MINUTES

Commissioner's Task Force on ESSER II and EANS

Distribution of Money Friday, March 26th, 2021

CALL TO ORDER

Vice Chair Adam Thomas called the weekly meeting of the Commissioner's Task Force to order at 3:00p.m. on Friday, March 26th, 2021.
The meeting was conducted via video conference and was live streamed for the public to observe and listen.

APPROVAL OF AGENDA

Bert Lewis made a motion to approve the agenda with flexibility for the March 26th meeting, and Tracy Callard had seconded it. (18-0). Jim Porter was not present in the meeting at this time, and was unable to vote on the motion.

ATTENDANCE:

All Task Force members attended by video conference: Chairman Porter arrived a few minutes after 3:00 p.m.

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

APPROVAL OF MARCH 12th MINUTES

Adam Proffitt made a motion to approve of the March 12th minutes, and Bert Lewis had seconded it (18-0). Jim Porter was not present in the meeting at this time, and was unable to vote on the motion.

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STATUS UPDATE ON EANS I APPLICATION PROCESS – Tate Toedman

(00:01:25)

Tate Toedman started the meeting off by mentioning the launch date for the EANS application which was Monday, March 22nd. The supportive materials for the application can be found here: [Federal Disaster and Pandemic Relief (ksde.org)](). The material available on the website will include items such as a PDF copy of application instructions and questions, application budget request template, service center catalog, etc.

Commissioner Watson then suggested that Tate share with the Task Force the reasoning why a private school would need a building number. Tate then stated that in the State of Kansas we have both accredited/non-accredited private schools, the accredited schools are **required** to have a building number but the non-accredited private schools are not. Non-accredited private schools may choose whether they would like a building number, and most of them do. For the EANS application process, it will be easier to track the status of the applications if everyone who applied had a building number. If a private non-accredited school applies for EANS, they are required (by KSDE) to adopt a building number which KSDE will give them. Multiple virtual events have been hosted by KSDE to help schools navigate through the application process, and some of those events were –

(00:04:04)

- EANS Webinar Q & A on Thursday, March 11th (recorded and posted on KSDE website)
- Office Hours on Tuesday, March 23rd and Friday, March 26th
- EANS email address has been created and is monitored by KSDE staff for applicant questions. The EANS email address is [eans@ksde.org]().
- KSDE has conducted internal training to staff for the EANS application review process.

As of 10:30 a.m. on Friday, March 26th, there have been two EANS applications received by KSDE.

Tate Toedman then presented the EANS timeline once more to the Task Force which will include the following:

- 03/22 – Application Launch Date
- 03/26 – EANS Office Hours
- 04/02 – Updated EANS App Submission Deadline
- 04/09 – EANS Review: Task Force reviews initial batch of EANS apps.
- 04/16 – Task Force determines EANS approval recs.
- 04/19 – Board of Education approves of Task Force

WALKTHROUGH OF PLAN FOR TASK FORCE EANS I APPLICATION REVIEW – Tate Toedman

(00:10:17)

Tate Toedman mentioned that the focus of today's Task Force meeting will be the determination of request eligibility. The determination of request eligibility will address COVID-driven needs and fall within allowable use requirements for EANS reimbursement or services.

He also mentioned that the Task Force should receive a batch of EANS applications next Friday, April 2nd, but the majority of the applications will be reviewed on April 9th and a small amount on April 16th (but will depend on how many requests are received).

Application summaries and select dossiers will be presented by KSDE during the Task Force meetings, and then KSDE will provide recommendations to the Task Force.

Tate also mentioned that a weekly EANS application status update will be provided to the Task Force and it will consist of the following four components:

- Number of applications submitted and reviewed
- Profile of non-public schools that have applied to date.
- Total value of requests and eligible requests relative to available EANS I funds.
- Aggregated view of eligible requests according to KSDE's initial review.

All EANS applications will be made available to the Task Force members by April 16th. There will be updates given to the Task Force in a chart format, and the charts will show information such as:

- Applicant pool by poverty level
- Applicant pool by school size
- Applicant pool by geography
- Applicant pool by grades served
  <u>AND OTHER ITEMS SUCH AS:</u>
- Value ($M) of total requests vs. available funds
- Value ($M) of eligible vs. ineligible requests
- Value ($M) of eligible requests vs. available funds

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CONTNUED - WALKTHROUGH OF PLAN FOR TASK FORCE EANS I APPLICATION REVIEW – Tate Toedman | (00:20:58)

Tate then went over the aggregated view of eligible requests according to KSDE's initial review in different categories which will include the following (separated by allowable activities):
- Value ($K) of eligible requests by category
- Value ($K) of eligible requests by allowable use
- Distribution of value ($) of eligible requests (separated by $/per student and total eligible value)

The process in place for KSDE to review applications filters them into two categories for the Task Force verification of request eligibility. The review process for KSDE will be the following:
1. Assess line-item requests for eligibility along federal criteria
2. Make every effort to contact applicants for requests deemed ineligible or insufficient information
3. Reassess line-item requests for eligibility if additional information is provided.
4. Form final recommendation to the Task Force based on thorough application review.

Tate mentioned to the Task Force that **every** application will be made available for them to review beforehand in a PDF form (CommonApp). The applications with ineligible requests will be presented to the Task Force individually.
The pre-read material for each meeting will include a PDF of each reviewed application (CommonApp), and a compiled list of all line-item requests with KSDE eligibility determination sorted by application (Excel).
Tate discussed that the Task Force will receive the applications that are awaiting approval in a batch format, and they can pull applications for further review if needed. Commissioner Watson mentioned to the Task Force that if after they review the applications in a batch format, and there are a few applications they have questions on, they can reach out to himself, Chairman Porter, and Tate Toedman for clarification. | (00:27:36)
If Commissioner Watson, Chairman Porter, and Tate Toedman are unable to answer the questions/concerns about the selected application, then it can be pulled for review by the Task Force. Tate would like for a small amount/if any of ineligible requests to be presented.
If a request cannot be clarified by KSDE, it will then be given to the Task Force for review.

UPDATE ON ESSER II APPLICATION PROCESS AND REPORTING – Doug Boline (00:40:36)

Doug Boline started this section of the meeting by giving the Task Force an update on the ESSER applications, which consisted of the following:

- ESSER II application launched on Wednesday, March 24th
- Supportive Materials posted on the KSDE website
- ESSER II Application Webinar occurred on March 24th, and it was recorded and now can be found here (with closed caption) - [Federal Disaster and Pandemic Relief (ksde.org)](#) (in the ESSER II section of the webpage).
  Other material that can be found on this new webpage will be information regarding EANS I, EANS II, ESSER I, ESSER II, and ESSER III.

Doug mentioned that there are multiple virtual events in process to help districts navigate through the application and reporting process such as:

- Webinar and Q&A on Wednesday, March 24th (recorded; posted online)
- 1-2 Office Hours to be scheduled over the next several weeks (TBD)
- Email address (esser@ksde.org) monitored by KSDE to answer questions from districts

The key considerations for ESSER reporting will be:

- Federal Government - Set up reporting categories that align with federal reporting requirements.
- State - Provide compelling evidence of the need for and impact of federal COVID funding.
- Task Force – Track Program spend over time across allowable uses.
- KSDE – Ensure compliance and address issues at the district level.

Doug discussed that there will be three distinct ESSER data collection mechanisms that will Capture spend over time which will be:

- Reporting of past expenditures
- ESSER II budget plan
- ESSER II change requests

UPDATE ON ESSER II APPLICATION PROCESS AND REPORTING – Doug Boline

(00:50:59)

Doug Boline mentioned that districts will be required to report quarterly, and the reporting will capture spend in terms compatible with KSDE and federal reporting requirements.
The expenditure categories are standard across districts and compatible with federal reporting; however, accounts will be specified to the district, and will require clear definitions to interpret.
This level of detail will allow the Task Force, KSDE, and the Kansas State Board of Education to identify how these funds are expected to be spent.

He then covered that the data reporting from districts will be due on April 16th which will cover March 13th, 2020 to March 31st, 2021 and will be reported in the future on a quarterly basis.

Chairman Porter mentioned that the reason behind the Task Force meeting on Friday afternoons is due to the Legislative representation on the Task Force. There may be a possibility that when the legislature closes, the schedule in which the Task Force will meet may change, and this decision will be made as a group.

(00:57:00)

ADJOURNMENT - Chairman Porter adjourned the meeting at 3:58pm. The next meeting will occur on Friday, April 2nd at 3:00 p.m.

6712_Sacred Heart Cathedral Catholic School (Dodge City)_EANS)_0326

naOooyvd

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	EANS applicant (Non-public school)
Applicant / Entity Name	Sacred Heart Cathedral Catholic School (Dodge City)

Applicant / Mailing Address

905 Central

Applicant / First and Last Name of Owner, CEO, or Executive Director	Lynee Habiger
Applicant / Email Address of Owner, CEO, or Executive Director	lynee.habiger@dcshcs.com
Applicant / Phone Number	16202530353

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

Part A: Basic Information

Full School Name	Sacred Heart Cathedral Catholic School (Dodge City)
KSDE-Assigned Building Number	6712
Building Address | Street Address	905 Central
Building Address | City	Dodge City
Building Address | Zip Code	67801
Mailing Address | Street Address	905 Central
Mailing Address | City	Dodge City
Mailing Address | Zip Code	67801
Kansas School District Catchment Area	443
Grades served (select all that apply)	✓ Kindergarten ✓ 1st ✓ 2nd ✓ 3rd ✓ 4th ✓ 5th ✓ 6th ✓ 7th ✓ 8th
Learning environment for the majority of K-12 students from **March 13, 2020 through the end of the spring 2020 semester**:	Remote
Learning environment for the majority of K-12 students over the **fall 2020 semester**:	In-person
Learning environment for the majority of K-12 students for the **spring 2021 semester to-date**:	In-person
Authorized Representative of the School | Name	Lynee Habiger
Authorized Representative of the School | Position or Title	principal
Authorized Representative of the School | Email Address	lynee.habiger@dcshcs.com

Authorized Representative of the School | Phone Number	+16202276532
Would you like to add an additional school representative to the application?	Yes
Other School Representative 1 | Email Address	tdelgado@gckschools.com

PART B: Funding Need

Section 312(d)(3)(C) requires an SEA to prioritize services or assistance to non-public schools that enroll low-income students and are most impacted by COVID-19. Accordingly, the State requests that the school provide the data described below. Data provided in this application should not include personally identifiable information about students or their families.

Enrollment and Low-Income Data

Note: Although schools that enroll low-income students will be prioritized for EANS funding, schools are not required to submit data on low-income students to be eligible for EANS funding. If a school chooses to provide low-income student data, they must use one of the four sources above. **Schools that do not submit data will be assumed to have no low-income students.** Schools with no data available from the above sources that wish to use another source to estimate low-income students should reach out to KSDE to determine the best source to use.

Total K-12 student enrollment of the school in the **2019-2020 school year**:	140
Number of K-12 students from **low-income families** enrolled in the school in the **2019-2020 school year**:	67
Data source used to provide the above estimate for the **2019-2020 school year:**	Free and Reduced Price Lunch eligibility data
Total K-12 student enrollment of the school in the **2020-2021 school year**:	145
Number of K-12 students from **low-income families** enrolled in the school in the **2020-2021 school year**:	64
Data source used to provide the above estimate for the **2020-2021 school year:**	Free and Reduced Price Lunch eligibility data

Impact of COVID-19

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

Beginning in March of 2020, SHCCS provided remote learning opportunities for our students. We experienced numerous difficulties. Since 47% of our students were of low income our challenges were substantial. Many students did not have internet connectivity or devices. Also 39% of our students were second language learners, so communication with the families proved difficult. 7% of our students were in special education and their special needs were not addressed as thoroughly as previously. In August of 2020, we opened for in-person instruction. Although it was significantly better than remote learning, it was not without problems. Most of our low income and ESL families were employed at the meat packing plants. These businesses were hit the hardest in Dodge City with incredibly high numbers of illnesses and Covid19 transmission rates. As one family member after another contracted the illness, other family members were quarantined. In many cases our students missed several weeks of in-person instruction. Also, we encouraged both staff and students to stay at home if they were not feeling well as a precaution, resulting in high absenteeism. Additionally, many of our teachers contracted the illness and were absent for extended periods. We found substitute teachers but the quality of instruction suffered. According to our preliminary state (interim) and Fastbridge assessments, learning loss was and continues to be substantial. Additionally, we were unable to hold one of our fundraisers and church collections were minimal which accounts for 50% of our funding.

Other COVID-19 Services or Funding

Did the school receive a loan guaranteed under the Paycheck Protection Program *before* December 27, 2020?	Yes
If the school received a loan guaranteed under the Paycheck Protection Program, please provide the total amount of the loan.	298,100

Please briefly describe any *other* prior COVID-19 funding or services received by the school (e.g., ESSER I equitable services, services from counties under the Coronavirus Relief Fund). Include estimated dollar amounts for funding and services where known.

We received $13,887 Cares Act funding through our public school. This was used for physical barriers, sanitation equipment, sanitation supplies and additional classroom manipulatives to be used for individual students

PART C: Non-Public School Services Requested

Please review the following requirements for services and reimbursements requested before completing the Excel template portion of the application.

Services requested

A non-public school may apply to receive services or assistance from the SEA or its contractors to address educational disruptions resulting from COVID-19 for:
1. Supplies to sanitize, disinfect, and clean school facilities
2. Personal Protective Equipment (PPE)
3. Improving ventilation systems, including portable air purification systems

4. Training and professional development for staff on sanitization, the use of PPE, and minimizing the spread of infectious diseases
5. Physical barriers to facilitate social distancing
6. Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety
7. Expanding capacity to administer coronavirus testing to effectively monitor and suppress the virus
8. Educational technology
9. Redeveloping instructional plans for remote or hybrid learning or to address learning loss
10. Leasing sites or spaces to ensure social distancing
11. Reasonable transportation costs
12. Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss

Reimbursements

Eligible reimbursements may include the expenses of any services or assistance described above that a non-public school incurred on or after March 13, 2020, except for:

1. Improvements to ventilation systems (including windows), except for portable air purification systems, which may be reimbursed.
2. Staff training and professional development on sanitization, the use of PPE, and minimizing the spread of COVID-19.
3. Developing instructional plans, including curriculum development, for remote or hybrid learning or to address learning loss.
4. Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss.
5. Any expenses reimbursed through a loan guaranteed under the PPP (15 U.S.C. 636(a)) prior to December 27, 2020.

Prior to any reimbursement, the non-public school must provide **sufficient documentation supporting such expenditures** demonstrating that the school actually received the services or assistance related to those expenditures. Please upload a zip folder of all reimbursement documentation as part of your application submission.
The public agency gains title to materials, equipment, and property for which it provides reimbursement. For example, if a non-public school purchased laptops for students and teachers to facilitate online learning, KSDE may use EANS funds to purchase those laptops from the non-public school, thereby also obtaining title for the laptops from the non-public school.
For additional information on allowable services or assistance, please review the KSDE EANS FAQ on the KSDE website.

Please briefly summarize how the school's requests for products, services, personnel, or reimbursements will be used, and how they will specifically address the school's incremental COVID-19 needs.

We are not requesting reimbursements for any prior purchases. However, we are requesting Chromebooks to be used during summer tutoring and during the following school years. Chromebooks will be used to address learning loss due to Covid19, utilizing our already purchased educational software. Additionally, we would like to use the same Chromebooks the following school years for students of high poverty to be used for homework or if we find it necessary to switch to remote learning. We are also requesting funds for 4 teachers and one paraprofessional to serve as summer tutors. We would like to have small learning groups based on assessment scores using an MTSS model. This is the most effective model for our ELLs who will make up most of the group. Finally, we are requesting a full time teacher in order to split the upcoming 1st grade class of 28 students. This small class size will allow the teacher to meet individual academic and social/emotional needs, particularly our second language learners and students of high poverty.

Please fill out the **EANS application Excel template** with the school's request for future services or assistance and reimbursement of previous expenses and upload as part of your submission. The template can be downloaded here. **Please name the file Building Number_School Name_EANS_Submission Date so the file name matches the title of this application (e.g., 7784_Ascension School_EANS_0322). Date format should be MMDD (e.g., 0322 for March 22). If a school does not yet have a building number, please put Pending.**

Part D: Program Acknowledgments

EANS Eligibility Assurances

By providing my initials below, I affirm the following is true and correct regarding my school:

The school requesting services or assistance did not and will not apply for and receive a loan under the Small Business Administration's Paycheck Protection Program (PPP) (15 U.S.C. 636(a)(37)) that is made **on or after December 27, 2020.**	LH
The school requesting services or assistance is a non-profit institution.	LH
The school requesting services or assistance was in existence prior to March 13, 2020.	LH
No requests for reimbursement in this application have been previously reimbursed as part of a loan guaranteed under paragraph (36) of section 7(a) of the Small Business Act (15 U.S.C. 636(a)) as of December 26, 2020 (the Paycheck Protection Program).	LH

At its discretion, KSDE may require a non-public school applicant to submit any documentation necessary to substantiate one or more of the above assurances.

General EANS Assurances

Please provide your initials to acknowledge the following EANS requirements.

Public Control of Funds	The control of funds for the services or assistance provided to a non-public school under this subsection, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, services,	LH

assistance, materials, equipment, and property.

Provision of Services or Assistance | The provision of services or assistance to a non-public school under this subsection shall be provided by employees of a public agency; or through contract by such public agency with an individual, association, agency, or organization. Such employee, individual, association, agency, or organization shall be independent of the non-public school receiving such services or assistance, and such employment and contracts shall be under the control and supervision of a public agency.	LH
Secular, Neutral, and Non-Ideological | All services or assistance provided under this subsection, including providing equipment, materials, and any other items, shall be secular, neutral, and non-ideological.	LH
Restrictions on Using EANS for Scholarships | Funds provided under this section shall not be used to provide direct or indirect financial assistance to scholarship granting organizations or related entities for elementary or secondary education; or to provide or support vouchers, tuition tax credit programs, education savings accounts, scholarships, scholarship programs, or tuition-assistance programs for elementary or secondary education.	LH

Certification

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

Electronic Signature	Lynee Habiger
Date	03/26/2021

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

Building #	School name
6712	Sacred Heart Cathedral Catholic School (Dodge City)

Request ID	Eligibility Review Recommendation	Request Category	Request	Briefly describe how this request is allowable under EANS allowable uses and addresses a COVID-19 impact or need.	Please select which EANS allowable use this request falls under	Estimated dollar value per line item	Unit definition	Unit cost (per unit, annual, hourly)	Est quantity needed in 2020-2021 school year	Est quantity needed in summer 2021	Est quantity needed in 2021-2022 school year	Est quantity needed in summer 2022	Est quantity needed in 2022-2023 school year	Est quantity needed in summer 2023	Reviewer notes
6712-1-001	Eligible	Table 1 - Service Center Menu	Samsung Chromebook 4 - 11.6" - Celeron N4020 - 4 GB RAM - 64 GB eMMC	Students will use these during summer tutoring to address learning loss due to Covid 19. Students with high poverty will also use them at home during the following school years when their family may be quarintined or if the school needs to move to remote learning.	Educational technology - Hardware	$ 7,086.00	1	$ 272.54	0.00	25.00	0.00	0.00	0.00	0.00	contacted Lynee, the principal, and she confirmed they were requesting 25 total chromebooks, not 75, so I made the correction. 3/28/21
6712-2-001	Eligible	Table 2 - Full-Time Personnel	Certified Teacher	We would like to split the incoming first grade class of 27 in order to promote social distancing and to adequately meet social/emotonal/academic needs particularly our ESL and high poverty students.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	$ 133,421.34		$ 36,000.00	0.00	0.00	Yes	0.00	Yes	0.00	
6712-3-001	Eligible	Table 3 - Part-Time Personnel	Certified Teacher	summer tutoring for students who experienced learning loss due to Covid 19.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	$ 7,701.15		$ 30.00	0.00	66.50	0.00	66.50	0.00	66.50	
6712-3-002	Eligible	Table 3 - Part-Time Personnel	Certified Teacher	summer tutoring for students who experienced learning loss due to Covid 19.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	$ 7,701.15		$ 30.00	0.00	66.50	0.00	66.50	0.00	66.50	
6712-3-003	Eligible	Table 3 - Part-Time Personnel	Certified Teacher	summer tutoring for students who experienced learning loss due to Covid 19.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	$ 7,701.15		$ 30.00	0.00	66.50	0.00	66.50	0.00	66.50	
6712-3-004	Eligible	Table 3 - Part-Time Personnel	Certified Teacher	summer tutoring for students who experienced learning loss due to Covid 19.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	$ 7,701.15		$ 30.00	0.00	66.50	0.00	66.50	0.00	66.50	
6712-3-005	Eligible	Table 3 - Part-Time Personnel	Paraprofessional	summer tutoring for students who experienced learning loss due to Covid 19.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	$ 5,347.01		$ 20.00	0.00	66.50	0.00	66.50	0.00	66.50	

Commissioner's K-12 Relief Funds Task Force

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Task Force Meeting
April 2, 2021

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4/2 Task Force agenda

3:00 to 3:05pm	Call to Order
3:05 to 3:15pm	Overview of EANS Applications Received To Date
3:15 to 3:35pm	Walkthrough of a Completed EANS Application
3:35 to 4:00pm	KSDE Approach to Common Themes in EANS Applications

Overview of EANS Applications Received To Date

EANS application status tracker

Data as of: April 1, 7pm CT

83
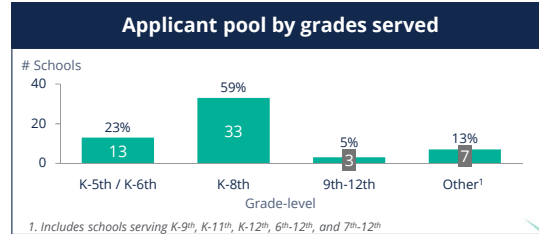In Progress or Already Submitted

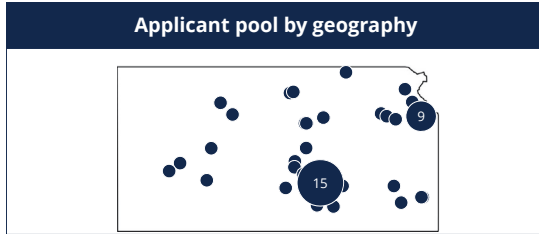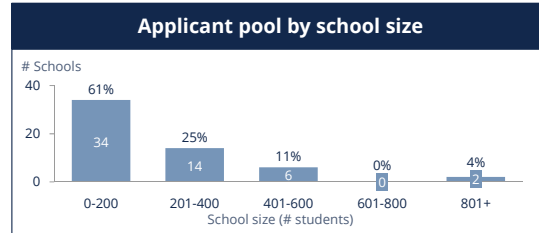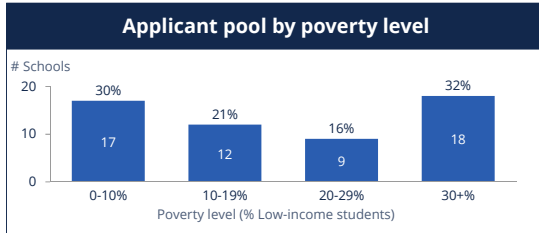**56**
Submitted

30
Entered Review

13
Reviews Completed

Data in this status update is from 56 submitted applications as of April 1, 7pm CT
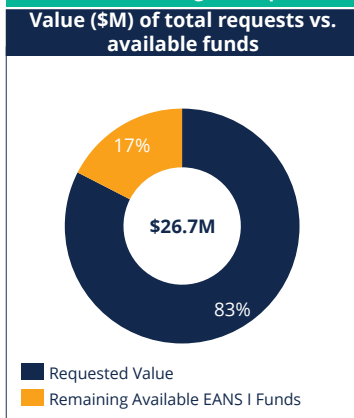
EANS applicants to date

Applicant pool by poverty level

Schools

- 30% — 17 (0-10%)
- 21% — 12 (10-19%)
- 16% — 9 (20-29%)
- 32% — 18 (30+%)

Poverty level (% Low-income students)

Applicant pool by school size

Schools

- 61% — 34 (0-200)
- 25% — 14 (201-400)
- 11% — 6 (401-600)
- 0% — 0 (601-800)
- 4% — 2 (801+)

School size (# students)

Applicant pool by geography

- 9
- 15

Applicant pool by grades served

Schools

- 23% — 13 (K-5th / K-6th)
- 59% — 33 (K-8th)
- 5% — 3 (9th-12th)
- 13% — 7 (Other[1])

Grade-level

1. Includes schools serving K-9th, K-11th, K-12th, 6th-12th, and 7th-12th

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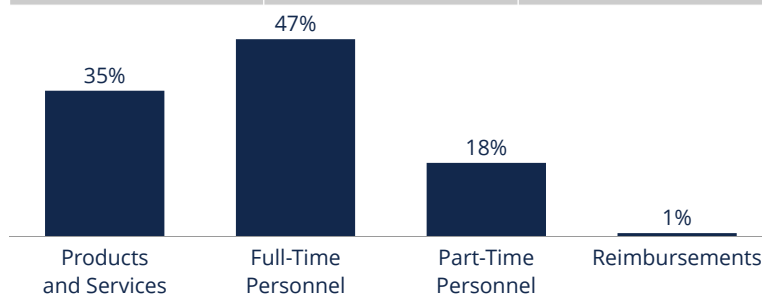*Kansas leads the world in the success of each student.*

5

Requests to date valued at $22M

Includes data from all submitted requests to-date; eligible requests will represent a subset of this data

Value ($M) of total requests vs. available funds

- 17%
- $26.7M
- 83%
- ■ Requested Value
- ■ Remaining Available EANS I Funds

Students represented	Average total value of requests per school	Value of requests per student *Over total length of program*
12,749	**$393k**	**$1.7k**

- 35% — Products and Services
- 47% — Full-Time Personnel
- 18% — Part-Time Personnel
- 1% — Reimbursements

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3

Walkthrough of a Completed EANS Application

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Sacred Heart Cathedral Catholic School | Application pre-read materials

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Sacred Heart Cathedral Catholic School | Application overview

Applicant Profile

School	Sacred Heart Cathedral Catholic School (Dodge City)
Building number	6712
City	Dodge City
Number of students	145
Percent low-income	44%
Eligible value per student	**$1,218**
Requested value	$176,659
Recommended eligible value	$176,659
% recommended eligible value of requests	**100%**

% Value of Eligible Requests by Category

- Products & Services
- Full-time Personnel
- Part-time Personnel
- Reimbursements

4%
0%
20%
$177K
76%

% Value of Eligible Requests by Allowable Use

96% — 12 Ed support services
4% — 8.2 Tech-hardware
0% — 1 Supplies to sanitize/clean
0% — 2 PPE
0% — 3 Ventilation
0% — 4 Sanitation/PPE PD
0% — 5 Phys. Barriers
0% — 6 CDC-rec materials
0% — 7 Test/monitor COVID
0% — 8.1 Tech-connect
0% — 8.3 Tech-software
0% — 8.4 Tech-other
0% — 9 Hybrid/learning loss
0% — 10 Lease space
0% — 11 Transport

Note: *dollar amounts represent estimated/budgeted cost; actual cost may vary*

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Sacred Heart Cathedral Catholic School | COVID-19 Impact

COVID-19 Impact Excerpt

Beginning in March of 2020, SHCCS provided remote learning opportunities for our students. We experienced numerous difficulties. Since 47% of our students were of low income our challenges were substantial. Many students did not have internet connectivity or devices. Also 39% of our students were second language learners, so communication with the families proved difficult. 7% of our students were in special education and their special needs were not addressed as thoroughly as previously.

In August of 2020, we opened for in-person instruction. Although it was significantly better than remote learning, it was not without problems. Most of our low income and ESL families were employed at the meat packing plants. These businesses were hit the hardest in Dodge City with incredibly high numbers of illnesses and Covid19 transmission rates. As one family member after another contracted the illness, other family members were quarantined. In many cases our students missed several weeks of in-person instruction. Also, we encouraged both staff and students to stay at home if they were not feeling well as a precaution, resulting in high absenteeism. Additionally, many of our teachers contracted the illness and were absent for extended periods. We found substitute teachers, but the quality of instruction suffered. According to our preliminary state (interim) and Fastbridge assessments, learning loss was and continues to be substantial. Additionally, we were unable to hold one of our fundraisers and church collections were minimal which accounts for 50% of our funding.

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Sacred Heart Cathedral Catholic School | Ineligible requests

Ineligible Requests - Total value: $0.0M

Dollar value of request	Category	Allowable use	What was requested	Description of how requested item relates to COVID-19 impact	Rationale for ineligibility
			N/A (all requests deemed eligible)		

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KSDE Approach to Common Themes in EANS Applications

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In initial screenings, KSDE has identified several common categories of eligible requests

Examples of common requests recommended as eligible by KSDE

Summer school personnel

"Summer Camp teacher to work on social emotional topics due to lack of skills developed during the 2020-2021 school year"

Additional school year personnel

"Noting the increased academic needs of our students due to learning loss from the COVID school shut down in Spring 2020, it will be important to have a Resource Teacher who can dedicate their time to analyzing academic data as well as putting into place supports for our most at-risk students. "

Supplies to minimize the spread of COVID-19

"Hand sanitizer gel and disinfectant wet wipes to provide a clean, healthy, safe environment"

KSDE is applying a consistent approach in application review to assess COVID-19 need in context

1

2

3

Eligibility is **context-dependent** and requires the request to address an **incremental COVID-19 need**

Requests must be **in compliance** with federal requirements; all will be **fulfilled in accordance** with the Kansas EANS program

Many requests for **technology and supplies** have not **tied directly to a COVID need**; articulating that need is required for eligibility in these categories

The same item could be eligible or ineligible across applications based on rationale and intended use

Requests that do not comply with federal requirements are being deemed ineligible

In cases where an incremental COVID need is not articulated, the request will be deemed ineligible

(1)

Eligibility is dependent on how the request will fulfill an incremental COVID-19 need (I)

KSDE approach to determining eligibility

Examples

1. The need that the request will fulfill must be **incremental** to pre-COVID school needs

❌ "Professional development in *Capturing Kids' Hearts* for **new staff members** on social and emotional growth."

✅ "*School and Family Peace* training: Our teachers are not trained in supporting the emotional and psychological needs of students due to COVID-19. We are in need of help to support our students and families in **healing from the emotional impact of the pandemic."**

Based on this approach, it is possible that the same item could be deemed eligible for one school and ineligible for another due to rationale and intended use

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(1)

Eligibility is dependent on how the request will fulfill an incremental COVID-19 need (II)

KSDE approach to determining eligibility

Examples

2. The incremental need must be **directly caused by COVID-19**

❌ "Headphones to engage learners and to ensure **the quality is upgraded** so that all students may hear"

✅ "Additional headphones to allow students to have their own headphones **in lieu of sharing due to COVID"**

Based on this approach, it is possible that the same item could be deemed eligible for one school and ineligible for another due to rationale and intended use

Requests must comply with federal EANS requirements

2

Implications	Examples
Requests for **permanent fixtures** requiring installation/removal are being deemed ineligible because **all property must be removed** when it is no longer being used or when the EANS program ends.	❌ "**Water bottle filling stations** to allow for sanitary filling of bottles." ✅ "We request **replacement filters** for our air purifiers **due to increased use from COVID-19."**
IEP mandated services do not directly address a COVID-19 need; however, EANS services can be used to provide allowable support to **students with disabilities who have been disproportionately impacted by COVID.**	❌ "Support staff for students with disabilities" ✅ "Hire a special education teacher for 43 students, identified as performing at Tier 3 level of instruction to address learning loss from **constant disruption to learning since March 2020."**

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Requests will need to be fulfilled in accordance with Kansas's EANS program

2

Implications	Examples
"Off-menu" requests for items that also exist on the Service Center menu may be eligible, but products will be **procured through the Service Center** and **substitutes may be used.**	✅ "**Disinfecting wipes** from [vendor] for sanitizing our classrooms." *KSDE will recommend eligibility, but **cannot guarantee** that the items will be purchased directly from the school's identified vendor*
Part-time personnel will be **employed through Service Centers** and paid using **statewide hourly rates;** personnel requested using different rates may be eligible, but will be **paid based on the statewide rates.**	✅ "Hire a part-time paraprofessional for **15 hours per week**, 36 weeks per year at **$15.00/hr."** *KSDE will recommend eligibility if the request ties to a COVID-19 need, but will **use the state rate** instead ($20 per hour).*

KSDE is following up with schools to provide an opportunity to revise requests

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3

Educational technology requests require clear ties to incremental COVID-19 needs to be eligible

KSDE approach to determining eligibility

Educational technology requests must clearly and explicitly tie to a **specific incremental COVID-19 need.** The use case and quantity must be reasonable given the **school's intended learning environment** and **expected number of student / staff users**.

Examples

❌ "*Promethean Board* to provide our teachers with necessary tools to **provide 21st century learning opportunities**."

✅ "*Second Step* software will give us a research based SEL program to help students be successful while **dealing with the learning loss effects of COVID.**"

❓ "**Webcams** are necessary for our **remote learners and our remote meetings.**"

KSDE will follow up to understand 1) the school's intended learning environment (overall and for users of the specified technology), and 2) the expected number of student/staff users

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3

Cleaning supply requests require clear ties to incremental COVID-19 needs to be eligible

KSDE approach to determining eligibility

Cleaning supplies must **directly address or prevent COVID-19**; unrelated cleaning supply requests are ineligible.

Examples

❌ "Four **brooms** purchased for the lunchroom and classrooms to properly clean floors."

❌ "Purchase 3 additional **dustpan combos** to clean floors and reduce the spread of COVID."

✅ "Hand sanitizer - Students and staff are sanitizing hands several times a day to **help prevent the spread of COVID-19. "**

Next Steps

➤ KSDE to incorporate Task Force input into application review considerations

➤ EANS application submission window closes tonight

➤ KSDE to continue reviewing applications, following up with schools as appropriate

➤ Pre-read of reviewed applications for Task Force will be provided on Wednesday, 4/7

➤ KSDE to prepare materials for next week's Task Force meeting on 4/9

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Preliminary agenda items for 4/9 and 4/16 Task Force meetings

	4/9	4/16
Pre-Read	• At least 50% of apps (~35+) reviewed • PDF of each reviewed application with compiled list of all line-item requests with KSDE eligibility recommendation	• Remaining apps reviewed • PDF of each reviewed application with compiled list of all line-item requests with KSDE eligibility recommendation
During Meeting	• Provide status update and summary stats • Determine eligibility of first batch of requests • Preview full application portfolio, including estimate of total value of eligible requests • Assess likelihood of resource scarcity vs. remaining resources; discuss implications	• Provide status update and summary stats • Determine eligibility of remaining requests • Review full app portfolio, including revised estimate of total value of eligible requests • [If insufficient funds for eligible requests]: align on resource allocation methodology • [If EANS I funds remain]: discuss next steps with regard to remaining funds

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Thank You

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