use of technology. • Provide training for parents, staff, and students on remote learning practices and strategies.

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p>9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</p>	<ul style="list-style-type: none"> • Purchase additional technology such as tablets, laptops, screen readers etc. for remote teaching and remote learning. • Increase broadband for schools. • Purchase offsite internet security software to protect students and equipment. • Hire IT staff to implement and support additional technology. • Provide mental health services and supports.
<p>10. Providing mental health services and supports.</p>	<ul style="list-style-type: none"> • Contract with mental health agencies to provide counseling, social services, and access to mental health professionals for staff and students in response to COVID-19. • Provide professional development for counselors and social workers. • Develop and implement early warning systems/screeners to identify staff and student mental health needs. • Work with local mental health professionals to train school staff on mental health issues to watch for in students, staff, and parents; as well as how to respond appropriately.
<p>11. Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.</p>	<ul style="list-style-type: none"> • Cover additional salaries/expenses for staff, utility bills, etc. associated with summer extended learning. • Cover expenses associated with providing student transportation to summer learning programs. • Cover expenses associated with additional learning materials to address specific needs created by or as a result of the pandemic. • Implement effective and impactful summer learning programs and after-school programs: Team teach, small classes, varied timeframes, curriculum tied to field trips and hands-on activities, multi-age student groupings, cross curricular instruction, etc.

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p>12. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by —</p> <ol style="list-style-type: none"> Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. Implementing evidence-based activities to meet the comprehensive needs of students. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. Tracking student attendance and improving student engagement in distance education. 	<ul style="list-style-type: none"> Purchase screeners or assessments to help identify student learning loss. Provide tutoring services to students. Host parent camps – provide technology training, curriculum explanation/ training, etc. Extend the length of the school year. Add more breaks if necessary. Purchase curriculum targeted toward areas in which students have fallen behind.
<p>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.</p>	<ul style="list-style-type: none"> Install plexiglass dividers and shields for classrooms, libraries, cafeterias, etc. Replace non-opening windows with windows that open. Contract an audit of district, pandemic safety protocols. Create signage related to pandemic safety protocols, i.e. one-way traffic flow in cafeteria, library, etc. Remodel space to create more classrooms to allow smaller, socially distanced class sizes. Lease space in community buildings to allow smaller, socially distanced class sizes.

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p>14. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.</p>	<ul style="list-style-type: none"> • Upgrade filtration/HVAC systems for better air flow and outdoor air circulation. • Contract for an audit of HVAC systems. • Improve air filtering systems • Add air purification systems
<p>15. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.</p>	<ul style="list-style-type: none"> • Payments for already contracted services that can't be used due to the pandemic – i.e. school bus services. • Payments of salaries for staff whose duties can't be performed when schools are in remote learning environments. • Payment of salaries for staff who are afflicted by COVID or underlying health conditions that prohibit them from working and the staff member has no remaining sick leave – hazard pay. • Payments for additional staff duties or risks that are due to additional COVID-19 related duties. NOTE: Bonuses are explicitly prohibited. • Payment for substitute teachers necessary due to staff members being quarantined. • Hire additional nurses, custodians, counselors, social workers, teachers, cooks, IT staff. All additional staff must be related to needs caused by COVID.

For more information, contact:

Dr. S. Craig Neuenswander
Director
Division of Fiscal and Administration Services
(785) 296-3871
cneuenswander@ksde.org



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

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

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF UNDER THE CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT (ESSER II)

APPLICATION

The Kansas State Department of Education (KSDE) has developed this application to gather the information necessary to ensure ESSER II plan compliance with state and federal law and report on the use of ESSER II funding. Please complete all required questions in the application form as well as the application template provided for download. The window for application submission will begin March 24, 2021.

Please note – applications will be reviewed by the Commissioner’s Task Force in recorded public meetings, and all information entered in the application is subject to public disclosure.

If any questions arise as you fill in the application, please review our FAQ materials or reach out to the ESSER application team at ESSER@KSDE.org.

Part A: Basic District Information

1. **Full District Name** (Short text answer):

2. **District Number** (Short numeric response):

3. **Mailing Address**

a. Street Number and Name (Short text response):

b. City (Short text response):

c. Zip Code (Short numeric response):

4. **Authorized Representative of the District**

a. Name (Short text response):

b. Position/Title (Short text response):

c. Email address (Short text response):

d. Phone number (Short text response):

5. **Other District Representatives**

All official communication (including general communications across applications) will be directed to the district's authorized representative. KSDE will, to the best of its ability, include the additional contact in district-specific communications (e.g., clarification questions or application comments).

a. (Optional) Email address 1 (Short text response):

b. (Optional) Email address 2 (Short text response):

PART B: COVID-19 Impact and ESSER I Funding

Impact of COVID-19

6. Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population (free response, 250-word limit).

Plan for remaining ESSER I funding

7. Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? (Yes/No)
8. If applicable, please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds (free response, 200-word limit).

Note: The summary of remaining ESSER I plan is for context only; Task Force approval is not needed for further ESSER I drawdowns.

PART C: Plan for Use of ESSER II Funds

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- (1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(10) Providing mental health services and supports.

(11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

(13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(15) Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

(16) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II direct district allocation

9. Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs (free response, 300-word limit).
10. How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students? (free response, 150-word limit)?
11. Please download and complete the ESSER II application template here to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes (file upload).

Please note:

- Plans and budgets should be submitted for at least a 12-month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across

funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

The below question will be a required component of the application once KSDE has publicly shared ESSER II SPED allocations by district; until then, **districts should not provide an answer to this question or supply budgeted expenditure data for ESSER II SPED.**

Plan for ESSER II SPED

- 12.** Please provide an overview of the district's ESSER SPED plan, including:
- a. COVID-19 impacts on the district's students with disabilities,
 - b. how the district has spent its ESSER I SPED allocation and what it accomplished,
 - c. how the district proposes using ESSER II SPED funding to address COVID-19 need across the 15 allowable use categories, and
 - d. how it will determine the impact of its funding on students with disabilities within the district.

Note: All districts (including districts that are members of Special Education Cooperatives) will need to provide a description of how their district's specific SPED allocation will be spent.

(Free response, 250-word limit)

Part C: Assurances

Local Education Agency (LEA) ASSURANCES

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

Subject	Statute	Regulation
Discrimination on the basis of race, color, or national origin	Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4)	34 CFR part 100.
Discrimination on the basis of sex	Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683)	34 CFR part 106.
Discrimination on the basis of handicap	Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)	34 CFR part 104.

Discrimination on the basis of age	The Age Discrimination Act (42 U.S.C. 6101 <i>et seq.</i>)	34 CFR part 110.
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(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

- §200.302 Financial management.
- §200.303 Internal controls.
- §200.305 Payment.
- §200.313 Equipment.
- §200.314 Supplies.
- §200.318 General procurement standards.
- §200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

- §200.403 Factors affecting allowability of costs.
- §200.404 Reasonable costs.
- §200.405 Allocable costs.
- §200.413 Direct costs.
- §200.415 Required certifications.
- §200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this

certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- (1) *Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).*
- (2) *Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.*
- (3) *Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.*
- (4) *Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.*
- (5) *Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.*

- (6) *Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.*
- (7) *Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.*
- (8) *Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.*
- (9) *Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.*
- (10) *Providing mental health services and supports.*
- (11) *Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.*
- (12) *Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.*

- (13) *School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.*
- (14) *Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.*
- (15) *Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.*

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31

U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

- a. Name of Authorized Representative of the District:
- b. Signature of Authorized Representative of the District:
- c. Date:

DRAFT

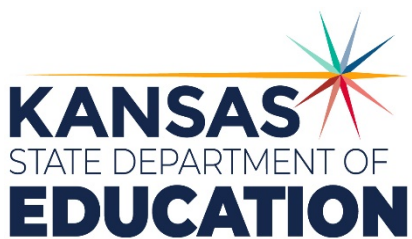
Accounting Policy - Depreciation Method: Straight-Line Method

Account Name	Year 1	Year 2	Year 3
Account 1	1000	1000	1000
Account 2	2000	2000	2000
Account 3	3000	3000	3000
Account 4	4000	4000	4000
Account 5	5000	5000	5000
Account 6	6000	6000	6000
Account 7	7000	7000	7000
Account 8	8000	8000	8000
Account 9	9000	9000	9000
Account 10	10000	10000	10000
Account 11	11000	11000	11000
Account 12	12000	12000	12000
Account 13	13000	13000	13000
Account 14	14000	14000	14000
Account 15	15000	15000	15000
Account 16	16000	16000	16000
Account 17	17000	17000	17000
Account 18	18000	18000	18000
Account 19	19000	19000	19000
Account 20	20000	20000	20000
Account 21	21000	21000	21000
Account 22	22000	22000	22000
Account 23	23000	23000	23000
Account 24	24000	24000	24000
Account 25	25000	25000	25000
Account 26	26000	26000	26000
Account 27	27000	27000	27000
Account 28	28000	28000	28000
Account 29	29000	29000	29000
Account 30	30000	30000	30000
Account 31	31000	31000	31000
Account 32	32000	32000	32000
Account 33	33000	33000	33000
Account 34	34000	34000	34000
Account 35	35000	35000	35000
Account 36	36000	36000	36000
Account 37	37000	37000	37000
Account 38	38000	38000	38000
Account 39	39000	39000	39000
Account 40	40000	40000	40000

Item	Value	Year
Item 1	1000	2021
Item 1	1000	2022
Item 1	1000	2023
Item 2	2000	2021
Item 2	2000	2022
Item 2	2000	2023
Item 3	3000	2021
Item 3	3000	2022
Item 3	3000	2023
Item 4	4000	2021
Item 4	4000	2022
Item 4	4000	2023
Item 5	5000	2021
Item 5	5000	2022
Item 5	5000	2023
Item 6	6000	2021
Item 6	6000	2022
Item 6	6000	2023
Item 7	7000	2021
Item 7	7000	2022
Item 7	7000	2023
Item 8	8000	2021
Item 8	8000	2022
Item 8	8000	2023
Item 9	9000	2021
Item 9	9000	2022
Item 9	9000	2023
Item 10	10000	2021
Item 10	10000	2022
Item 10	10000	2023
Item 11	11000	2021
Item 11	11000	2022
Item 11	11000	2023
Item 12	12000	2021
Item 12	12000	2022
Item 12	12000	2023
Item 13	13000	2021
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Item 15	15000	2021
Item 15	15000	2022
Item 15	15000	2023
Item 16	16000	2021
Item 16	16000	2022
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Item 17	17000	2021
Item 17	17000	2022
Item 17	17000	2023
Item 18	18000	2021
Item 18	18000	2022
Item 18	18000	2023
Item 19	19000	2021
Item 19	19000	2022
Item 19	19000	2023
Item 20	20000	2021
Item 20	20000	2022
Item 20	20000	2023

ESSER II Application

User's Guide



Kansas leads the world in the success of each student.



KANSAS STATE BOARD OF EDUCATION

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

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

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

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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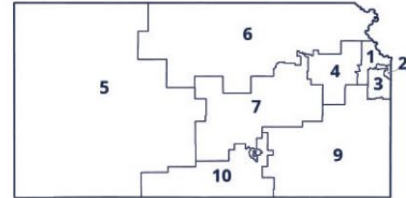


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KANSAS STATE DEPARTMENT OF EDUCATION

COMMISSIONER OF EDUCATION



Dr. Randy Watson

DEPUTY COMMISSIONER
Division of Fiscal and Administrative Services



Dr. S. Craig Neuenswander

DEPUTY COMMISSIONER
Division of Learning Services



Dr. Brad Neuenswander

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

JAN. 2021

Revision History

Date	Reason of Change	Edited By

Related Documents

Document Title	Document Location	Comments
Kansas CommonApp	https://commonapp.grantplatform.com/	Application Website
ESSER II Application Template (Excel)	Title Services website → Federal Disaster and Pandemic Relief → ESSER II Application Template (Excel) – within ESSER II section under Application Information	Report of expenditures intended to be paid with ESSER II funds.
ESSER II Application (Word)	Title Services website → Federal Disaster and Pandemic Relief → ESSER II Application (Word) – within ESSER II section under Application Information	Draft of questions that you will be required to answer when submitting application via Kansas CommonApp .
ESSER II Application FAQ (Word)	Title Services website → Federal Disaster and Pandemic Relief → ESSER II Application FAQ (Word) – within ESSER II section under Application Information	Frequently Asked Questions for ESSER II Application
District Allocations (PDF)	Title Services website → Federal Disaster and Pandemic Relief → District Allocations (PDF) – within ESSER II section under Allocations	Amount of ESSER II grant allocated to each District
ESSER II 15 Authorized Uses (PDF)	Title Services website → Federal Disaster and Pandemic Relief → ESSER II 15 Authorized Uses (PDF) – within ESSER II section under Information	Authorized Uses of ESSER II funds
ESSER II Application & ESSER I Reporting Webinar (mp4)	Title Services website → Federal Disaster and Pandemic Relief → ESSER II Application & ESSER I Reporting Webinar (mp4) – within ESSER II section under Webinar	Webinar over ESSER II Application & ESSER I Reporting from 3/24/2021.
Kansas Accounting Handbook (PDF)	School Finance website → Guidelines & Manuals → Accounting Handbook – within Guidelines section	Lists all Functions, Sub-Functions and Object Codes.

ESSER II Application

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ESSER II Application

Introduction

Craig Neuenswander

Deputy Commissioner
Division of Fiscal & Administrative Services
Kansas State Department of Education
craign@ksde.org

The Kansas State Department of Education (KSDE) has developed this application to gather the information necessary to ensure ESSER II plan compliance with state and federal law and report on the use of ESSER II funding. Please complete all required questions in the application form as well as the application template. The window for application submission will begin March 24, 2021 and all applications will be reviewed by the Commissioner's Task Force in recorded, public meetings. Therefore, all information entered in the application is subject to public disclosure.

Access & Submission

1. Go to KSDE's [Federal Disaster and Pandemic Relief](#) page and scroll down to the **ESSER II** section.
2. Click on [ESSER II Application Template](#) (Excel) to download and save.
 - a. See guidance below on filling out this template.
 - b. Once you have the template filled out Save.

Tip: Save frequently while working on the document so you don't lose your work.

3. Go to Kansas CommonApp (<https://commonapp.grantplatform.com/>) to submit application.
 - See steps on how to submit application on the [ESSER II Application & ESSER I Reporting Webinar \(mp4\)](#) starting at the 7:20 mark through 9:50 mark and continuing at the 29:50 mark through the 34:45 mark (after the ESSER I reporting presentation).
 - Save and upload the completed [ESSER II Application Template](#) (Excel) file within the application on the Kansas CommonApp site (<https://commonapp.grantplatform.com/>).
4. Once submitted, the application will go through the following process:
 - a. KSDE Screening & Review Process

Note: You may be contacted by KSDE with questions during this process.

- i. **Initial Screening:** ensures application has been completed & submitted correctly and that the requests are compliant with federal and state laws.
 - ii. **Application Review:** Assesses direct relationship to COVID-related need and potential impact of requested investments.
 - b. Commissioner's Task Force Determinations
 - i. **Individual Request Determination:** For LEA requests that KSDE deferred to the Task Force.
 - ii. **Recommendations:**
 - Approve Plan (excluding rejected requests where applicable)
 - These will then go to the State Board of Education for approval.
 - Send plan back to LEA with suggested revisions for resubmission.

Note: ESSER II funds will be unavailable to draw down until an application for the district has been submitted and approved by the State Board of Education.

ESSER II Application Template

A completed [ESSER II Application Template](#) (Excel) file will be uploaded within your ESSER II application you submit via the Kansas CommonApp website (<https://commonapp.grantplatform.com/>). You will fill out the **yellow cells** within the file and the rest will calculate for you. The following will give guidance on filling out each of the following tabs within this file:

- Instructions & Totals
- ESSER II Direct Allocation
- ESSER II KSDE per Student Alloc
 - This tab is only applicable to districts as based on a statewide per student funding threshold. If you do not have allocations in cell C8 on this tab, you will leave this tab blank.

Note: Please do NOT submit a different template with your expenditures as it will not be accepted.

Instructions & Totals

This tab has instructions on filling out the template as well as expenditure totals separated out by the 16 allowable uses, which will populate as you enter data on the other two tabs as applicable (ESSER II Direct Allocation - all USDs & ESSER II KSDE per Student Alloc - select USDs).

The only cells you will enter on this page is the District Number (number only – ie. USD 501 = 501), Plan Start Month (MM/YYYY format) and Plan End Month (MM/YYYY format).

The first month you can use as a Plan Start Month is 03/2020 and the last month you can use as the Plan End Month is 09/2023.

District Number:				Please include digits only (e.g., 501)				
District Name:				Format: MM/YYYY				
Plan Start:				Please include the last month covered by the plan				
Plan End:								
AUTOPOPULATED BASED ON SUBSEQUENT TABS								
BUDGETED EXPENDITURES				ELIGIBLE EXPENDITURES (FOR REVIEW PURPOSES ONLY)				
ESSER Allowable uses	ESSER II Direct district allocation	ESSER II SPED Not included in this application round	ESSER II KSDE Per Student Allocation	Total Budgeted Expenditures	ESSER II Direct district allocation	ESSER II SPED Not included in this application round	ESSER II KSDE Per Student Allocation	Total Eligible Budgeted Expenditures
1. Any activity authorized by ESEA, IDEA, AEFLA, Perkins, or McKinney-Vento	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. Coordination of COVID-19 preparedness and response efforts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3. Providing principals and other school leaders with resources to address individual school needs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5. Procedures and systems to improve LEA preparedness and response efforts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7. Purchasing supplies to sanitize and clean LEA and school facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Planning for and coordination during long-term closures, including on how to provide meals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

ESSER II Direct Allocation

This tab is where expenditures the district plans to use their allocated ESSER II funds for will be entered. You may use the USD Budget or the [Kansas Accounting Handbook](#) to reference Functions, Sub-Functions and Object Codes as needed.

Cell C8: shows the districts total ESSER II allocation as posted in the [District Allocations \(PDF\)](#) document on KSDE’s [Federal Disaster and Pandemic Relief](#) website within the **ESSER II section** under **Allocations**.

Cell C9: totals all of the expenditures entered on this form (sum of column O).

Cell C10: sum of all expenditures the reviewer deems eligible to be expensed with ESSER II funds. This should be \$0 when you submit with your application.

Columns Q through S: used by the KSDE reviewer only to review each line of expenses entered.

The following table gives guidance on each column of the Budgeted Expenditures section. See the example below the table on how to list specific items.

	Column Heading	Guidance
C	Account Number	This will be the account number the district assigns to each ESSER II funds within your accounting system.
D	Account Name	This will be the account name the district assigns to each ESSER II funds within your accounting system.
E	Function/Sub-Function Code	Refer to the USD Budget or page 18 of the Kansas Accounting Handbook to reference Functions and Sub-Functions. <i>*Use expenditure Functions or Sub-Functions from Code 07 (Federal Funds).</i>
F	Function Name	This will populate based off of a valid Function or Sub-Function entered in column E. If blank, the Function or Sub-Function entered in column E is not valid.
G	Object Code	Refer to the USD Budget or page 41 of the Kansas Accounting Handbook to reference Object Codes. <i>*Use expenditure Functions or Sub-Functions from Code 07 (Federal Funds).</i>
H	Object Name	This will populate based off of a valid Object Code entered in column G. If blank, the Object Code entered in column G is not valid.
I	ESSER Allowable Use	Choose one of the 16 different uses available for ESSER Funds. <i>*For more information on the types of uses, please see the ESSER II 15 Authorized Uses (PDF) document.</i>

	Column Heading	Guidance
J	Description of Expenditures and how they address COVID-19 needs	Enter a short description of how the specific expenditure will address COVID-19 needs.
K	Budgeted Expenditures in SFY 2021	Enter in the amount you plan to expense with ESSER II funds for the specific Function/Sub-Function and Object Code for FY2021 (2020-2021 school year).
L	Budgeted Expenditures in SFY 2022	Enter in the amount you plan to expense with ESSER II funds for the specific Function/Sub-Function and Object Code for FY2022 (2021-2022 school year).
M	Budgeted Expenditures in SFY 2023	Enter in the amount you plan to expense with ESSER II funds for the specific Function/Sub-Function and Object Code for FY2023 (2022-2023 school year).
N	Budgeted Expenditures in SFY 2024	Enter in the amount you plan to expense with ESSER II funds for the specific Function/Sub-Function and Object Code for FY2024 (2023-2024 school year). <i>Note: All ESSER II funds must be spent by 9-30-2023. Therefore, expenditures for FY2021 must be expensed from 7-1-2023 through 9-30-2023.</i>
O	Total Expenditures	This will auto-calculate the total of all expenditures for the specific Function/Sub-Function and Object Code of the row (columns K through N).

Note: Do ***NOT*** list the same Function/Sub-Function, Object Code & ESSER Allowable Use combo more than once.

Example: Expenditures for extra cleaning supplies (bleach, hand sanitizer, etc.) and PPE (masks, gowns, gloves, etc.) may be entered on one row as follows:

Function/Sub-Function = 2100 Student Support Services
 Object Code = 600 Supplies
 ESSER Allowable Use = 7. Purchasing supplies to sanitize and clean LEA and school facilities
 Description of Expenditures = PPE for 400 students and staff to reduce spread of COVID.

BUDGETED EXPENDITURES						
ESSER II DIRECT ALLOCATION						
KSDE Account ID DO NOT EDIT	Account number	Account name	Function/Subfunction code Districts are required to provide the same level of function and subfunction codes as required in annual state budget reporting; more detailed codes are encouraged where available	Function name DO NOT EDIT	Object code Districts are required to provide the same level of object codes as required in annual state budget reporting; more detailed codes are encouraged where available	Object name DO NOT EDIT

BUDGETED EXPENDITURES						
ESSER II DIRECT ALLOCATION						
ESSER allowable use Select from drop down	Please describe the expenditures within the account and how they will address a COVID-19 need	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Total Expenditures (\$) DO NOT EDIT
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00

ESSER II KSDE per Student Allocation

This tab is only applicable to districts as based on a statewide per student funding threshold. If you do not have allocations in cell C8 on this tab, you will leave this tab blank. If you do have allocations in cell C8, then please use the same guidance as given for the [ESSER II Direct Allocation](#) tab above, for this tab.

The following districts are eligible to use this tab:

- | | | |
|---------------------------|-----------------------------|-------------------------|
| USD 203 Piper-Kansas City | USD 265 Goddard | USD 381 Spearville |
| USD 207 Ft Leavenworth | USD 266 Maize | USD 385 Andover |
| USD 229 Blue Valley | USD 267 Renwick | USD 416 Louisburg |
| USD 230 Spring Hill | USD 268 Cheney | USD 432 Victoria |
| USD 231 Gardner Edgerton | USD 306 Southeast Of Saline | USD 449 Easton |
| USD 232 De Soto | USD 323 Rock Creek | USD 458 Basehor-Linwood |
| USD 233 Olathe | USD 372 Silver Lake | |

Contacts

- | | | |
|--|----------------|--|
| Doug Boline, Assistant Director of Title Services | (785) 296-2600 | dboline@ksde.org |
| Tate Toedman, Assistant Director of Title Services | (785) 296-6714 | ttoedman@ksde.org |
| Dean Zajic, Coordinator of Title Services | (785) 296-2425 | dzajic@ksde.org |

For the quickest response, email ESSER@ksde.org.

For more information, contact:

Title Services
(785) 291-3097
ESSER@ksde.org



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Kansas ESSER II FAQs

Last Updated: 3/25/21

The purpose of this document is to answer Frequently Asked Questions related to the Elementary and Secondary School Emergency Relief (ESSER II) program under the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

Kansas ESSER II Program Overview

1. What is the purpose of the Elementary and Secondary School Emergency Relief (ESSER) program?

The ESSER program is intended to help States and school districts safely reopen schools, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools.

2. How much ESSER II money is Kansas receiving, and how are Kansas's ESSER II funds being allocated to districts?

Kansas is receiving approximately \$370M for ESSER II, which is more than four times the amount received in ESSER I. Similar to ESSER I, 90% of ESSER II funds is allocated to districts through the Title I formula, 9.5% must be used by KSDE to address issues responding to coronavirus, including measuring and addressing learning loss, and 0.5% is reserved for program administration.

The 9.5% (approximately \$37M) of ESSER II discretionary funds will be utilized in three ways:

- Ensuring that all districts receive at least \$300 per student in ESSER II funds (ESSER II KSDE per-student additional allocation)
- Granting \$150,000 to the School for the Blind & School for the Deaf, which do not receive funds through LEA distributions
- Providing the remainder of funding to districts to support special education over the 2021-22 and 2022-23 school years (ESSER II SPED)

Exact amounts allocated by district across ESSER funds and earmarks will be shared to the [KSDE Federal Disaster and Pandemic Relief page](#) shortly. Please note – ESSER II special education funding allocations are under development and will be shared publicly with districts at a later date.

3. Are districts competing for any ESSER II funds?

No. All ESSER II funds are being allocated to districts according to formulas mandated by the federal government (or KSDE in the case of State Educational Agency discretionary funds). Each district will be drawing down funds specifically earmarked for that district and may not exceed that amount of funds under any circumstances. Any unused funds will be returned to the federal government and re-allocated to other States.

4. Who is responsible for making decisions within the Kansas ESSER II program?

Kansas Education Commissioner Dr. Randy Watson has established a Task Force with a range of public and private school representatives to provide strategic oversight for the distribution of federal funding to support Kansas K-12 schools through both the EANS (non-public school) and ESSER (public school) programs. With support from KSDE, the Commissioner's Task Force will review applications to ensure districts' proposed uses of funds are allowable under ESSER II requirements and to monitor ESSER program spending across the state. The Commissioner's Task Force will then submit its recommendations to the Kansas State Board of Education for final approval. All Task Force meetings are livestreamed, recorded, and open to the public. More information on the Commissioner's Task Force, including members, agendas, meeting materials, minutes, and recordings, can be found [here](#).

5. Aside from the creation of the Task Force, how else will KSDE's administration of the ESSER II program differ from ESSER I?

ESSER II is over four times the size of ESSER I in terms of funding. With significant additional resources comes a responsibility to rigorously oversee and track the use of funds. In addition to the creation of the Commissioner's Task Force, there will be more regular, detailed reporting requirements for districts on past expenditures as well as a more formal application process. Please see below for more detail on both reporting and application requirements.

6. Over what time period are ESSER II funds available?

ESSER II funds may be used for costs dating back to March 13, 2020, when the national emergency was declared. Funds are available to obligate through September 30, 2023.

7. Should ESSER I funds be used up before accessing ESSER II funds?

Yes. LEAs should plan to use all remaining ESSER I funds before making use of the ESSER II funds, given the shorter remaining period of availability. However, districts

are welcome to apply for ESSER II funds in parallel as they spend down their remaining ESSER I funding.

ESSER Reporting

8. What ESSER reporting requirements are being put in place?

Beginning in April, 2021, districts will be required to submit quarterly reports of all ESSER expenditures to date through the end of the prior quarter. Quarterly reports will include expenditures incurred from the beginning of the ESSER program through the end of the prior quarter.

9. Do these reporting requirements extend to ESSER I? Do different ESSER funds need to be tracked separately?

Yes. ESSER reporting will be required for all ESSER funds, including ESSER I, II, and III, as well as funds set aside for special education. Districts are expected to track all ESSER grants and earmarks separately, and the reporting template is formatted accordingly. This includes tracking ESSER I and ESSER II separately as well as tracking ESSER II minimum allocation separately from the KSDE per-student additional allocation (for those districts which did not receive at least \$300 per student in the minimum allocation) and the ESSER II special education allocation.

10. Should ESSER I reporting include expenditures from non-public schools?

Yes. Districts should report on all ESSER I expenditures to-date across public and non-public schools.

11. When will reports be due and how will they be submitted?

Reports will be due to KSDE by Friday of the second full week after the prior quarter ends, covering expenditures through and including the prior quarter. For example:

- Reporting through March 31st, 2021 must be submitted by April 16th, 2021
- Reporting through June 30th, 2021 must be submitted by July 16th, 2021
- Reporting through September 30th, 2021 must be submitted by October 15th, 2021

Reports must be submitted through the Kansas CommonApp. Additional information and training can be found on the [KSDE Federal Disaster and Pandemic Relief page](#).

12. Do districts need to submit reports in order to draw down funds?

Yes. Timely reporting is required in order for districts to be able to draw down any ESSER funds spent to-date.

13. What information will each report include?

Each Past Expenditure Report will include the submission of cumulative, account-level expenditures through the end of the prior quarter. This includes both an Excel template as well as a brief form:

- The Excel template breaks down expenditures by account, which must be delineated at the fund/function/object/ESSER allowable use level; each account must also be accompanied by a brief description of expenditures within the account and how they addressed a COVID-19 need
- The form includes a free-response summary that captures how the district has spent its funds and the impact of those funds on students. The summary should cover all funding earmarks (e.g., direct district allocations, SPED, and KSDE per-student additional allocation if applicable)

14. Once a district has spent all of its ESSER I funding, does it still need to report on all ESSER funding in each quarterly report?

Yes. Each quarterly report should be a cumulative summary of ESSER expenditures starting March 13, 2020. This cumulative report is meant to capture any adjustments to expenditures prior to districts closing the books in a given fiscal year. If there have been no changes since the prior quarter's report, districts may use the same data as reported in the prior quarter's report to make the process more efficient. In this case, districts may also state "no changes since prior quarter's report" in response to the quarterly reporting narrative question.

15. Does the report require information on past expenditures for other federal funding streams (e.g. CRF / SPARK funding)?

No. This quarterly reporting process focuses only on ESSER funding.

16. Does the monthly reporting requirement mean districts will need to retroactively provide quarterly reports from March 2020 through March 2021?

No. There will be a single report due on April 16, 2021 that is intended to gather cumulative information on expenditures from March 13, 2020 through March 31, 2021; monthly reporting will begin after this first report. KSDE will not be requiring or accepting retroactive quarterly reports from March 2020 through March 2021.

17. Should districts be reporting based on actual expenditures or draw downs?

For the purposes of quarterly ESSER reporting, districts should report based on actual expenditures, not draw downs / reimbursed expenses.

18. How should districts address Special Education Cooperatives and Interlocals in their reporting?

Each district is responsible for reporting on past ESSER expenditures for its entire ESSER SPED allocation, irrespective of whether or not those funds were ultimately spent by another entity. Object code 564 (LEA Payments to COOPs/Interlocals) will not be permitted in reporting or applications; districts are required to use other function and object codes to disaggregate payments to COOPs/Interlocals and clearly define where ESSER SPED funding is being spent. Districts should work with their Cooperative or Interlocal to determine which expenditures (or which proportion of each expenditure) should be tied back to the ESSER funds specifically allocated to each district.

19. Will reports include budgeted future expenditures?

No. Budgeted future expenditures will be included in the application (see below). Reporting only covers expenditures to-date.

20. Should SEAs and LEAs anticipate federal monitoring or auditing of ESSER funds?

Yes. The Department will monitor the use of ESSER funds. In addition, ESSER funds are subject to audit requirements under the Single Audit Act and to review by the Government Accountability Office. The Department's Office of the Inspector General may audit program implementation, as may any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

21. How can districts modify their chart of accounts to make reporting easier?

Districts are encouraged to align their chart of accounts so that each distinct fund-function-object-allowable use combination has its own unique account. Although allowable use categories differ slightly between ESSER I, II, and III, the ESSER reporting template has been designed to maximize compatibility across these programs so the same accounts can be mimicked throughout the duration of the program.

22. What level of granularity is required for function and object codes in ESSER reporting?

For ESSER reporting, districts must use at least the level of function and object code granularity that is required for state budget reporting. However, districts are strongly encouraged to use more granular codes where possible. There is one notable exception to this rule: object code 564 (LEA Payments to COOPs/Interlocals)

will not be permitted in reporting; districts are required to use other function and object codes to disaggregate payments to COOPs/Interlocals and clearly define where ESSER SPED funding was spent. Additional information, including which function and object codes are included in state budget reporting, can be found in the [Kansas Accounting Handbook](#).

23. What level of granularity is required for each row in the past expenditure Excel data tables?

The intent is for districts to pull their chart of accounts into the Excel, only breaking up an account into multiple rows if portions of the account's expenditures correspond to different ESSER allowable uses. Districts should not report individual transactions.

ESSER II Application

24. Where can districts access the ESSER II application materials?

The application questions and Excel template can be found on the [KSDE Federal Disaster and Pandemic Relief page](#). Districts should access and submit their applications on the [Kansas CommonApp](#).

25. Are non-public schools eligible to apply for ESSER II?

Non-public schools are not eligible for ESSER II, but may be eligible for Emergency Assistance to Non-public Schools (EANS). Kansas EANS I application materials can be found on the [KSDE Federal Disaster and Pandemic Relief page](#).

26. What information does the ESSER II application include?

Each application will include the submission of account-level budgeted expenditures (Excel template) as well as a set of accompanying narratives.

The Excel template asks districts to break down budgeted expenditures by account by state fiscal year, which must be delineated at the fund/function/object/ESSER allowable use level; each account must also be accompanied by a brief description of expenditures within the account and how they will be used to address a COVID-19 need. The budgeted expenditures are categorized in the same way as past expenditures.

In addition to budgeted expenditures, districts must submit accompanying narratives that:

- Briefly describe the impacts of COVID-19 on the district and its students

- Lay out a plan for any remaining ESSER I and ESSER I SPED funding (if applicable)
- Provide an overview of the district's plan for using ESSER II funds
- Convey the anticipated/targeted impact of ESSER II expenditures
- Outline the district's need and plan for using ESSER II SPED funds

27. When should districts submit their ESSER II application?

Applications for ESSER II funds are now open; there currently is no deadline for applying for ESSER II funds, but districts may not draw down ESSER II funds until their application has been reviewed by KSDE and the Commissioner's Task Force and approved by the Kansas State Board of Education (KSBOE). The KSBOE meeting schedule can be found [here](#).

While districts can submit plans for only a portion of their total ESSER II funding, each plan must cover the same time period across funding streams. For example, districts may not submit one plan for their direct district allocation in May and another plan for their KSDE per-student allocation in August; instead districts should submit a single plan across both funding streams in May.

Please note – ESSER II special education funding allocations are under development and will be shared publicly with districts at a later date. Until then, districts should not submit ESSER II SPED plans.

28. How will KSDE and the Task Force determine which proposed district expenditures to approve?

Budgeted district expenditures will be evaluated based on whether or not they are deemed necessary, reasonable, and allowable under the ESSER program. KSDE and the Task Force will not prescribe exactly how districts use their funds; they will merely provide oversight to ensure funds are used in a manner consistent with the spirit and letter of the federal guidelines.

29. Who will have access to the information contained in the applications?

Applications will be reviewed by the Commissioner's Task Force in recorded public meetings, and all information entered in the application is subject to public disclosure.

30. How should districts address Special Education Cooperatives and Interlocals in their application?

ESSER II special education funding allocations are under development and will be shared publicly with districts at a later date. Until then, districts should not submit ESSER II SPED plans.

Each district is responsible for applying for its own ESSER SPED allocation, irrespective of whether or not those funds will ultimately be spent by another entity. Object code 564 (LEA Payments to COOPs/Interlocals) will not be permitted in reporting; districts are required to use other function and object codes to disaggregate payments to COOPs/Interlocals and clearly define where ESSER SPED funding was spent. Districts should work with their Cooperative or Interlocal to determine which expenditures (or which proportion of each expenditure) will be tied back to the ESSER funds specifically allocated to each district.

31. Where can districts find their allocation amounts for ESSER II?

Direct district allocations and KSDE per-student additional allocations can be found on the [KSDE Federal Disaster and Pandemic Relief page](#). In addition, when a district enters its district number in the application Excel template, the sheet will autopopulate with the district's allocation.

32. Does a district need to apply for its full ESSER II allocation at once? Can a district submit multiple applications?

Districts do not need to apply for their full ESSER II allocations at once. Districts should submit a plan for at least a 12-month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the district until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

Please note – KSDE will award the full ESSER II allocation amount to districts once the assurances in the ESSER II application are signed and approved; however, districts will only be able to draw down funding up to the total submitted and approved in their current plan.

33. Should districts establish account codes and names prior to submitting their ESSER II application?

Yes. Districts are required to provide the account codes and names they will use to track ESSER II expenditures in order to enable monitoring in future monthly reporting.

34. How long will it take following application submission for districts to be able to draw down ESSER II funds?

Application review and approval will require input from the Task Force as well as the State Board of Education, which meets monthly. Turnaround time will vary depending on when in the cycle the application is received but is expected to be 4-6 weeks.

35. What level of granularity is required for each row in the ESSER II application Excel data tables?

The intent is for districts to pull in or create accounts they will use to track ESSER II expenditures, only breaking up an account into multiple rows if portions of the account's expenditures will correspond to different ESSER allowable uses. Districts should not budget at the individual transaction level.

Kansas CommonApp

36. What is the Kansas CommonApp?

The Kansas CommonApp is a grant management platform used by KSDE and the Kansas Children's Cabinet and Trust Fund to manage grant programs. The Kansas CommonApp is where districts can access and submit their quarterly ESSER expenditure reporting questions as well as the ESSER II application.

37. How can I access the monthly reporting and application questions?

Districts should visit the [Kansas CommonApp](#) and create an account. Once the account is created, the account user may log in and click "Start Application." On the first page, applicants should select "Kansas State Department of Education" as the Funding Agency or Entity, and then select either "ESSER II Application" or "ESSER Quarterly Reporting – Report 1" to access the application questions.

38. Can multiple accounts work on the same application?

No. An application can be linked to one applicant account only. Other applicants with their own login credentials will not be able to see, edit, or submit applications unless they created them themselves.

39. Can districts create one account and have multiple people working on the application at once through that account?

The CommonApp platform vendor (GoodGrants) does not encourage use of one account by multiple users to complete different parts of a single application at once; this could lead to data being lost if one person is editing and another one is

saving. Districts should use the Word Document of questions and Excel template to gather information from multiple people, and then have one person input the information and upload the completed Excel file into the CommonApp.

ESSER II Allowable Uses

40. How may districts use ESSER II funds? Are the rules different from ESSER I?

Districts may use ESSER II funds across the set of allowable uses defined in the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA Act); these allowable uses are also permissible under ESSER I. An additional allowable use around public health protocols for school reopening (defined for ESSER III in the American Rescue Plan) is also permissible under ESSER I and II. See below for the full list of allowable use categories for ESSER II:

1. Any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney Vento Homeless Education Assistance Act.
2. Coordination of LEA preparedness and response efforts to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus.
3. Providing principals and other school leaders with the resources necessary to address school needs.
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.
5. Developing and implementing procedures and systems to improve LEA preparedness and response efforts.
6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean LEA facilities.
8. Planning for and coordinating during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements.
9. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including assistance technology or adaptive equipment.

10. Providing mental health services and supports.
11. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
12. Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the local educational agency, including by–
 - a. Administering and using high-quality assessments to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction.
 - b. Implementing evidence-based activities to meet the comprehensive needs of students.
 - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - d. Tracking student attendance and improving student engagement in distance education.
13. School facility repairs and improvements to reduce risk of virus transmission and to support student health needs.
14. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.
15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
16. Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

41. How much flexibility does a district have in determining the activities to support with ESSER funds?

Districts have full discretion over the use of their ESSER funds so long as those uses are necessary, reasonable, and allowable under the federal guidelines of the ESSER program. KSDE and the Task Force will not prescribe exactly how districts use their

funds; they will merely provide oversight to ensure funds are used in a manner consistent with the spirit and letter of the federal guidelines.

42. May a district use its ESSER formula funds to support any school in the district, regardless of a school's Title I, Part A status?

Yes. Under ESSER II, federal guidelines do not define how an LEA distributes funds to schools. An LEA may support any school in the district or it may target funds based on poverty, indication of school needs, or other targeting measures. However, Elementary and Secondary Education (ESEA) Title I maintenance of effort and comparability tests must continue to be met, using state and local funds.

43. Are districts required to provide equitable services to nonpublic schools with ESSER II funds?

No. Unlike ESSER I, ESSER II does not require LEAs to provide equitable services to nonpublic schools. A separate program was launched for Emergency Aid to Nonpublic Schools (EANS).

44. May a district use ESSER funds for allowable costs incurred prior to receiving grant funds?

Yes. A district may use ESSER funds for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19.

Change Requests

45. Can ESSER II applications/plans be altered after submission?

Yes, there will be opportunities to request modifications to the originally submitted plan over time, as well as opportunities to submit revised or new plans. KSDE is developing a process for change request submissions and will share the details when they are available in the near future.

Maintenance of Effort

46. Are ESSER funds subject to a supplanting prohibition?

No, ESSER does not contain a supplanting prohibition. However, other federal fund restrictions do apply, which make replacing existing state and local funds with ESSER funds essentially impossible. ESSER funds may only be used for reasonable,

necessary, and allowable costs that prevent, prepare for, and respond to coronavirus. In general, ESSER may not be used to pay for regular services that are ordinarily funded through other means.

47. What are the Maintenance of Effort requirements of the ESSER program?

Under the CARES Act (ESSER I), a State must maintain support for elementary and secondary education in each of fiscal years (FY) 2020 and 2021 at least at the level of such support that is the average of the support for elementary and secondary education provided in FYs 2017, 2018, 2019. Additional information regarding the ESSER I Maintenance of Effort requirement can be found [here](#).

Under the CRRSA Act (ESSER II), a state must maintain support for elementary and secondary education in FY 2022 at as least the same proportional share of the State's support for elementary and secondary education relative to the State's overall spending averaged over FYs 2017, 2018, and 2019.

Kansas CommonApp (2020)

1433-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



vJJRKlox

362_Prairie View_ESSER II Plan_0415

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Prairie View USD 362

Applicant / Mailing Address

| 13799 KS Hwy 152
| La Cygne, KS 66040

Applicant / First and Last Name of Owner, CEO, or Executive Director | Rex Bollinger

Applicant / Email Address of Owner, CEO, or Executive Director | rexb@pv362.org

Applicant / Phone Number | 9137572677

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Prairie View

District Number | 362

Mailing Address | Street Address | 13799 KS Hwy 152

Mailing Address | City | La Cygne

Mailing Address | Zip Code | 66040

Authorized Representative of the District | Name | Rex Bollinger

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | rexb@pv362.org

Authorized Representative of the District | Phone Number | +19137572677

Would you like to additional district representatives to the application? | No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Our data indicates that in both reading and mathematics the number of students that need support due to learning loss has increased in the last two school years because of the pandemic. This pattern is also found in those students that have disabilities, those that are at-risk due to poverty and those that are qualify as at-risk by other means. This learning loss has affected approximately two-thirds of our 856 students and the use of ESSER funds will allow us to fund additional teachers, summer school, and after school programs to meet the needs of these affected students

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district will utilize the funds to provide summer school instruction to students that have been identified as exhibiting learning loss. Summer school will be at all levels elementary, middle, and high school. Previously we have only had a credit recovery portion for the high school as a summer school. We will also provide an after school program for students that meet the criteria of having learning loss due to the pandemic. In addition, during the school year we have hired an elementary mathematics specialist, 6-12 reading specialist, and are hiring an additional English Language Arts teacher at the middle school to address learning loss of students due to the pandemic. ESSER funds will also be utilized to provide materials to sanitize and clean the buildings to minimize the possibility of spreading the COVID19 virus. Additional funds will be utilized to address the mental wellness of staff due to the stress of the pandemic.

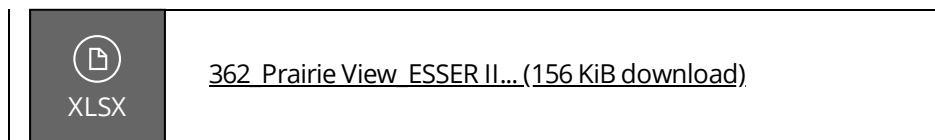
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will conduct baseline testing or utilize prior testing to determine a baseline. Students will be tested on a quarterly or semester basis to determine progress and the effect that of the measures put into place.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a

contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Rex E. Bollinger

Date | 04/15/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

District #	District Name	Data as of
362	Prairie View	April 22, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
362-1-001	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Salaries of teachers to address learning loss among students during the school year	\$ 350,000.00	\$ -	\$ 175,000.00	\$ 175,000.00	\$ -	7	
362-1-002	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries of teachers for summer school to address learning loss	\$ 42,000.00	\$ -	\$ 21,000.00	\$ 21,000.00	\$ -	7	
362-1-003	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	Salaries of after school teachers to address learning loss after school.	\$ 42,000.00	\$ -	\$ 21,000.00	\$ 21,000.00	\$ -	7	
362-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries of aides for summer school	\$ 16,000.00	\$ -	\$ 8,000.00	\$ 8,000.00	\$ -	7	
362-1-005	Eligible	Direct Allocation	Student Transportation Services	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries of bus drivers to transport students to summer school	\$ 14,000.00	\$ -	\$ 7,000.00	\$ 7,000.00	\$ -	7	

362-1-006	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	SUPPLIES AND MATERIALS	7. Purchasing supplies to sanitize and clean LEA and school facilities	Sanitizing and cleaning supplies	\$ 38,000.00	\$ -	\$ 19,000.00	\$ 19,000.00	\$ -	7	
362-1-007	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	Providing mental health services for staff	\$ 2,926.00	\$ -	\$ 1,463.00	\$ 1,463.00	\$ -	7	

ESSER II Allocations by District

USD Name	USD #	ESSER II Direct District Allocation	ESSER II SPED	ESSER II KSDE Per Student Allocation
ERIE-GALESBURG	101	601,062.00	TBD	-
CIMARRON ENSIGN	102	277,404.00	TBD	-
CHEYLIN	103	162,758.00	TBD	-
RAWLINS COUNTY	105	245,844.00	TBD	-
WESTERN PLAINS	106	106,989.00	TBD	-
ROCK HILLS	107	295,743.00	TBD	-
WASHINGTON COUNTY	108	259,823.00	TBD	-
REPUBLIC COUNTY	109	321,806.00	TBD	-
THUNDER RIDGE	110	190,163.00	TBD	-
DONIPHAN WEST	111	186,406.00	TBD	-
CENTRAL PLAINS (328 & 354)	112	264,965.00	TBD	-
PRAIRIE HILLS (441 & 488)	113	508,605.00	TBD	-
RIVERSIDE (406 & 486)	114	497,990.00	TBD	-
NEMAHA CENTRAL	115	209,954.00	TBD	-
GREELEY	200	159,937.00	TBD	-
TURNER	202	4,211,442.00	TBD	-
PIPER	203	416,641.00	TBD	323,138.00
BONNER SPRINGS	204	1,727,348.00	TBD	-
BLUESTEM	205	265,659.00	TBD	-
REMINGTON-WHITEWATER	206	236,899.00	TBD	-
FT LEAVENWORTH	207	156,855.00	TBD	270,541.00
WAKEENEY	208	216,571.00	TBD	-
MOSCOW	209	88,010.00	TBD	-
HUGOTON	210	717,181.00	TBD	-
NORTON COMM (211 & 213)	211	439,659.00	TBD	-
NORTHERN VALLEY	212	109,475.00	TBD	-
ULYSSES	214	1,091,201.00	TBD	-
LAKIN	215	478,839.00	TBD	-
DEERFIELD	216	223,688.00	TBD	-
ROLLA	217	119,342.00	TBD	-

USD Name	USD #	ESSER II Direct District Allocation	ESSER II SPED	ESSER II KSDE Per Student Allocation
ELKHART	218	228,115.00	TBD	-
MINNEOLA	219	160,709.00	TBD	-
ASHLAND	220	142,682.00	TBD	-
BARNES	223	249,932.00	TBD	-
CLIFTON CLYDE	224	180,416.00	TBD	-
FOWLER	225	79,232.00	TBD	-
MEADE	226	195,073.00	TBD	-
JETMORE (227 & 228)	227	137,553.00	TBD	-
BLUE VALLEY (JC)	229	1,308,745.00	TBD	5,227,056.00
SPRING HILL	230	437,942.00	TBD	557,004.00
GARDNER	231	1,256,031.00	TBD	449,249.00
DE SOTO	232	524,912.00	TBD	1,578,645.00
OLATHE	233	8,286,385.00	TBD	256,031.00
FT SCOTT	234	1,815,622.00	TBD	-
UNIONTOWN	235	418,063.00	TBD	-
SMITH CENTER	237	292,151.00	TBD	-
NORTH OTTAWA	239	296,260.00	TBD	-
TWIN VALLEY	240	312,473.00	TBD	-
WALLACE CO	241	119,187.00	TBD	-
WESKAN	242	36,765.00	TBD	-
LEBO-WAVERLY	243	196,696.00	TBD	-
BURLINGTON	244	372,430.00	TBD	-
LEROY-GRIDLEY	245	119,691.00	TBD	-
NORTHEAST	246	582,331.00	TBD	-
CHEROKEE	247	526,559.00	TBD	-
GIRARD	248	690,953.00	TBD	-
FRONTENAC	249	414,589.00	TBD	-
PITTSBURG	250	3,123,210.00	TBD	-
NORTH LYON	251	223,319.00	TBD	-
SOUTHERN LYON	252	234,427.00	TBD	-
EMPORIA	253	2,757,581.00	TBD	-

USD Name	USD #	ESSER II Direct District Allocation	ESSER II SPED	ESSER II KSDE Per Student Allocation
BARBER NORTH	254	346,676.00	TBD	-
SOUTH BARBER	255	153,565.00	TBD	-
MARMATON VALLEY	256	220,083.00	TBD	-
IOLA	257	1,350,095.00	TBD	-
HUMBOLT	258	419,308.00	TBD	-
WICHITA	259	75,503,105.00	TBD	-
DERBY	260	2,642,818.00	TBD	-
HAYSVILLE	261	2,208,324.00	TBD	-
VALLEY CENTER	262	1,144,638.00	TBD	-
MULVANE	263	781,646.00	TBD	-
CLEARWATER	264	428,843.00	TBD	-
GODDARD	265	1,304,814.00	TBD	450,935.00
MAIZE	266	1,629,609.00	TBD	505,066.00
RENWICK	267	431,774.00	TBD	101,232.00
CHENEY	268	208,280.00	TBD	21,420.00
PALCO	269	70,445.00	TBD	-
PLAINVILLE	270	187,902.00	TBD	-
STOCKTON	271	243,127.00	TBD	-
WACONDA	272	238,868.00	TBD	-
BELOIT	273	540,943.00	TBD	-
OAKLEY	274	228,873.00	TBD	-
TRIPLAINS	275	51,925.00	TBD	-
HILL CITY	281	263,016.00	TBD	-
WEST ELK	282	353,192.00	TBD	-
ELK VALLEY	283	173,303.00	TBD	-
CHASE CO	284	157,157.00	TBD	-
CEDAR VALE	285	167,826.00	TBD	-
CHAUTAUQUA	286	404,121.00	TBD	-
WEST FRANKLIN	287	357,046.00	TBD	-
CENTRAL HEIGHTS	288	343,315.00	TBD	-
WELLSVILLE	289	222,243.00	TBD	-

USD Name	USD #	ESSER II Direct District Allocation	ESSER II SPED	ESSER II KSDE Per Student Allocation
OTTAWA	290	1,569,755.00	TBD	-
GRINNELL	291	48,209.00	TBD	-
WHEATLAND	292	100,255.00	TBD	-
QUINTER	293	153,397.00	TBD	-
OBERLIN	294	286,785.00	TBD	-
ST FRANCIS	297	195,888.00	TBD	-
LINCOLN	298	246,941.00	TBD	-
SYLVAN GROVE	299	182,405.00	TBD	-
COMANCHE	300	188,566.00	TBD	-
NESS CITY	303	161,161.00	TBD	-
SALINA	305	6,079,698.00	TBD	-
SOUTHEAST OF SALINE	306	191,176.00	TBD	2,584.00
ELL SALINE	307	187,379.00	TBD	-
HUTCHINSON	308	3,778,947.00	TBD	-
NICKERSON	309	723,530.00	TBD	-
FAIRFIELD	310	257,962.00	TBD	-
PRETTY PRAIRIE	311	146,619.00	TBD	-
HAVEN	312	494,609.00	TBD	-
BUHLER	313	891,835.00	TBD	-
BREWSTER	314	58,546.00	TBD	-
COLBY	315	418,446.00	TBD	-
GOLDEN PLAINS	316	185,920.00	TBD	-
WAMEGO	320	573,379.00	TBD	-
KAW VALLEY	321	580,768.00	TBD	-
ONAGA	322	150,992.00	TBD	-
ROCK CREEK	323	289,502.00	TBD	59,211.00
PHILLIPSBURG	325	317,916.00	TBD	-
LOGAN	326	90,813.00	TBD	-
ELLSWORTH	327	294,670.00	TBD	-
WABAUNSEE	329	187,667.00	TBD	-
MISSION VALLEY	330	148,561.00	TBD	-

USD Name	USD #	ESSER II Direct District Allocation	ESSER II SPED	ESSER II KSDE Per Student Allocation
KINGMAN	331	673,781.00	TBD	-
CUNNINGHAM	332	77,193.00	TBD	-
CONCORDIA	333	692,476.00	TBD	-
SOUTHERN CLOUD	334	169,647.00	TBD	-
NORTH JACKSON	335	195,499.00	TBD	-
HOLTON	336	558,548.00	TBD	-
ROYAL VALLEY	337	446,632.00	TBD	-
VALLEY FALLS	338	134,927.00	TBD	-
JEFFERSON NORTH	339	138,217.00	TBD	-
JEFFERSON WEST	340	307,237.00	TBD	-
OSKALOOSA	341	362,808.00	TBD	-
MC LOUTH	342	226,807.00	TBD	-
PERRY	343	324,882.00	TBD	-
PLEASANTON	344	304,430.00	TBD	-
SEAMAN	345	1,214,581.00	TBD	-
JAYHAWK	346	435,141.00	TBD	-
KINSLEY OFFERLE	347	211,956.00	TBD	-
BALDWIN CITY	348	438,341.00	TBD	-
STAFFORD	349	227,394.00	TBD	-
ST JOHN HUDSON	350	200,781.00	TBD	-
MACKSVILLE	351	183,706.00	TBD	-
GOODLAND	352	715,088.00	TBD	-
WELLINGTON	353	1,180,206.00	TBD	-
ELLINWOOD	355	267,554.00	TBD	-
CONWAY SPRINGS	356	278,397.00	TBD	-
BELLE PLAINE	357	264,146.00	TBD	-
OXFORD	358	176,452.00	TBD	-
ARGONIA	359	87,101.00	TBD	-
CALDWELL PUBLIC	360	202,116.00	TBD	-
CHAPARRAL SCHOOLS	361	701,075.00	TBD	-
PRAIRIE VIEW	362	504,926.00	TBD	-

USD Name	USD #	ESSER II Direct District Allocation	ESSER II SPED	ESSER II KSDE Per Student Allocation
HOLCOMB	363	566,054.00	TBD	-
MARYSVILLE	364	504,336.00	TBD	-
GARNETT	365	717,952.00	TBD	-
YATES CENTER	366	440,172.00	TBD	-
OSAWATOMIE	367	954,345.00	TBD	-
PAOLA	368	1,150,333.00	TBD	-
BURRTON	369	165,045.00	TBD	-
MONTEZUMA	371	125,832.00	TBD	-
SILVER LAKE	372	152,710.00	TBD	49,913.00
NEWTON	373	2,288,606.00	TBD	-
SUBLETTE	374	295,197.00	TBD	-
CIRCLE	375	717,550.00	TBD	-
STERLING	376	240,669.00	TBD	-
ATCHISON CO COMM	377	278,199.00	TBD	-
RILEY	378	259,994.00	TBD	-
CLAY CENTER	379	737,901.00	TBD	-
VERMILLION	380	213,147.00	TBD	-
SPEARVILLE	381	92,501.00	TBD	1,887.00
PRATT	382	785,949.00	TBD	-
MANHATTAN	383	3,227,828.00	TBD	-
BLUE VALLEY (RC)	384	73,367.00	TBD	-
ANDOVER	385	1,111,066.00	TBD	363,777.00
MADISON VIRGIL	386	204,001.00	TBD	-
ALTOONA MIDWAY	387	172,964.00	TBD	-
ELLIS	388	186,836.00	TBD	-
EUREKA	389	528,745.00	TBD	-
HAMILTON	390	55,081.00	TBD	-
OSBORNE	392	211,044.00	TBD	-
SOLOMON	393	183,009.00	TBD	-
ROSE HILL	394	518,328.00	TBD	-
LA CROSSE	395	223,604.00	TBD	-

USD Name	USD #	ESSER II Direct District Allocation	ESSER II SPED	ESSER II KSDE Per Student Allocation
DOUGLASS	396	255,440.00	TBD	-
CENTRE	397	128,310.00	TBD	-
PEABODY BURNS	398	159,485.00	TBD	-
PARADISE	399	144,332.00	TBD	-
SMOKY VALLEY	400	282,861.00	TBD	-
CHASE	401	197,729.00	TBD	-
AUGUSTA	402	975,501.00	TBD	-
OTIS BISON	403	226,663.00	TBD	-
RIVERTON	404	481,549.00	TBD	-
LYONS	405	757,981.00	TBD	-
RUSSELL	407	622,856.00	TBD	-
MARION	408	269,918.00	TBD	-
ATCHISON PUBLIC	409	1,612,474.00	TBD	-
HILLSBORO	410	254,615.00	TBD	-
GOESSEL	411	88,080.00	TBD	-
HOXIE	412	266,276.00	TBD	-
CHANUTE	413	1,791,330.00	TBD	-
HIAWATHA	415	750,300.00	TBD	-
LOUISBURG	416	375,851.00	TBD	82,588.00
MORRIS CO	417	524,573.00	TBD	-
MC PHERSON	418	1,070,195.00	TBD	-
CANTON GALVA	419	142,792.00	TBD	-
OSAGE CITY	420	496,759.00	TBD	-
LYNDON	421	200,989.00	TBD	-
KIOWA COUNTY (422 & 424)	422	148,024.00	TBD	-
MOUNDRIDGE	423	143,822.00	TBD	-
PIKE VALLEY	426	130,463.00	TBD	-
GREAT BEND	428	2,657,407.00	TBD	-
TROY	429	123,350.00	TBD	-
SOUTH BROWN	430	593,626.00	TBD	-
HOISINGTON	431	532,374.00	TBD	-

USD Name	USD #	ESSER II Direct District Allocation	ESSER II SPED	ESSER II KSDE Per Student Allocation
VICTORIA	432	78,746.00	TBD	2,998.00
SANTA FE TRAIL	434	608,679.00	TBD	-
ABILENE	435	845,913.00	TBD	-
CANEY VALLEY	436	557,599.00	TBD	-
AUBURN WASHBURN	437	1,946,086.00	TBD	-
SKYLINE	438	129,990.00	TBD	-
SEDGWICK	439	171,220.00	TBD	-
HALSTEAD	440	424,721.00	TBD	-
DODGE CITY	443	4,566,781.00	TBD	-
LITTLE RIVER	444	118,993.00	TBD	-
COFFEYVILLE	445	2,303,652.00	TBD	-
INDEPENDENCE	446	2,749,717.00	TBD	-
CHERRYVALE	447	1,124,622.00	TBD	-
INMAN	448	142,524.00	TBD	-
EASTON	449	176,402.00	TBD	11,250.00
SHAWNEE HEIGHTS	450	1,244,108.00	TBD	-
STANTON CO	452	358,777.00	TBD	-
LEAVENWORTH	453	4,544,307.00	TBD	-
BURLINGAME	454	218,946.00	TBD	-
MARAIS DES CYGNES VALLEY	456	198,957.00	TBD	-
GARDEN CITY	457	5,430,672.00	TBD	-
BASEHOR-LINWOOD	458	374,020.00	TBD	355,130.00
BUCKLIN	459	163,882.00	TBD	-
HESSTON	460	247,762.00	TBD	-
NEODESHA	461	598,392.00	TBD	-
CENTRAL	462	292,862.00	TBD	-
UDALL	463	195,640.00	TBD	-
TONGANOXIE	464	627,330.00	TBD	-
WINFIELD	465	1,767,075.00	TBD	-
SCOTT CO	466	513,207.00	TBD	-
LEOTI	467	260,823.00	TBD	-

USD Name	USD #	ESSER II Direct District Allocation	ESSER II SPED	ESSER II KSDE Per Student Allocation
HEALY	468	93,232.00	TBD	-
LANSING	469	777,812.00	TBD	-
ARKANSAS CITY	470	2,531,321.00	TBD	-
DEXTER	471	142,705.00	TBD	-
CHAPMAN	473	551,938.00	TBD	-
HAVILAND	474	90,327.00	TBD	-
GEARY CO	475	6,117,590.00	TBD	-
COPELAND	476	60,625.00	TBD	-
INGALLS	477	83,381.00	TBD	-
CREST	479	150,050.00	TBD	-
LIBERAL	480	4,638,494.00	TBD	-
RURAL VISTA	481	241,102.00	TBD	-
DIGHTON	482	123,809.00	TBD	-
KISMET PLAINS	483	589,038.00	TBD	-
FREDONIA	484	598,221.00	TBD	-
HERINGTON	487	409,256.00	TBD	-
HAYS	489	1,635,951.00	TBD	-
EL DORADO	490	1,500,447.00	TBD	-
EUDORA	491	574,955.00	TBD	-
FLINTHILLS	492	120,968.00	TBD	-
COLUMBUS	493	748,446.00	TBD	-
SYRACUSE	494	569,287.00	TBD	-
FT LARNED	495	552,639.00	TBD	-
PAWNEE HEIGHTS	496	66,364.00	TBD	-
LAWRENCE	497	6,039,481.00	TBD	-
VALLEY HEIGHTS	498	285,058.00	TBD	-
GALENA	499	846,712.00	TBD	-
KANSAS CITY	500	36,708,777.00	TBD	-
TOPEKA	501	18,755,972.00	TBD	-
LEWIS	502	74,591.00	TBD	-
PARSONS	503	2,075,087.00	TBD	-

USD Name	USD #	ESSER II Direct District Allocation	ESSER II SPED	ESSER II KSDE Per Student Allocation
OSWEGO	504	373,104.00	TBD	-
CHETOPA	505	391,108.00	TBD	-
LABETTE CO	506	1,298,287.00	TBD	-
SATANTA	507	247,910.00	TBD	-
BAXTER SPRINGS	508	868,582.00	TBD	-
SOUTH HAVEN	509	100,040.00	TBD	-
ATTICA	511	109,475.00	TBD	-
SHAWNEE MISSION	512	10,564,463.00	TBD	-