



American Rescue Plan Act: ESSER III Application

September 9, 2021



Kansas leads the world in the success of each student.

Allowable Uses – No Real Change

- Although the lists of allowable uses of funds are not identical, any of the ESSER funds (ESSER I, ESSER II, or ARP ESSER III) may be used to support all the allowable uses of funds listed in any of the ESSER programs.



Reminders

- Pre-Approval required for equipment purchases over \$5,000.
- Paperwork necessary for Capital Expenditures:
 - Environmental Impact
 - Historical Site Impact Letter – from The Kansas State Historical Society
- Contracts must contain provision:
 - Administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate (for contracts over \$250,000)
 - Termination for cause and for convenience (contracts over \$10,000)
 - Equal Employment Opportunity (41 CFR Part 60)
 - Davis-Bacon Act, as amended (40 U.S.C. 3141-3148)
 - Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708)
 - Rights to Inventions Made Under a Contract or Agreement
 - Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended
 - Debarment and Suspension (Executive Orders 12549 and 12689)
 - Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)



True Up Allocation

- The ESSER III True Up will only effect 15 school districts and is awarded separately from the formula award.
- The true-up ensures each district will receive at a minimum \$625/pupil in total ESSER III funding.



Assurance 1

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance.



Plan for Safe Return to In Person Instruction and Continuity of Services

- All districts were required to create and post to the district website a Plan for Safe Return to In Person Instruction and Continuity of Services
- These living plans must be updated at least every six months through September 30, 2024 and take into consideration updated CDC Guidance.
- A direct link to your school district's safe return plan posted on your website will need to be provided on the ESSER III Application in CommonApp.



District Response

Describe how to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.



Assurance 2

- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities.



District Response

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.



District Response

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.



District Response

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.



Learning Loss Set Aside

- Each LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).



Evidence-Based Requirements

- **Tier 1** – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2** – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3** – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4** – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Sec. 8101(21) of the Elementary and Secondary Education Act



Assurance 3

- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and



Assurance 4

- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.



Engagement in Meaningful Consultation with Stakeholders Chart

The district plan must describe how it meaningfully consulted with each of the following groups in the development of the ARP ESSER Plan: (N/A is not an acceptable response)

- 1) Students
- 2) Families
- 3) School and district administrators (including special education administrators)
- 4) Teachers, principals, school leaders, other educators, school staff, and their unions
- 5) Tribes
- 6) Civil rights organizations (including disability rights organizations)
- 7) Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students



Links

- ESSER III Application
 - [Kansas CommonApp \(grantplatform.com\)](https://grantplatform.com)
- ESSER III Application Template
 - [Federal Disaster and Pandemic Relief \(ksde.org\)](https://ksde.org)
- ESSER III Allocation Amounts
 - <https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-DistrictAllocations.pdf>



Questions

- Please submit any questions to our email account at esser@ksde.org.

