

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



U.S. Department of Education

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Introduction

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

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

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

Instructions

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

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

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

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

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

Cover Page


Grantee and Contact Information

ARP ESSER PR Award Number (e.g., S425U2100XX): S425U210026

SEA Contact: Kelly Foster, Ed.D.

Telephone: (502) 564-5130

Email address: Kelly.foster@education.ky.gov

By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.	
Chief State School Officer or Authorized Representative (Printed Name) Kelly Foster, Ed.D.	
Signature of Authorized SEA Representative 	Date: 8/4/2021

A. Describing the State's Current Status and Needs

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

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

The Kentucky Department of Education (KDE) has learned much from the community response to the COVID-19 pandemic. Two strategies that have benefited KDE in its response to COVID-19 include the strategic use of the Non-traditional Instruction (NTI) program and collaboration with other government agencies.

NTI

NTI is a flexible program that allows districts to use 10 days for districtwide non-traditional instruction, such as virtual learning, in response to natural disasters. These disasters often include snow and ice storms, severe flooding or widespread childhood illness such as influenza or pertussis. The NTI program has been available to districts in Kentucky for many years. Prior to the pandemic, 89 public school districts voluntarily participated in the program. KDE deployed this pre-existing structure in March 2020 when it became clear that school buildings would need to close for an extended period of time.

Through the strategic deployment of the NTI program, KDE had a turn-key option that allowed schools and districts to continue to operate – providing instruction to students across the Commonwealth. The usual restrictions on this program were waived to allow for an unlimited number of NTI days as well as added flexibilities for instructional format. The NTI model has been strengthened through the response to COVID-19. Districts are now better prepared to provide deeply meaningful alternative instruction options when natural disasters strike their communities. Similarly, students are better prepared to work from home. While NTI will return to its usual 10-day limit in the 2021-2022 school year, KDE will continue to develop resources and promote instructional strategies that benefit students during these periods of innovative instruction.

Inter-agency Collaboration

Throughout the pandemic, a workgroup from KDE has met weekly with a workgroup at the Kentucky Department for Public Health (KDPH). The collaboration with public health has greatly benefited KDE. Through this

collaboration, KDE and KDPH released a joint guidance document entitled [“Guidance and Safety Expectations and Best Practices for Kentucky Schools \(K-12\).”](#) This document has become a flagship document that has guided the COVID-19 response in schools across Kentucky, as well as in neighboring states.

Following the release of this guidance document, KDE continued to collaborate with KDPH. Together, the two agencies collaborated on more than 50 guidance documents, promoted early vaccination for the education workforce, and facilitated in the creation of COVID-19 vaccination sites at schools.

Promoting the Clearinghouse

As KDE completes the monitoring of district’s deployment of ESSER funds, schools will be encouraged to submit exemplary program models to the clearinghouse. KDE maintains a current system of collecting and dispersing best practices for a wide range of additional topics. Through this existing structure, KDE will promote the submission of best practices to the federal clearinghouse as well.

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

From the earliest days of the pandemic, KDE adopted a three-prong approach to meeting the needs of our students; educate, feed and support. When schools closed to in-person instruction in March 2020, our primary concern was the continued educational well-being of our students. Educators across the Commonwealth worked day and night to rapidly transition from traditional instruction into emergency online and remote instructional formats. Entire curriculums were re-developed over short weekend breaks. As soon as possible, our schools reworked food service programs to take advantage of federal flexibilities so that students could receive nutritious meals while away from school. As the pandemic continued, Kentucky’s resource staff worked around the clock to ensure that students had their social, emotional, and mental health needs met.

The heroic and Herculean efforts of Kentucky’s education workforce cannot be overstated. As school buildings reopen and Kentucky emerges from the COVID-19 pandemic, KDE will continue to address the highest priority needs of our students through the lens of educate, feed and support.

Educate

This tumultuous period has created unprecedented difficulties for our student population. As school buildings reopen, KDE will redouble its efforts to ensure that every student has access to a high-quality, well-rounded education that will prepare them for a bold future. The highest priority needs under the “Educate”

heading are related to access. Throughout the pandemic, identified students have experienced challenges accessing rigorous coursework. While Kentucky has been a leader in broadband access in schools, moving to remote learning from homes created challenges. Some rural areas of the state struggle to maintain sufficient internet connection to support synchronous online lessons. Scheduling conflicts and building closures have created a challenging environment for students to thrive in dual credit and career and technical education (CTE) courses.

Additionally, students have missed opportunities for extracurricular and cocurricular activities, student organizations and work-based learning opportunities. The lack of in-person instruction has prevented some students from receiving vital learning services and supports. This has produced inequities in our system that must be addressed moving forward. Schools and districts must assess students to create a new baseline for measuring growth and establish programs, activities, and enrichments to make up for the lost opportunities of the 2020-2021 school year.

Feed

Basic educational theory reminds us that hungry learners cannot learn and that a hungry mind is a distracted mind. KDE is committed to ensuring that all students have regular access to nutritious meals. Data collected by our Homeless and Migrant program liaisons has demonstrated a greater need for effective food services in the coming school year. The economic impact of the COVID-19 pandemic and its subsequent layoffs have caused stores and restaurants to close and increased food insecurity across the Commonwealth. For many families, their school may be the only safe place to seek refuge and find food resources. Methods of delivering instructional service will continue to evolve. Ensuring that our food service programs have the necessary support to meet growing demand is a top priority for KDE.

Support

As Kentucky emerges from the COVID-19 pandemic, supporting our learners as they make the transition into the new normal is a top priority. It has been well-documented that student's social and emotional needs have not been met during the pandemic. Many students have experienced deep personal trauma and have lived a year in social isolation. Supporting these students through expanded social-emotional learning programs and mental health efforts must be a priority in all schools during the 2021-2022 school year.

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

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

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

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

KDE is committed to the success of all students and to overcoming systemic barriers to success for traditionally marginalized groups of students. As such, KDE has made a consistent and persistent effort to capture feedback from a wide variety of stakeholder groups throughout the pandemic. The information presented in Table A1 represents the highest-priority needs as determined by KDE staff and informed by the stakeholder feedback processes described in question C.1. of this application.

Table A1.

Student group	Highest priority needs
Students from low-income families	<i>Throughout the pandemic, students from low-income families have struggled with a lack of sufficient internet access beyond the school campus during the pandemic. This is especially true for homes of families in more rural areas of the state that could not access internet even with a mobile hotspot. This priority need has been documented through early</i>

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

Student group	Highest priority needs
	<p><i>monitoring efforts of the district’s ESSER spending and is supported by the Kentucky statewide student participation report, which shows that 92% of students from low-income families participated in remote learning compared to 94% of all students.</i></p> <p><i>Through state-level and district-level efforts, the percentage of students without internet access beyond the school campus was driven down to 2% (as reported in Kentucky’s Digital Readiness Report). Additionally, by the closure of the 2020-2021 school year, Kentucky school districts drove the percentage of students without a digital device for school work beyond the school campus down to 1.5%, the vast majority of which have been provided by our schools and districts.</i></p>
<p>Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)</p>	<p><i>Although data from the 2020-2021 school year is limited, data from previous School Report Cards show gaps in achievement and graduation rates between racial and ethnic groups compared to the “all students” group. For example, the 2019-2020 School Report Card shows that the 5-year cohort graduation rate for all students in Kentucky is 92%, compared to 86% for African American students and 86% for Hispanic or Latino students. Many of these gaps are present in proficiency data from previous school years as well. KDE anticipates that the impact of the COVID-19 pandemic may exacerbate these gaps.</i></p>
<p>Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)</p>	<p><i>The existing gender gap in both enrollment and success in Advanced Placement (AP) courses is a persistent issue that KDE believes may have been exacerbated by the COVID-19 pandemic. According to the 2019-2020 School Report Card, 40,582 students statewide enrolled in AP courses, with 38,911 (95%) students completing. Although more females enrolled in AP courses than males (22,314 females compared to 17,268 males), the percentage of females with a qualifying score on AP exams was slightly less than their male counterparts (58% of females compared to 59% of males). African American students only represented 2,900 of the 40,582 students enrolled in AP courses, and 41% received a qualifying score on an AP exam, which is</i></p>

Student group	Highest priority needs
	<p><i>lower than the rate of 58% of the all students group. Hispanic or Latino students also were underrepresented in AP courses, with 2,285 students enrolled and 52% receiving a qualifying score on an exam, which is below the rate for all students (58%). These data suggest that although more females than males are enrolled in AP exams, fewer of them receive a qualifying score on AP exams, pointing to a disparity in access and success in AP courses for females, African American and Hispanic or Latino students.</i></p>
English learners	<p><i>English learners (EL) have experienced a disproportionate burden of the pandemic. KDE considers access to rigorous coursework and social-emotional/mental health resources to be the highest priority needs for this student group. USED’s COVID-19 Handbook, Volume 2, suggests that EL students may require additional supports and often face barriers to diagnosing and treating mental illness. KDE’s stakeholder engagement efforts have verified that assertion. Additionally, EL students will need increased academic supports in the 2021-2022 school year. KDE records indicate that this population has experienced an increased likelihood of absenteeism and/or disengagement. EL students often have less access to internet and digital devices. KDE’s data collections show that for ELs statewide, the participation rate in remote learning was less for this group (89%) than the participation rate for in-person learning (93%). In addition to ensuring all students have access to a device and the internet, it is important to ensure parents are equipped to help students troubleshoot their technology at home. The ability to provide multi-lingual technical support for virtual learners is a much-needed area of growth.</i></p>
Children with disabilities	<p><i>KDE anticipates the highest-priority need for this student group to be the identification of students eligible for compensatory education services, as well as the ability to provide those services based on the individual needs of the students.</i></p> <p><i>Supports for social, emotional and mental health will continue to be a need, with special emphasis placed on transition supports for students returning to in-person instruction. These supports may include</i></p>

Student group	Highest priority needs
	<p><i>self-management, social awareness and relationship skills. For those students unable to return to in-person instruction or whose parents choose to enroll students in online coursework, continued emphasis on connecting students with their class and community building amongst their peer group will be a necessary function during the 2021-2022 school year.</i></p>
<p>Students experiencing homelessness</p>	<p><i>KDE anticipates the need to identify and serve a larger number of homeless children and youth (HCY) to be a high priority need during the 2021-2022 school year. During the 2019-2020 school year, 3% of the total student population experienced some form of homelessness. This is a 1% decrease in the usual statewide identification rate. Stay-at home measures and eviction moratoriums allowed many HCY, who would have been homeless in the spring of 2020, to remain in their homes. With these moratoriums coming to an end over the summer, KDE anticipates a spike in the number of HCY.</i></p> <p><i>Stakeholder feedback also has demonstrated a lack of connectivity to virtual learning opportunities for HCYs. Students living with adults who had limited knowledge about the technology and software used by schools, as well as a lack of organized, structured and learning-focused home environments, contributed to a lack of success and engagement of HCYs. Based on anecdotal evidence and data from previous school years, another high priority need in our state for HCY is to address the learning loss created by the pandemic environment. HCY are most at-risk for failure and drop out because of previous trauma, disabilities and high educational mobility. Student participation rate data for the 2020-2021 school year shows that students experiencing homelessness participated in remote and in-person learning at a lower rate than all students (88% compared to 93%).</i></p>
<p>Children and youth in foster care</p>	<p><i>As in the pre-pandemic era, children and youth in foster care (CYFC) face many academic and social/emotional needs. As KDE plans for the 2021-2022 school year, professional learning related to the unique needs of CYFC will be a high priority. This student group is traditionally a high trauma-</i></p>

Student group	Highest priority needs
	<i>exposed group. The challenges posed by the COVID-19 pandemic likely exacerbated their trauma exposure. Professional learning will need to focus on helping education professionals understand the depth and breadth of trauma, select appropriate academic interventions, and provide appropriate access to mental health services and other social-emotional supports for this student group.</i>
Migratory students	<i>Like Kentucky’s population of HCY, KDE has noted a decline in the number of students enrolled in migrant programs. This is likely due to travel restrictions and temporary housing policies put in place during the pandemic. While overall numbers are down, KDE has seen a 1% increase in the number of students qualifying as Priority for Service and a 1.3% increase in the number of migrant students missing 10 or more days of school. This decline in enrollment, combined with the increase in need, suggests that enrollment numbers are likely suppressed due to the pandemic. The ability to properly identify and provide high-quality services to students that qualify for the migrant program is a high-priority need.</i>
Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	<i>For all other student groups, school-based mental health services and partnerships will continue to be a high priority need in the 2021-2022 school year. The added stressors of the pandemic (including the loss of loved ones, the increased stress of transitions between online and in-person schooling and impacts of social isolation) have exacerbated existing concerns for all student groups. Efforts must be undertaken to re-engage students in schooling and to create safe and supportive environments in which they can thrive, particularly for students who are enrolled in alternative education programs affiliated with the Department of Juvenile Justice (DJJ) and other students who report feeling marginalized or unsafe at school.</i>
<i>Data sources used to inform the responses to this table</i>	<i>Data Sources:</i> <ul style="list-style-type: none"> • <i>Kentucky School Report Card</i> • <i>Stakeholder Feedback (described in detail in question C.1. of this application)</i> • <i>KDE Early Warning Tool</i>

Student group	Highest priority needs
	<ul style="list-style-type: none"> • <i>Transient Student Report</i> • <i>Title IV, Part A 2020 Consolidated State Performance Report (CSPR) survey</i> • <i>Kentucky Student Voice Team (KSVT, formerly Prichard Committee Student Voice Team) “Coping with COVID-19 Student-to-Student Study”</i> • <i>Kentucky Incentives for Prevention (KIP) Survey</i> • <i>GLSEN School Climate for LGBTQ Students in Kentucky Survey</i> • <i>MIS2000</i> • <i>Kentucky Digital Readiness Reports</i>

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

The COVID-19 pandemic impacted students in a variety of ways. Districts must make efforts to look at each individual student as a whole child and determine the best approach to support their return to school. Academically, this process begins with the implementation of the annual state assessment. These assessments will provide educators with a general idea of where their students are in comparison to the pre-pandemic era. Throughout the school year, KDE encourages school districts to administer regular benchmark assessments. These periodic standardized tests help educators better understand the progress students are making throughout the year.

Social and emotional variables are more difficult to detect and examine. KDE maintains a robust system of supports for schools and districts as they seek to identify appropriate interventions. One resource that will be important for schools in the coming year is KDE’s Trauma Informed Toolkit. Students will be returning to school having experienced a wide variety of adversities and potential traumas. It is critical that schools adopt universal trauma-informed practices to support students and promote resilience.

KDE has strong relationships with both the Kentucky Department for Behavioral Health, Developmental and Intellectual Disabilities (DBHDID) and the University of Kentucky Center on Trauma and Children (CTAC) to provide training and support in the implementation of infusing mental health supports in schools and training on trauma-informed practices for Kentucky educators. The

latter lays important groundwork for each district to develop a trauma-informed plan by July 1, 2020, as required by state statute (KRS 158.4416). Similarly, KDE is collaborating with the American School Counselors Association (ASCA) to help principals better understand the important role that school counselors play. KDE encourages schools and districts to free up time for counselors to meet with students individually, provide meaningful support and screen for potential mental health issues that may require outside referral. KDE will build on these important efforts in the implementation of ESSER-funded activities.

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

KDE has made a concerted effort to collect and archive relevant data points throughout the pandemic. It is important to note that KDE does not have unlimited authority to collect and report data and must be able to document its statutory authority when creating new data collection mechanisms.

Mode of Instruction Data

As a local control state, KDE does not have the necessary statutory or regulatory authority to dictate modes of instruction. Modes of instruction have changed repeatedly throughout the year.

Alternative modes of instruction were first enacted in Kentucky in February 2020 when Gov. Andy Beshear requested that school buildings close for the remainder of the 2019-2020 school year. KDE immediately released guidance on alternative learning design strategies and models. At that time, all Kentucky public

school districts complied with the request and transitioned to NTI. The Kentucky Board of Education (KBE) passed an emergency regulation in the spring of 2020 to expand NTI options to all Kentucky school districts and to provide an indefinite number of NTI days. The Kentucky General Assembly codified this into law at the end of the 2020 legislative session.

Throughout the 2020-2021 school year, modes of instruction have fluctuated. No district has remained under a single mode of instruction format for the entire school year, for all students, at the same time. Nearly every district has operated in some form of fully virtual or hybrid schedule at some point during the school year.

Gov. Beshear has utilized executive orders to manage the COVID-19 pandemic. These orders have influenced modes of instruction. At the beginning of the school year, executive orders dictated that districts utilize established public health metrics to determine the mode of instruction for the following week. Districts were expected to review the public health metrics and announce the following week's mode of instruction every Thursday. This led to frequent changes in mode of instruction.

In November, Gov. Beshear used an executive order to close all schools to in-person instruction for a period of six weeks. This required all schools to deploy a fully virtual model. Schools were allowed to return to locally controlled determinations in January of 2021. Under the governor's current executive order, all schools are offering fully in-person options to all students, but also are required to offer a virtual option to students who request it. This means that all schools in Kentucky are currently operating under a broad definition of a hybrid model until the end of the 2020-2021 school year.

Districts will not be allowed to deploy hybrid options in the 2021-2022 school year. However, the vast majority of school districts in Kentucky will be offering a fully enrolled virtual school, program or academy option for students who have requested through the 2021-2022 school year.

The available mode of instruction data has been provided in Table 1 of Appendix A.

Enrollment Data

As archived in Kentucky’s most recent School Report Card (SRC) update, Kentucky’s total student population consists of 698,388 students. The table below presents disaggregated student counts by group.

Group	Total
<i>All Students</i>	<i>698,388</i>
<i>Female</i>	<i>337,547</i>
<i>Male</i>	<i>360,841</i>
<i>African American</i>	<i>74,491</i>
<i>American Indian or Alaska Native</i>	<i>886</i>
<i>Asian</i>	<i>13,396</i>
<i>Hispanic or Latino</i>	<i>53,493</i>
<i>Native Hawaiian or Pacific Islander</i>	<i>971</i>
<i>Two or More Races</i>	<i>30,414</i>
<i>White (non-Hispanic)</i>	<i>524,737</i>
<i>Economically Disadvantaged</i>	<i>427,050</i>
<i>Students with Disabilities (IEP)</i>	<i>108,159</i>
<i>English Learner</i>	<i>34,186</i>
<i>Foster Care</i>	<i>8,760</i>
<i>Gifted and Talented</i>	<i>95,934</i>
<i>Homeless</i>	<i>20,653</i>
<i>Migrant</i>	<i>3,833</i>
<i>Military Dependent</i>	<i>2,162</i>

KDE is unable to provide disaggregated enrollment data by mode of instruction due to the data collection limitations mentioned above.

Attendance Data

During the 2020-2021 school year, KDE collected “participation” in lieu of attendance. Participation is defined as one instance of virtual engagement or one instance of in-person attendance. Participation data for all students has been made publicly available on [KDE’s website](#) throughout the school year. Based on the most recent participation reporting window, the average participation rate in Kentucky public schools was 95.9%, with the lowest rate being 80.7% and the highest rate being 100%. Districts were required to report to KDE participation efforts at three distinct times during the 2020-2021

school year. This information also was provided to the Kentucky General Assembly.

Disaggregated data for each student group is not publicly available at this time. It has been made available to individual schools and districts throughout the year. Due to reporting restrictions, disaggregated participation data will be made publicly available at the end of the 2020-2021 school year.

Participation data is unable to be disaggregated by mode of instruction due to the limitations outlined above.

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

Due to the data collection and reporting limitations discussed above, KDE will submit the information in table A.5.i.b to the Department within 14 calendar days of the submission of the State plan. This report will provide final end of year data for the 2020-21 school year. KDE and will also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated information when available.

- iii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

As Kentucky is a local control state, individual school districts will continue to have the authority to determine the appropriate mode of instruction for Summer 2021. KDE will collaborate with KDPH to establish metrics and provide guidance as to the best practices in determining the appropriate mode of instruction.

In the 2021-2022 school year, pursuant to [HB 208](#), school districts will provide in-person instruction to the majority of students. KDE has provided districts with the opportunity to seek a waiver from Kentucky's attendance regulations in order to provide fully virtual

instruction to students at the request of the student or student’s parent or guardian. Under the waiver, attendance will be tracked via normal attendance practices for in-person students and virtual attendance/participation tracking practices for fully virtual students. During the 2021-2022 school year, it is anticipated at this time that schools will not be allowed to offer a hybrid option to students. All students will either be fully in-person or fully remote (or virtual). A school can have both in-person students and virtual students in the same school.

B. Safely Reopening Schools and Sustaining their Safe Operations

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

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

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

Supporting districts in the deployment of appropriate health and safety strategies has been KDE’s top priority since the start of the COVID-19 pandemic. KDE has built a meaningful relationship with counterparts at KDPH. Work teams from both agencies meet weekly to discuss upcoming guidance, necessary changes to school procedures and the school’s role in larger statewide mitigation strategies. Through this meaningful partnership, KDE has released more than 50 guidance documents on topics ranging from hand washing to instructional practices. KDPH shares information with the local health departments to assist in consistent messaging and implementation.

In Spring 2021, these guidance documents were re-released in two condensed formats. The first, entitled “[Guidance and Safety Expectations and Best Practices for Kentucky Schools \(K-12\) -](#)

[English \(UPDATED - May 3, 2021\)](#)” provides guidance to schools related to universal and correct wearing of masks, physical distancing, handwashing and respiratory etiquette, cleaning and maintaining a healthy facility, and contact tracing and quarantine. The second guidance document, entitled “[KDE COVID-19 Guidance 2.0 \(UPDATED - March 31, 2021\)](#)” provides guidance to schools related to ventilation, appropriate accommodations for children with disabilities and a wide variety of instructional topics. When appropriate, KDE also has collaborated with external agencies, including KDPH, the Kentucky Council on Postsecondary Education (CPE), the Kentucky Higher Education Assistance Authority (KHEAA), and the Kentucky Community and Technical College System (KCTCS), among others, to release targeted, short-term guidance on themes such as prom, graduation and end of the school year activities.

These guidance documents formed the backbone of KDE’s support system for schools and districts. Each of these documents were distributed directly to KDE mailing lists, posted to KDE’s website and social media accounts, and shared at regularly scheduled stakeholder meetings. Table B1 identifies specific sources of support for each of the requested categories.

Table B1.

Mitigation strategy	SEA response
Universal and correct wearing of masks	<ul style="list-style-type: none"> ● Governor’s Executive Orders ● <u>Guidance and Safety Expectations and Best Practices for Kentucky Schools (K-12) - English (UPDATED - May 3, 2021)</u> ● <u>KDE Covid-19 Guidance 2.0 (P.22)</u> ● Superintendents Webcasts ● Director of Pupil Personnel Webcasts ● District Health Coordinator Webcasts ● School Nurse Webcasts ● <u>KDE Media Portal Archive</u> ● Kentucky Department of Education (KDE) and Department for Public Health (DPH) Workgroup

Mitigation strategy	SEA response
Physical distancing (e.g., including use of cohorts/podding)	<ul style="list-style-type: none"> • <i>Governor’s Executive Orders</i> • <u><i>Guidance and Safety Expectations and Best Practices for Kentucky Schools (K-12) - English (UPDATED - May 3, 2021)</i></u> • <u><i>KDE Covid-19 Guidance 2.0 (P. 20)</i></u> • <i>Superintendents Webcasts</i> • <u><i>KDE Media Portal Archive</i></u> • <i>KDE and DPH Workgroup</i>
Handwashing and respiratory etiquette	<ul style="list-style-type: none"> • <u><i>SR 21</i></u> • <u><i>Guidance and Safety Expectations and Best Practices for Kentucky Schools (K-12) - English (UPDATED - May 3, 2021)</i></u> • <i>KDE and DPH Workgroup</i>
Cleaning and maintaining healthy facilities, including improving ventilation	<ul style="list-style-type: none"> • <u><i>Guidance and Safety Expectations and Best Practices for Kentucky Schools (K-12) - English (UPDATED - May 3, 2021)</i></u> • <u><i>KDE Covid-19 Guidance 2.0 (Pp. 12-19)</i></u> • <i>Superintendents Webcasts</i> • <u><i>KDE Media Portal Archive</i></u> • <i>KDE and DPH Workgroup</i>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	<ul style="list-style-type: none"> • <u><i>Guidance and Safety Expectations and Best Practices for Kentucky Schools (K-12) - English (UPDATED - May 3, 2021)</i></u> • <u><i>KDE Covid-19 Guidance 2.0 (P.22)</i></u> • <i>Superintendents Webcasts</i> • <i>Director of Pupil Personnel Webcasts</i> • <i>District Health Coordinator Webcasts</i> • <i>School Nurse Webcasts</i> • <u><i>KDE Media Portal Archive</i></u> • <i>KDE and DPH Workgroup</i> • <i>Local Health Departments</i>

Mitigation strategy	SEA response
Diagnostic and screening testing	<ul style="list-style-type: none"> ● <i>KDE Covid-19 Guidance 2.0 (Pp. 12-19)</i> ● <i>Superintendents Webcasts</i> ● <i>KDE Media Portal Archive</i> ● <i>KDE and DPH Workgroup</i> ● <i>Epidemiology and Laboratory Capacity for Prevention and Control of Emerging Infectious Diseases (ELC) Grant to provide school Covid-19 testing</i>
Efforts to provide vaccinations to educators, other staff, and students, if eligible	<ul style="list-style-type: none"> ● <i>Governor's prioritization of teachers for vaccination</i> ● <i>KDE Covid-19 Guidance 2.0 (P.22)</i> ● <i>Superintendents Webcasts</i> ● <i>Director of Pupil Personnel Webcasts</i> ● <i>District Health Coordinator Webcasts</i> ● <i>School Nurse Webcasts</i> ● <i>KDE Media Portal Archive</i> ● <i>Kentucky Department of Education (KDE) and Department for Public Health (DPH) Workgroup</i> ● <i>Local health departments, State Master Agreements to provide vendor vaccinations at school facilities</i>
Appropriate accommodations for children with disabilities with respect to the health and safety policies	<ul style="list-style-type: none"> ● <i>KDE Covid-19 Guidance 2.0 (Pp.87-96)</i> ● <i>Superintendents Webcasts</i> ● <i>Directors of Special Education (DoSE) Webcasts</i> ● <i>KDE Media Portal Archive</i> ● <i>COVID-19 Resources for Special Education and Early Learning</i>

ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities,

including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

At the time of this writing, all Kentucky public schools have returned to in-person instruction, with all districts offering some form of hybrid instruction. Following the prioritization of teachers and school personnel for COVID-19 vaccine eligibility Gov. Beshear issued Executive Order (E.O.) [2021-120](#) on February 23, 2021, encouraging school districts to expand in-person educational opportunities. The Kentucky General Assembly then passed [HB 208](#), which was signed into law on March 4, 2021. That act required districts to return to at-least a hybrid form of instruction by March 29, 2021. The legislative intent expressed in HB 208 is for all districts to return to in-person instruction for the 2021-2022 school year. KDE produced guidance related to returning to in-person operations and consistent with the legislative intent. That guidance is now contained in "[KDE COVID-19 Guidance 2.0 \(UPDATED - March 31, 2021\)](#)."

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

KDE has been in regular communication with the KDPH. This includes a weekly workgroup meeting between KDE and various public health experts at KDPH. This workgroup discusses all future guidance topics and works to build and maintain consensus between the two agencies. KDPH has an opportunity to review and edit all guidance documents and messaging statements coming from KDE. All guidance efforts are informed by the most up-to-date guidance from the U.S. Centers for Disease Control and Prevention (CDC). KDPH public health experts regularly participate in KDE webcasts with school and district leadership and student health personnel. At the May 11, 2021, Superintendents Webcast, KDPH announced a new CDC Epidemiology and Laboratory Capacity for Prevention and Control of Emerging Infectious Diseases (ELC) Grant to provide school COVID-19 testing. KDPH is in the process of finalizing a request for proposal to procure testing services for schools. KDE staff regularly participate in USED webcasts to receive information and updates that are shared back with the full workgroup.

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

KDE has worked throughout the school year to provide technical assistance to schools and districts through continued professional learning. KDE's flagship guidance documents (discussed above) have formed the backbone of this effort. This is combined with regular communications and webcasts with superintendents, directors of pupil personnel, school health coordinators, school nurses, finance officers, directors of special education, etc. (See [KDE Media Portal Archive](#)).

In addition to the two flagship guidance documents, a number of additional guidance documents have been produced to help schools prepare for other inevitabilities. These include:

- [COVID-19 Guidance for Schools: American Rescue Plan: Elementary and Secondary School Emergency Relief \(May 3, 2021\)](#)
- [COVID-19 Guidance for Schools: 2020-2021 Kentucky Assessment and Accountability \(ESSA and Perkins\) Frequently Asked Questions \(March 29, 2021\)](#)
- [COVID-19 School-Based Decision Making Council Elections \(May 1, 2020\)](#)
- [COVID-19 Guidance for Schools - HB 208: Changes to Non-Traditional Instruction \(UPDATED - March 17, 2021\)](#)
- [COVID-19 Guidance for Schools - 2020-2021 Summative Assessment Administrative Guidance \(March 11, 2021\)](#)
- [COVID-19 Guidance for Schools - Participation in Spring 2022-2021 Kentucky State Testing \(March 11, 2021\)](#)
- [COVID-19 Guidance for Schools - Operating Schools after Vaccination \(UPDATED - March 10, 2021\)](#)
- [COVID-19 Guidance for Schools - Considerations for Spring Activities \(March 8, 2021\)](#)
- [COVID-19 Guidance for Schools - Elementary and Secondary School Emergency Relief Fund II \(ESSER II\) \(UPDATED - February 22, 2021\)](#)
- [COVID-19 Guidance for Schools: School-Related Student Travel \(February 16, 2021\)](#)
- [COVID-19 Guidance for Schools - Participation in Spring 2021 Kentucky State Testing \(February 15, 2021\)](#)
- [Admissions and Release Committee Guide to Free Appropriate Public Education and Compensatory Education \(ky.gov\) \(April 15, 2021\)](#)

KDE also is concerned with the ongoing production of high-quality instructional activities and has released a wide range of guidance and professional learning opportunities related to instruction during the pandemic. KDE's "[Accelerating Student Learning During Summer Learning Programs and Through the Academic Year](#)" guidance includes research-based recommendations for educators in the following critical areas: creating effective summer learning programs designed to accelerate student learning; integrating social-emotional learning (SEL) into summer learning programs; and using high-intensity tutoring and vacation academies throughout the academic school year to provide ongoing support to meet students' academic needs.

KDE also provided virtual opportunities for educators across the state to learn more about Kentucky's Academic Standards, Model Curriculum Framework and Multi-Tiered Systems of Support efforts. One key resource in this effort was a renewed focus on Kentucky's [Standards Implementation Guides](#). These tools help schools and districts identify resources available from KDE to support standards implementation. Schools and districts may be in various stages of the standards implementation process and the Standards Implementation Guides provide a list of resources by the content area that may be utilized at each stage. The guidance documents will be updated as new resources become available.

The [Model Curriculum Framework](#) (MCF), created by KRS [158.6451](#), is designed to provide guidance to schools and districts in implementing research-based practices that support standards implementation and promote student equity. Sections include the local curriculum design and development process, including the evaluation and selection of [high-quality instructional resources](#), implementation of effective professional learning communities, and implementation of a comprehensive, balanced system of assessments to ensure equitable, high-quality and reliable assessment practices.

[KYstandards.org](#) provides general and content specific professional learning modules to support grade-level standards-aligned instruction. The site also includes resources for breaking down a standard, assignment review protocols, student assignment libraries, family guides, instructional resource alignment rubrics and the [characteristics of high-quality professional learning](#).

Finally, a new KDE website, [KyMTSS.org](#), was created to provide information and resources to support implementation, improvement and sustainability of an effective Multi-Tiered System of Supports (MTSS) for intentional academic, behavioral and social-emotional

interventions for students needing acceleration.

KDE is using ESSER funds to contract with the eight regional educational cooperatives for a “train the trainer” professional learning model to increase capacity and support for local schools and districts.

KDE will be collaborating with external partners with proven evidence in effectively assisting schools in implementing evidence-based high-quality instructional resources (HQIRs) to support districts in the local curriculum development process and the evaluation and selection of HQIRs for reading and writing and mathematics.

Research consistently indicates the importance of students having access to high-quality, standards-aligned, grade level instruction. As teachers implement the local standards-aligned curriculum, it is important that they strategically and intentionally utilize evidence-based instructional practices that support students in reaching the intended learning outcomes within the [Kentucky Academic Standards \(KAS\)](#). During the 2021-2022 school year, KDE will release professional learning opportunities that take a deeper dive into six evidence-based instructional practices. These include community and relationship building, clear learning goals, explicit teaching and modeling, questioning, discussion, and feedback. This professional learning will include a general overview as well as content-specific supports and connections.

Finally, KDE supports districts by providing written guidance for [“COVID-19 Considerations for Supporting Student and Staff Wellness”](#) in their return to school. The guidance provided by KDE, addresses several areas including, but not limited to, monitoring for targeted supports; preparing for, understanding and responding to traumatic stress responses in students and staff; and re-engaging students disconnected to instructional activity.

2. **Safe Return to In-Person Instruction and Continuity of Services Plans:** Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA’s website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on

the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:

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

At the time of this writing, all Kentucky school districts are offering at least hybrid in-person instruction. As part of their instructional redesign, districts have adopted reopening plans. KDE will include the following requirements in the district ARP ESSER assurances document:

- *That the district reopening plan includes, or be modified to include, policies for each strategy listed in table B1;*
- *That the district's reopening plan include, or be modified to include, a description of how the district will ensure continuity of services including, but not limited to, services to address the students' academic needs, and students' and staff social, emotional, mental health and other needs, which may include student health and food services;*
- *That the district's reopening plan be reviewed no less frequently than every 6 months for the duration of the ARP ESSER grant period and revised, where appropriate, in the*

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

*district assurance document for receipt of ARP ESSER funds;
and*

- *That the district will seek and take into account public comment related to plan review and revision.*

KDE will provide ongoing technical assistance to districts as they seek to revise their plans and remain in compliance.

KDE's two flagship guidance documents (discussed above) are based on CDC recommendations and are regularly updated to reflect any changes in that guidance. Updates to the COVID-19 Guidance 2.0 document are communicated to districts through KDE emails to districts and via regularly scheduled or special webcasts. Districts are expected to implement and adhere to the guidance contained therein. KDE does not collect detailed implementation for the 171 school districts or for the roughly 1,400 schools inside those districts. KDE routinely receives reports regarding alleged violations from CDC and KDE guidelines from parents, guardians, staff, the public, KYSAFER (the hotline for reporting violations of COVID-19 policies) and from the Lieutenant Governor and the Governor's Offices. Where possible, KDE follows-up with the superintendent or appropriate district staff to resolve issues and concerns.

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

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

1. SEA Consultation: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. Tribes (if applicable);
 - iv. civil rights organizations (including disability rights organizations);
 - v. school and district administrators (including special education administrators);
 - vi. superintendents;
 - vii. charter school leaders (if applicable);
 - viii. teachers, principals, school leaders, other educators, school staff, and their unions; and

- ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

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

KDE values stakeholder input and feels that it strongly benefits the policymaking process. KDE has worked to provide transparent guidance and ample opportunities for stakeholders at every level to lend their voices to the planning process throughout the pandemic.

KDE maintains a roster of 18 advisory groups that meet regularly to discuss important policy issues. These groups include:

1. *Commissioner's Student Advisory Council*
2. *Counselor Advisory Council (CAC)*
3. *Directors of Special Education (DoSE) Advisory Group*
4. *Local School Board Members Advisory Council (LSBMAC)*
5. *Parents Advisory Council (PAC)*
6. *Preschool Coordinator Advisory Group*
7. *Principals Advisory Council (PrAC)*
8. *Superintendents Advisory Council (SAC)*
9. *Teachers Advisory Council (TAC)*
10. *Career and Technical Education (CTE) Advisory Committee*
11. *Committee on Mathematics Achievement (CMA)*
12. *Local Superintendents Advisory Council (LSAC)*
13. *Read to Achieve Advisory Council (RTA Council)*
14. *School Curriculum, Assessment and Accountability Council (SCAAC)*
15. *State Advisory Council for Gifted and Talented Education*
16. *State Advisory Panel for Exceptional Children (SAPEC)*

During the COVID-19 pandemic, these groups met at greater frequency, some as often as once per week. The Education Continuation Task Force was created by Interim Commissioner Kevin C. Brown specifically to guide KDE's COVID-19 response. It includes representatives from many of the desired consultation groups, including teachers, principals, superintendents, unions, and groups representing parents and students with disabilities.

KDE also increased two-way communication with all stakeholder groups throughout the COVID-19 pandemic by hosting weekly special webcasts on timely topics. These webcasts allowed KDE to present new information and participants to submit feedback and questions that were used to inform future guidance documents and webcast themes. For the first time, these webcasts – and in fact,

all important KDE meetings – were widely broadcasted and archived so they could be reviewed later. KDE shared those recordings on social media channels and linked to them in email blasts to ensure wide exposure.

Additionally, during the APR ESSER application period, KDE hosted a series of 14 listening tour events. While these events were not solely in response to the COVID-19 pandemic or the ARP ESSER application, many of the sentiments expressed during the listening tour are reflected in this application.

The information captured in this application reflects 18 months of regular stakeholder feedback. In addition to that feedback, KDE issued a public survey specifically related to this ARP ESSER application. The survey, which was made available in English and Spanish, was shared on social media and emailed directly to roughly 150,000 email subscribers. Targeted emails were sent to 30 stakeholders representing the required consultancy groups. A total of 743 individuals responded to the survey. The table below shows the number and percent of respondents by group in order of frequency.

<i>Stakeholder Group</i>	<i>Count</i>	<i>Percent</i>
<i>Teacher</i>	<i>269</i>	<i>36.2</i>
<i>Family member</i>	<i>145</i>	<i>19.5</i>
<i>Other educator or school staff</i>	<i>119</i>	<i>16.0</i>
<i>School or district administrator</i>	<i>46</i>	<i>6.2</i>
<i>Other school level leader</i>	<i>43</i>	<i>5.8</i>
<i>Stakeholder representing the interests of other under-served students</i>	<i>28</i>	<i>3.8</i>
<i>Stakeholder representing the interests of children with disabilities</i>	<i>22</i>	<i>3.0</i>
<i>Special education administrator</i>	<i>21</i>	<i>2.8</i>
<i>Principal</i>	<i>13</i>	<i>1.7</i>
<i>Student</i>	<i>8</i>	<i>1.1</i>
<i>Stakeholder representing the interests of English learners</i>	<i>6</i>	<i>0.8</i>
<i>Union</i>	<i>5</i>	<i>0.7</i>
<i>Stakeholder representing the interests of migratory students</i>	<i>4</i>	<i>0.5</i>
<i>Superintendent</i>	<i>4</i>	<i>0.5</i>
<i>Civil rights organization</i>	<i>3</i>	<i>0.4</i>
<i>Stakeholder representing the interests of children and youth in foster care</i>	<i>3</i>	<i>0.4</i>

<i>Stakeholder representing the interests of children experiencing homelessness</i>	<i>2</i>	<i>0.3</i>
<i>Disability rights organization</i>	<i>1</i>	<i>0.1</i>
<i>Stakeholder representing the interests of children who are incarcerated</i>	<i>1</i>	<i>0.1</i>

Note: KDE does not serve any Tribes or Charter Schools at this time.

The information collected through this survey process and the prior months of stakeholder feedback are incorporated throughout this application. Below are some common themes from the stakeholder survey:

- Stakeholders appreciated the greater level of student engagement with technology and the internet.*
- Stakeholders appreciated the individualized attention that students were able to receive during the remote learning period.*
- Stakeholders appreciated the ability of school districts to continue to provide food services and other wrap-around services throughout the pandemic.*
- Stakeholders are concerned with the lost instructional time created by the pandemic.*
- Stakeholders are concerned for the mental health of students and expressed a desire for greater mental health supports in schools.*
- Stakeholders are concerned about the lack of access to adequate technology, particularly high-speed internet access.*

Finally, following the development of this application, the final draft was published for public comment for five days following KDE’s usual procedure for soliciting feedback on similar items. As requested, the results of the stakeholder survey and any additional public comments received have been submitted along with this application.

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

experiencing homelessness, children and youth in foster care, and migratory students);

Complete the table below or provide a narrative description.

ESSER I

SEA Administration Current and Planned Uses: Administration funds will be used for the development of the LEA application and subrecipient monitoring.

LEAs Current and Planned Uses:

<i>\$ 12,165,651</i>	<i>Coordination of efforts</i>
<i>\$ 13,018,454</i>	<i>Providing leaders with resources for schools</i>
<i>\$ 2,151,831</i>	<i>Activities to address special needs populations</i>
<i>\$ 4,884,421</i>	<i>Procedures and processes to improve preparedness and response</i>
<i>\$ 1,945,118</i>	<i>Training staff on sanitation/infectious disease spread</i>
<i>\$ 25,527,029</i>	<i>Supplies to sanitize and clean facilities</i>
<i>\$ 9,66,5845</i>	<i>Planning/coordinating long-term closures</i>
<i>\$ 73,254,020</i>	<i>Purchasing educational technology</i>
<i>\$ 2,616,467</i>	<i>Providing mental health services and supports</i>
<i>\$ 3,103,488</i>	<i>Summer learning and supplemental after school programs</i>
<i>\$ 16,612,144</i>	<i>Maintain/continuity of services and continued staff employment</i>
<i>\$ 6,979,472</i>	<i>Other authorized activities related to federal education acts</i>
<i><u>\$ 1,944,247</u></i>	<i>Indirect Cost</i>
<i>\$173,868,187</i>	

State-level Activities Current and Planned Uses:

See attached ESSER I State-level Activities Current and Planned Uses of Funds

GEER I

The Governor's Office passed-through \$30,000,000 to KDE. KDE awarded those funds to LEAs to expand access to high-quality remote learning experiences through increased digital learning infrastructure and expanded remote food services to students.

<i>\$23,931,005</i>	<i>Distance/Remote Learning</i>
<i>\$ 5,733,112</i>	<i>School Nutrition Program Operations</i>
<i>\$ 335,883</i>	<i>Indirect Cost</i>

ESSER II

SEA Administration: \$4,641,374

LEAs: \$835,447,248

State Set-Aside: \$88,186,098

LEAs Current and Planned Uses:

\$7,281,448 Activities to address special needs populations

\$155,374,280 Addressing learning loss

\$20,042,666 Coordination efforts

\$38,422,506 Improve indoor air quality

\$217,603,644 Maintain/continuity of services; continued staff employment

\$12,809,509 Mental health services and supports

\$35,106,702 Other authorized activities related to federal education acts

\$4,435,448 Planning/coordinating long-term closures

\$6,154,571 Procedures/processes to improve preparedness and response

\$53,614,018 Providing leaders with resources for schools

\$73,430,920 Purchasing educational technology

\$45,797,835 School facility repairs/improvements to reduce transmission

\$99,445,098 Summer/supplemental afterschool programs

\$13,948,255 Supplies to sanitize/clean facilities

\$549,115 Training staff on sanitation/infectious disease spread

\$51,431,233 Indirect Costs

\$835,447,248

Note: A portion of KDE's ESSER II set-aside has yet to be budgeted.

GEER II

SEA Administration - Funding will used to provide additional staff at the SEA level to provide oversight.

Non-public Schools – Funding provided for services or assistance to address educational disruptions resulting from COVID-19.

Table C1.

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
ESSER I (CARES Act)	<i>SEA: \$23,200 LEA: \$120,307,205 State-level Activities: \$6,167,990</i>	<i>SEA: \$73,393 LEA: \$53,560,982 State-level Activities: \$13,054,104</i>
GEER I (CARES Act)	<i>\$22,829,482.00</i>	<i>\$7,170,518.00</i>
ESSER II (CRRSA Act)	<i>SEA: \$0 LEA: \$5,574,875 State-level Activities: \$0</i>	<i>SEA: \$4,641,374 LEA: \$829,872,373 State-level Activities: \$88,186,098</i>
GEER II (CRRSA Act)	<i>\$0</i>	<i>SEA: \$204,089 Non-public Schools: \$39,905,093</i>

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

All ESSER I and ESSER II funds have been awarded to districts. KDE does not have the ability to track district obligations.

Funding Source	Obligated	Not Expended
ESSER I SEA (Administration and State-level Activities)	<i>\$19,318,687.00</i>	<i>\$13,134,521.00</i>
ESSER I LEA	<i>\$173,868,187.00</i>	<i>\$53,560,982.00</i>
ESSER II SEA (Administration and State-level Activities)	<i>\$31,065,320.00</i>	<i>\$31,065,320.00</i>
ESSER II LEA	<i>\$835,447,248.00</i>	<i>\$829,872,373.00</i>

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

KDE uses federal funding sources pursuant to the requirements of the requisite federal programs. Descriptions of the specific funding sources requested are outlined below.

IDEA

To support districts with the use of IDEA funds, KDE provided guidance on Maintenance of Effort (MOE) through multiple guidance resources. Specifically, the “[American Rescue Plan: Elementary and Secondary Emergency Relief Fund \(ARP ESSER\)](#)” guidance provides an overview of MOE and planning for the use of ESSER/ESSER II funds (p. 24). MOE is also addressed in the “[KDE COVID-19 2.0 Guidance](#)” through a frequently asked questions section on School Health Policies (p. 25) and Compensatory Education (p. 99). KDE was careful to inform districts that the MOE requirements of the IDEA remain in place and that all precautions should be taken to ensure compliance with the spending of state and local funds or local funds only when providing special education and related services. Staff from KDE’s Office of Special Education and Early Learning (OSEEL) participated in KDE-sponsored virtual meetings with local superintendents, district finance officers and directors of special education concerning this guidance.

Title I, Part A and McKinney-Vento

Districts have the Title I, Part A homeless district set aside (MV DSA). Currently, Kentucky has 16 districts (three districts working together as a collaborative) who receive the McKinney-Vento (MV) grant, which supports the district’s homeless education programs. KDE has encouraged MV grantees to coordinate activities and services with the Title I, Part A homeless and MV DSAs.

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

KDE has encouraged all district homeless liaisons to collaborate with their Title I, Part A and federal programs coordinators to ensure these funds are coordinated with the additional ARP-ESSER and ARP-HCY Phases 1 and 2 and that all funding is used to address the learning loss, lack of engagement of HCY and their parents/guardians, and social-emotional needs that have been identified for the HCY in their districts.

Carl D. Perkins Federal CTE Funds

KDE administers Carl D. Perkins Federal CTE funding in alignment with all federal regulations. Kentucky's state leadership funds have provided a competitive application opportunity for the implementation of non-traditional career pathway summer camps at 11 area technology centers (ATCs) across the Commonwealth. These camps are integrated within many of the districts' summer enrichment opportunities.

Entities eligible for basic grants have used their funds to support the continued learning needs of CTE students throughout the pandemic by utilizing Perkins funding to purchase necessary online software and curriculum to support virtual learning. These funds also have supported the purchase of vital equipment and technology needed to scale and continue remote learning implementation.

Workforce Innovation and Opportunity Act

Federal funding available from the Workforce Innovation and Opportunity Act (WIOA), administered and overseen by the Kentucky Cabinet for Education and Workforce Development, has not been allocated to provide direct support to districts regarding COVID-19 related needs.

D. Maximizing State-Level Funds to Support Students

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

1. Academic Impact of Lost Instructional Time: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer

learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:

- i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;

KDE's "[Accelerating Student Learning During Summer Learning Programs and Through the Academic Year](#)" guidance includes research-based recommendations for creating effective summer learning programs designed to accelerate student learning, integrating SEL into summer learning programs, and using high-intensity tutoring and vacation academies throughout the academic school year to provide ongoing support to meet students' academic needs.

According to the research, the most effective summer programs share the following structure:

- *Five to six weeks in duration;*
- *Five days of programming per week;*
- *60-90 minutes of math and 90-120 minutes of reading/writing instruction per day;*
- *Two-three hours for enrichment activities; and*
- *Small classes of up to 15 students per teacher.*

KDE recommends that districts engage in a continuous improvement process by setting goals for program quality and student outcomes. They also are charged with monitoring outcomes. Data sources may include, but are not limited to, pre- and post-tests that are aligned with the summer curriculum at the beginning and end of the summer program, student attendance and no-show rates, observation of instruction and stakeholder feedback (e.g., teacher, student and family survey data). Districts also are encouraged to create a process for sharing program evaluation data with key district and community stakeholders after the summer ends to improve the program over time.

High-intensity (high-dosage) tutoring is a research-based approach to accelerating student learning in which students who are behind in grade-level content are provided with individualized tutoring sessions three or more times a week that address content that meets students where they are, but also links back to what is being taught in the regular classroom. KDE provided the following guidance to

districts:

- *In reading, most impactful with K-2 students;*
- *In math, greater evidence of success with grades 3-12;*
- *Three to four students per group, but one-on-one or 1:2 tutoring is most effective, if possible;*
- *Three or more sessions per week; and*
- *30-60 minutes per session (elementary might benefit from 20-minute sessions 5 days a week) for at least 10 weeks.*

Vacation academies, also referred to as acceleration academies, offer students 25 hours of targeted instruction in a single subject during week-long vacation breaks. This expanded learning time has been shown to help students gain up to three months of additional learning in the targeted subject area. KDE guidance recommended the following guidelines:

- *Content-specific academy (focus on single subject area, such as mathematics or reading/writing);*
- *Targets students below proficiency;*
- *8-12 students per group;*
- *10:1 student ratio, if possible;*
- *One week in length;*
- *25 hours of targeted instruction in a single subject area; and*
- *Be offered during vacation breaks (fall, winter, spring or summer).*

For both high-intensity tutoring and vacation academies, districts are advised to use the formative assessment process to elicit, interpret and act on student learning data to allow tutors to personalize instruction. Also, data should be routinely gathered and analyzed to determine the effectiveness of the overall academy program and structure.

KRS 158.840 establishes that KDE shall “require no reporting of instructional plans, formative assessment results, staff effectiveness processes, or interventions implemented in the classroom” except under specific statutory and grant requirements. Thus, KDE may analyze data from the Infinite Campus intervention tab and student surveys as a mechanism for collecting data at the local level.

KDE also utilized \$50,000 in funding for the Summer Boost Reading and Mathematics initiative. To support parents, families and caregivers in encouraging summer learning, KDE's Summer Boost Program provides books, math games and other family resources to help keep a child's mind active during the summer at home. KDE's Office of Teaching and Learning (OTL) collaborates with the Office

of Finance and Operations (OFO) and local Summer Food Service Program providers to distribute these resources to families.

Funding also is being allocated for scaling statewide professional learning in the science of reading and foundational reading skills. Assessment data, internal KDE research and reporting conducted by KDE's Office of Assessment and Accountability (OAA) and the Prichard Committee for Academic Excellence reveal significant achievement gaps in reading, especially for Kentucky's most vulnerable students. The Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning program has demonstrated success on a national scale in bringing significant increases in literacy achievement. The professional learning gives teachers the skills they need to teach the five essential components of literacy (phonemic awareness, phonics, fluency, vocabulary and comprehension), plus writing, spelling and oral language. Furthermore, teachers also learn how to implement classroom instruction based on what they learn in the experience as well as approaches to differentiate instruction to meet the literacy needs of all students.

In Kentucky, all K-5 students would benefit from improved high-quality Tier 1 instruction in reading. The ultimate objective is to equip and empower local schools and districts in providing educators access to high-quality professional learning (HQPL), so they are better prepared to support all students with engaging, relevant, standards-aligned grade-level assignments. Teachers need support and this professional learning would allow them to better serve all Kentucky students, not just those receiving intervention. The statewide professional learning could impact entire school districts of practicing elementary teachers. Professional learning facilitators and coaches from KDE and the eight regional educational cooperatives also need to be hired, trained and strategically dispersed to build capacity and equip local schools and teachers for effective implementation.

Funding also will be used to support increased student and teacher access to high quality instructional resources (HQIRs). Part of effective instruction is ensuring that all students have equitable access to the educational opportunities necessary to achieve a successful future. One aspect of this is that students receive strong, standards-aligned instruction. A significant driver of this is increasing the capacity of schools and districts to provide teachers with high-quality, standards-aligned instructional resources and providing aligned professional development that ensures teachers are able to use these effectively. KDE has defined high-quality

instructional resources (HQIRs) as a means to provide equitable access and culturally responsive learning for children. KDE will support local schools and districts by developing general and subject specific selection criteria and evaluation forms for the selection of HQIRs and use funding to work with external partners and Kentucky teachers to provide a consumer guide to schools to aid in the selection of HQIRs.

While KDE's efforts to address the impact of lost instructional time primarily rely on supporting districts, the agency will use its 5 percent set-aside for the following activities:

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Career and Technical Student Organizations (CTSOs) (\$690,000)

Career and Technical Student Organizations (CTSOs) enhance student learning through innovative programming, offering authentic, career-focused leadership development events and opportunities where Career and Technical Education (CTE) students can participate and compete at local, regional, state and national levels. Funding requests are to:

- 1) incentivize membership growth at the local level and provide registration, transportation, subs/stipends (potentially teacher stipends as advisors of local CTOS) associated with participating at state and national CTSO events;*
- 2) support local teacher travel to attend national CTSO conferences with students who are competing at the national level; and*
- 3) support the hiring of an external consultant to develop and implement high quality training for teachers on the effective implementation of CTOS as a part of the CTE curriculum and for the development of a marketing plan for CTOS.*

(\$210,000 3 yr. staffing and operating; \$480,000 to support 8 CTOS with funding supporting student/teacher opportunities; \$360,000 national conference travel stipend for local advisors through 2024)

This project supports learning loss by providing expanded opportunities for all students enrolled in CTE to engage in action-based learning through participation in career and leadership development activities, conferences and competitions.

This project will address the needs of the identified student groups by off-setting costs for schools to send teachers and students to the aforementioned events. The economic impact of the pandemic has made it challenging, at best, for families to support students in these activities and for CTSOs to raise funds to off-set student costs. Additionally, this project will allow for the development and implementation of high-quality training for all CTE teachers on the alignment and implementation of career and technical student organizations as a part of the CTE curriculum.

This project will be supported during the school year with learning loss funds as well as a summer enrichment activity. To ensure that funds set-aside for learning loss are not intermingled with funds set-aside for summer enrichment, the two projects will be tracked separately in KDE's accounting platform. The learning loss related work that occurs during the school year will be coded as EARPUI and work related to summer enrichment will be coded as EARPVI.

CTE Showcase (\$600,000)

CTE Showcase focused on providing career opportunities for all through program specific career field days and recruitment events including targeting today's CTE students as tomorrow's CTE educators. This request would also fund regional CTE Student Showcase opportunities in three locations across the state including one held in Frankfort during legislative session and/or CTE month. Funding will support implementation of events, transportation, teacher sub/stipend, resources and materials for active student engagement.

This project supports Learning Loss by providing middle and high school students with access to career field days, recruitment and CTE showcase events. Paired with classroom instruction, the career field days, recruitment and CTE showcase events will increase exposure to the opportunities in CTE and allow students to connect with related industry professionals for increased exposure to career opportunities, supporting statewide workforce demands.

This project will address the needs of the identified student groups by supporting design and implementation of events, transportation, teacher subs/stipends, resources and materials for student engagement and recruitment.

Scaling Statewide PL in the Science of Reading (\$10,000,000)

This project supports learning loss by scaling statewide professional learning in the science of reading and foundational reading skills. Assessment data, internal Kentucky Department of Education (KDE) research and reporting conducted by the Office of Education Accountability and the Prichard Committee reveal significant achievement gaps in reading, especially for Kentucky's most vulnerable students. The Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning program has demonstrated success on a national scale in bringing significant increases in literacy achievement.

This project will address the needs of the identified student groups by providing teachers the skills they need to teach the five essential components of literacy (phonemic awareness, phonics, fluency, vocabulary and comprehension), plus writing, spelling and oral language. Furthermore, teachers also learn how to implement classroom instruction based on what they learn in the PL as well as approaches to differentiate instruction to meet the literacy needs of all students. In Kentucky, all K-5 students would benefit from improved high-quality Tier 1 instruction in reading. The ultimate objective is to equip and empower local schools and districts in providing educators access to high-quality professional learning (HQPL) to support all students with engaging, relevant, standards-aligned grade-level assignments. Through evidence-based, high quality professional learning, teachers receive the support needed to better serve all Kentucky students, not just those receiving intervention. The statewide professional learning could impact entire school districts of practicing elementary teachers. Through the additional training of professional learning facilitators, including educational recovery specialists, OTL literacy and grant staff, and representatives from the eight regional educational cooperatives assist schools in effective implementation for long-term sustainability.

School and District Support for the Local Curriculum Development Process (\$2,000,000)

This project supports learning loss by aiding districts in retooling their systems and structures to ensure equitable support for all

students. Recognizing the importance of high-quality instructional resources and professional learning in its efforts to equitably support all students, the Kentucky Department of Education (KDE) in collaboration with the Council of Chief State School Officers' Instructional Materials and Professional Development (IMPD) seek to:

- Significantly increase the number of districts selecting high-quality, standards-aligned instructional resources; and*
- Grow the number of pre-service and in-service teachers receiving professional development grounded in the use of those materials.*

Funding will allow KDE to partner with ANet to achieve these goals and other academic priorities by focusing on the evaluation, selection, and implementation of high-quality instructional resources.

This project will address the needs of the identified student groups by providing assistance in translating standards into a viable curriculum which aligns instructional resources, assessments, and professional learning to support increased student achievement. To support districts and schools in doing this, ANet and KDE will provide support to a cohort of 32 schools and up to 12 districts across the 8 regional cooperatives. ANet will engage leaders in phases of the curriculum design process as outlined in the KDE Model Curriculum Framework (MCF). -This partnership includes: (1) advising and planning with KDE; (2) selection and needs assessments; and (3) district and school support.

ANet will work closely with key district and school leaders to identify priorities, needs, and opportunities of participating districts. These focus areas will guide partnership planning and progress monitoring. Sample focus areas include:

- District leaders' strengthened knowledge of standards and shifts in literacy and mathematics;*
- Shared academic vision and theory of action that articulates the role high-quality resources play in enabling equitable instruction;*
- Draft considerations and guidance to address equity to ensure that the instructional resources will meet the needs of all learners, including determination of whether the instructional resources are*

culturally responsive, adaptive to the needs of multilingual languages learners and students with disabilities;

- Guidance for the use of curricular materials to ensure equitable access to grade level content for all students, especially those that have been historically underserved and/or those who struggled most during distance learning;*
- Research-based process and criteria for evaluating the quality of materials;*
- Inventory and review of the quality of the materials present within the district and/or evidence gathered from a review committee on the quality of potential new materials; and/or*
- Draft guidance documents for stakeholder feedback and finalization.*

Implementation and Measurement of High-Leveraged, Evidence-Based Practices in Grades P-2 (\$15,000,000)

This project supports students in Preschool through 2nd Grade who experienced the greatest loss of instruction due to the COVID-19 Pandemic by the delivery and measurement of evidenced-based, high-leveraged teacher practices. This project will address the needs of the identified student groups by reducing the number of students inappropriately identified for special education by the third grade. It will also improve the equity of opportunity for all exceptional learners, including gifted and talented programming, for underserved populations. These strategies will also be implemented to improve the instruction and support students receive while learning from home.

All state-funded preschool programs will have access to training and coaching on the Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC) Recommended Practices which are the most effective strategies for improving the learning outcomes of young children through the implementation of developmentally appropriate practices for children who have or are at risk for developmental delays / disabilities.

All Kindergarten, first and second grade classrooms and administrators will have access to training and coaching on High-Leverage Practices in Special Education which are the practices found to create a positive difference with students who are

struggling to find success in school because of learning and / or behavioral complexities.

This project will also include a Family Engagement initiative to enhance in-depth training and resources for parents and families. Online modules and short courses will be created to aid authentic family engagement in education. This will allow for generalization of skills within the home as well as in the classroom. Increasing opportunities to practice will lead to improved student outcomes.

Child Count data from December 2020 will be used as a baseline to measure how many students were eligible for special education and related services. Each year of the project, OSEEL will review Child Count data to randomly select due process files of students identified as having a developmental disability. OSEEL will review these due process files to examine interventions provided, referral information and the appropriateness of the eligibility decision. Additionally, OSEEL will look closely at special education student exiting data for 9-year-old students to determine if supports provided increase the number of students exiting special education due to increased supports in the classroom.

Transition Services and Supports (\$3,750,000)

This project supports students with disabilities by helping them achieve their post-school and career goals. This project will address the needs of the identified student group by focusing on transition services and supports that aid in the transition from secondary education to adult life. The Individuals with Disabilities Education Act (IDEA) specifies that transition services require coordination of efforts relying on active student involvement, family engagement, and implementation of transition activities through collaboration with the vocational rehabilitation (VR) agency and local educational agencies (LEAs). Transition services and requirements address education and employment options for students with disabilities after these students leave secondary school.

OSEEL will collaborate and coordinate with institutes of higher education as well as private industry in order to improve post-secondary outcomes for exceptional learners. Transition ombudsmen positions will be created to assist with connecting students to transition supports. Additionally, the OSEEL will create

a team to develop and review guidance related to secondary transition.

This amount includes a funding request from the Morehead State University (MSU) Craft Academy and will also include funding for the Western Kentucky University (WKU) Gatton Academy.

This project will be supported by all three set-asides. The learning loss set-aside will be used to support transition services offered during the school day, the after school set aside will be used to support transition services offered after school, and the summer enrichment set aside will be used to support transition services during the summer. To ensure that these funds are not intermingled, each project will be coded separately in KDE's accounting system. Projects supported by the learning loss set-aside will be coded as EARP01, projects supported by the after school set-aside will be coded as EARPQ1, and projects supported by the summer enrichment set-aside will be coded as EARPP1.

Educational Recovery (ER) Specialists and Leaders (\$5,000,000)

Educational Recovery Specialists (ERS) and/or Educational Recovery Leaders (ERL) serve in Comprehensive Support and Improvement (CSI) schools to assist and support staff in leadership, math, and literacy. Each staff also works to ensure that curriculum is aligned with state and local standards and implemented through a systematic process, that rigorous and authentic assessments inform and improve instruction to meet the needs of all students, and they assist teachers in developing and implementing effective and varied, evidence-based instructional strategies to be used in all classrooms. ER staff also help to provide resources and activities that will make the school function as an effective learning community to support and promote a safe and orderly environment that encourages learning and assist staff in working with families and community groups to remove barriers to learning. Educational recovery staff not only assist schools in selecting evidence-based practices, but ER staff also support the evidence-based initiatives at each identified school through the implementation and monitoring of those initiatives ensuring that student's learning increases and that the organization is more effective. Staff also assist identified schools by

ensuring staff members analyze multiple sources of data to determine impact and make data and evidence informed instructional decisions. The KDE's traditional (and effective) model of providing 3 ERS and 1 ERL to each low-performing school has not been fully funded in years; however, American Rescue Plan (ARP) funds provide us with an opportunity to fill the funding gap and fund the model that has been proven effective in curbing learning loss and building sustainable and evidence-based systems in schools. The \$5,000,000 reservation will be supplemental and cover the costs of additional ERS and ERL staff to assist with school improvement efforts in CSI schools.

Jim Shipley and Associates Professional Development Workshops (\$300,000)

Evidence-based professional learning opportunities allow identified schools and staff to have a common and effective framework from which to build pedagogy, leadership, and systems. Likewise, evidence-based professional learning informs walkthrough and professional learning community protocols, provides structure for feedback and coaching models, and improves leadership and instructional practices that strategically support academic skills and knowledge lost during the pandemic. High quality and evidence-based professional learning moves the equity lever in the right direction and accelerates achievement. To assist in this work, the following evidence-based professional learning trainings will be funded: The Jim Shipley Associates (JSA) Systems Training professional learning opportunity specializes in site-based training workshops and personalized follow-up coaching to support implementation of a systems approach in the education setting. JSA has played and continues to play a pivotal role nationally in promoting the use of the Baldrige Criteria to assist educational organizations in achieving performance excellence in educational continuous improvement. The JSA consulting and training approach specifically incorporates a systems approach to continuous improvement utilizing the National Baldrige Education Criteria for Performance Excellence as the design criteria for all training, supporting training materials, and coaching support systems. To further bridge the learning gap created by the COVID-19 pandemic, Jim Shipley's PDSA model encourages the ongoing evaluation of the effectiveness of a school's current system in place, discarding those

that have little to no impact on instruction, and adding new evidence-based initiatives that are needed to replace those that are deemed to have no impact on student learning. The Rutherford Learning Group, Inc is a research and professional development consultancy focused on high performance teaching and effective leadership. RLG designs and delivers award winning training, media resources, institutes, and customized professional development services to education clients worldwide. Rutherford's professional learning focuses on improving teaching and learning environments, as well as enhancing teacher and leadership capacity. Through this professional learning initiative, staff will learn how to provide coaching and feedback to improve educational systems and to increase academic attainment. Carnegie Foundation for the Advancement of Teaching leads a variety of evidence for improvement professional workshops that emphasize learning communities as a disciplined way for building a comprehensive view of an educational network. Each professional learning workshop builds participants' foundation in the core concepts of an improvement science approach and emphasizes a data-driven culture that allows participants to be curious, critical, and objective in their work. It is from those curiosities and critiques that decision-making is then driven by evidence. The combined \$300,000 reservation will cover the registration costs of participants from Kentucky's Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) schools and includes all materials for participants.

National Institute for School Leadership (NISL) (\$800,000)

KDE partners with the National Institute for School Leadership (NISL) to provide leadership training and professional development to school and district leaders. NISL is a thoroughly researched and evidence-based program designed to assist schools and districts across the state with leadership development and to support school turnaround efforts. The intent is to build leadership capacity through distributed leadership, increase recruitment and retention of effective leaders and improve student achievement. By participating in this institute, school leadership learn to develop, implement, and monitor an instructional process for meeting individual student needs and the school's overall learning expectations. School leadership also gain supports for ensuring the implementation of

high-quality instruction and are led through the process of identifying needed improvements in student learning and to adjust practices to meet student academic needs. 75The twelve month NISL Executive Development for School Leadership curriculum focuses on training in standards-based instructional systems aligned by KDE and NISL staff, training in data analysis skills related to student achievement data, capacity to take learning theory into practice, by providing skills and knowledge to enable principals to be instructional leaders in literacy, math, and science in their own schools, and training principals in distributed leadership strategies that will assist in developing the professional capacity of school staff. The \$800,000 reservation will cover registration costs of 150 participants over the course of two (2) years.

Maintain Infinite Campus Learning (CL) Student Engagement Tool (\$1,300,000)

This project supports learning loss through identification of students that are not mastering academic standards and tools to help combat learning loss; it supports the needs of identified student groups through outreach tools and additional content instruction towards mastering educational content. Additionally, Campus Learning allows for the incorporation of timely, integrated feedback within the system which represents an instructional 'best practice' for teachers. Hattie and Timperly (2007) state, "Effective teaching not only involves imparting information and understandings to students (or providing constructive tasks, environments, and learning) but also involves assessing and evaluating students' understanding of this information, so that the next teaching act can be matched to the present understanding of the students" (p. 83). It is important to maintain the created efficiencies in distance learning and continue to increase learning feedback efficiencies in schools and districts.

This project will address the needs of the identified student groups by providing access to the tools districts can choose to implement and help support teachers and students succeed in our ever changing environment. Campus Learning includes threaded discussion boards, document sharing, seamless connection to Google Drive, access to the IMS One Roster API, Learning Tools Interoperability (LTI) connections, Curriculum Planner, Unit/Lesson Plan/Assignment Library, Quick Assessments, Standards Portfolio

and student progress monitoring tools. CL allows teachers to interact with students and take advantage of a full suite of services that can be used to help students succeed in remote environments and teachers track progress more efficiently. Parents consistently cite convenience, the availability of smartphones and the effectiveness of asynchronous qualities of e-mail as factors for the preference for digital communication modes for grades and school notifications (Thompson et al., 2015).

CL assists to facilitate and streamline communication between educators, students and parents. (Statewide Shared Service)

Internet Bandwidth Growth (\$5,500,000)

Over the course of the last 9 months the acceleration of digital adoption and integration, while maximizing the effective uses of education technology has sky-rocketed statewide in school districts from getting a much higher percentage of K-12 teachers to use technology in their instruction through our digital learning coaches (DLC) at KDE and in districts to getting to a 1 to 1 mobile device/computer per KY K-12 student. We have seen a near overnight 26% increase in devices putting the total number of KY K-12 computers close to 1 million by January 2021 which is 8 times larger than all of KY state and local government combined. This project will address the needs of the identified student groups as students return to in-person learning on a consistent basis, where we are sure to see an exponential growth in the need for internet capacity in school districts. When paired with reliable internet connectivity, 1:1 device programs have shown to have a positive effect on student achievement across socio-economic groups (Kingston, 2013). Additionally, Corn et. al (2010) state, "The capacity of the school's infrastructure is critical to the success of a 1:1 learning environment...Schools need to ensure that wireless Internet access, server access and bandwidth are appropriate given the substantial demands of student usage" (p. 14). At this time we estimate there is a need to increase internet access bandwidth capacity by approximately 20% for school districts across the state. Although funding to restore several years of budget cuts to the state's K-12 internet otherwise known as the Kentucky Education Network (KEN) funding was included as part of an additional budget request identified as one of the top priorities in the 2020-2022 KDE

Biennial Budget Request approved by the KBE the additional funding to restore cuts was not included in the enacted 2020-2021 Executive Branch Budget. At the existing and growing level of demand for internet access, if action is not taken through this effort to appropriately fund this essential service, end user experiences will begin to degrade as the system is stressed to perform beyond its capacity. The funds used to pay for the increased bandwidth will also be eligible to receive E-rate rebates, which could then be turned into KETS Offers of Assistance that are redistributed back to the districts to be spent on technology related programs and initiatives. Since KETS Offers of Assistance are matched with local funds and sometimes even used on their own E-rate eligible projects, the rate of return on the ESSER II and ESSER III funds would be a minimum of 3 times and as much as 5 times the original spent amount and is a truly worthwhile investment benefitting KY K-12 students.

This project supports learning loss by providing access to a reliable network in which to access digital tools, systems and resources. Based on the sizable increase in these Ed Tech tools in the past year, and previous experience with other districts that moved to 1:1, it is logical to expect that bandwidth usage will increase dramatically in Kentucky school districts. When paired with reliable internet connectivity, 1:1 device programs have shown to have a positive effect on student achievement across socio-economic groups (Kingston, 2013). Our bandwidth forecast models are soundly grounded in previous work outlined or recommended by the State Educational Technology Directors Association (SETDA) and Consortium of School Networks (CoSN). Additionally, Corn et. al (2010) state, "The capacity of the school's infrastructure is critical to the success of a 1:1 learning environment...Schools need to ensure that wireless Internet access, server access and bandwidth are appropriate given the substantial demands of student usage" (p. 14)

Finally, reliable connectivity, like water and electricity, is foundational to creating an effective learning environment. Students and teachers cannot take advantage of the opportunities to connect and engage globally or leverage high-quality learning resources without consistent and reliable access to the internet (King & South, 2017).

Simplify and improve secure student and teacher access to all local and online K12 resources (licensing) (\$3,900,000)

The current system (Active Directory) that enables access to the education technology resources for all Ky K12 students, teacher, and staff is dangerously out-of-date and in need of replacement. This initiative not only replaces and modernizes the components needed to maintain this critical service that is shared among all districts and KDE, but also redirects the cost of specific software licensing components from local districts to KDE/OET while simplifying and enhancing user and information security to protect all students, teachers, and staff. The end result enables local district technology leaders to refocus savings of EdTech funds towards the goal of further reducing the digital access divide, and providing for an easier and secure technology experience.

All Kentucky K12 students, teachers, staff, and KDE across KY K12 use Microsoft's Active Directory to "log-in" or "sign-on" to the variety of instructional and administrative resources available both locally and on the Internet. Additionally, the 1.5 million technology devices across all school districts and KDE require both secure and reliable access to this critical service to actually function, such as: district-owned or personally owned computers, tablets, and smartphones; all shared resource devices and applications such as phone systems, printers, servers, network electronics, classroom instructional technology, security cameras, badge readers, door access systems, and other environmental technologies; transportation systems, food service systems, financial management applications, student information systems, and the host of all instructional resources and applications. Furthermore, cyber-criminal activity has dramatically increased during the pandemic from the already staggering 4 billion attacks per year, and the necessity to protect all who participate in the learning environment while at school and at home is of the utmost priority. This statewide shared service project will address the needs of the identified student groups as students return to in-person learning on a consistent basis, we are sure to see an exponential growth in the need for internet capacity in school districts. When paired with reliable internet connectivity, 1:1 device programs have shown to have a positive effect on student achievement across socio-economic groups (Kingston, 2013). Additionally, Corn et. al (2010) state, "The

capacity of the school's infrastructure is critical to the success of a 1:1 learning environment...Schools need to ensure that wireless Internet access, server access and bandwidth are appropriate given the substantial demands of student usage" (p. 14).

This project supports learning loss by driving more efficient and secure access to students and their high-quality instructional resources. The lack of a single identity utilized to access all technology resources creates a very disconnected and time consuming experience for both students and teachers. The requirement to "log in" multiple times to the variety of instructional technology resources available, and possibly utilize multiple IDs and passwords in the process creates both an insecure and disconnected experience for all. The result of this inefficiency is a loss in instructional time as teachers navigate the daily confusion of getting all students connected, and increases the chances of student accounts being breached or even disabled. Additionally, due to the cumbersome tasks from education technology administrators of creating different accounts in different services for the same end-user (students and/or teachers), students often don't have access to the critical technology resources needed for days and even weeks awaiting the provisioning of accounts. This project supports learning loss by addressing the two major components necessary to eliminate or minimize this inefficiency. First and foremost are the licenses needed statewide for every user to have "single sign-on" capabilities, coupled with the proper security functions protecting their identity such as Multi-factor Authentication and Conditional Access. Both aspects of this project support the needs of all of the identified student groups by maximizing the effectiveness of instructional time by ensuring efficient and secure access to technology resources to combat loss of instructional time. An expected outcome will also be to directly and indirectly drive efficiencies into instructional resources that students access regardless of location, time, or device used.

Finally, The National Education Technology Plan (King & South, 2017) states: "the use of student data is crucial for personalized learning and continuous improvement. Acting as the stewards of student data presents educators with several responsibilities. School officials, families, and software developers have to be mindful of how data privacy, confidentiality, and security practices affect

students. Schools and districts have an obligation to tell students and families what kind of student data the school or third parties (e.g., online educational service providers) are collecting and how the data can be used. This project helps meet this national target from an equitable statewide shared services approach.

Simplify and improve secure student and teacher access to all local and online K12 resources (Implementation) (\$6,000,000)

The current system (Active Directory) that enables access to the education technology resources for all Ky K12 students, teacher, and staff is dangerously out-of-date and in need of replacement. Due to the increased dependence upon internet-based systems, up-to-date cybersecurity practices have become a necessity for 21st Century learning environments (Gioe, Goodman, & Wanless, 2019). This initiative not only replaces and modernizes the components needed to maintain this critical service that is shared among all districts and KDE, but also redirects the cost of specific software licensing components from local districts to KDE/OET while simplifying and enhancing user and information security to protect all students, teachers, and staff. The end result enables local district technology leaders to refocus savings of EdTech funds towards the goal of further reducing the digital access divide, and providing for an easier and secure technology experience.

All Kentucky K12 students, teachers, staff, and KDE across KY K12 use Microsoft's Active Directory to "log-in" or "sign-on" to the variety of instructional and administrative resources available both locally and on the Internet. Additionally, the 1.5 million technology devices across all school districts and KDE require both secure and reliable access to this critical service to actually function, such as: district-owned or personally owned computers, tablets, and smart phones; all shared resource devices and applications such as phone systems, printers, servers, network electronics, classroom instructional technology, security cameras, badge readers, door access systems, and other environmental technologies; transportation systems, food service systems, financial management applications, student information systems, and the host of all instructional resources and applications. Furthermore, cyber-criminal activity has dramatically increased during the pandemic from the already staggering 4 billion attacks per year, and the

necessity to protect all who participate in the learning environment while at school and at home is of the utmost priority. Because of the need to balance both robust security and simplicity for multiple age groups, cyber security is sometimes difficult for schools (Richardson et al., 2020). Through this modernization initiative we can ensure that it is not a compromise on either front.

Professional Learning for Digital Learning Coaching (\$1,200,000)

This project is a stipend match program to support the school digital leadership cohort and library leadership growth. Getting more teachers and leaders leveling up to maximize the effective use of digital, distance, and remote learning. This project targets continuation of the statewide digital learning coach stipend match program. Will also include professional learning supports for high quality instructional strategies, first year teachers, school leaders, library media leaders, home hospital, social emotional support, digital 101, and pre-service teachers. (Joint Request from OCIS, OET)

This project supports learning loss by supplementing the statewide digital learning coach network in our schools and districts. Digital learning coach (DLC) positions, in districts, target maximizing the effective uses of technologies for learning through real time teacher professional learning coaching cycles. Through these coaching cycles, district DLCs assist in overcoming first and second-order barriers to successful integration of technology in the learning process (Ertmer, 1999, 2005). Teachers and students are interacting with digital tools and resources (including instructional resources) at increased rates. This project provides an effort to study the effects of digital interventions, which will ideally be producing promising evidence through relevant evaluation of the project strategy. This project aims to support the needs of the identified student groups in each and every district through the further support of this statewide digital learning coach network. This model of teacher collaboration and peer support has been found to be a key determinant of effective pedagogical use of digital tools and resources (Ertmer et al., 2012). Additionally, Research findings suggest that instructional technology coaching may be a critical lever in closing the gap in the usage of technology, sometimes referred to as the digital use divide (Bakhshaei et al., 2018).

Establish Online/ Virtual Schools Network (full-time enrollment in 100% virtual schools/academies) (\$2,000,000)

Incentivized establishment of a regional network design, with additional district funding needed to establish the regional Online and Virtual Schools in the network. State-wide Shared Service + District Initiated Service (funding at both the state level and at the district level needed for strong implementation). Funding through 2023 will support a leadership role, professional learning, course content to KAS alignment, growth of on-going statewide course catalogue, and third party quality assurance review.

This project supports learning loss by providing a state-wide shared service and district initiated service network for online and virtual school growth in accordance with current policy structures throughout the commonwealth (funding at both the state level and at the district level needed for strong implementation). Funding through 2024 will support a leadership role, professional learning opportunities, course content alignment to KAS, continued growth and development of statewide online course catalogue, and third-party quality assurance reviews. The expansion of this work is directly linked to learning loss strategies ensuring course (and learning) acceleration, accumulation, access and rescue measures due to the academic impact of lost instructional time experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act. According to Gilbert (2001), both an interactive community and a systems approach to instructional design are among the 5 factors that make distance/online programs successful for students. Through strategic funding and leadership for the creation of this network, the systems design focus can be met while also providing access to a community of stakeholders that learn and develop together.

Statewide Student eBook Library / KyVL Membership for ALL schools and districts (Statewide Shared Services) (\$1,500,000)

Students and teachers have much more access (devices + internet) and are much more digitally savvy than when KDE previously paid for this service statewide. This membership for high-quality instructional resources is set up to be used in-person (in schools)

AND while students are away from campus. Currently about 42% of school districts do not provide access to these resources. In partnership with The Council for Post-Secondary Education (CPE), this would cover 2 years of virtual/ remote/ distance library services (magazines, books, catalogues, etc. for all students in every school and every district. Plus, this includes a one-time cost single sign on development. Most eBooks that schools purchase are like physical books. If one is purchased, only one can be checked out at a time. Those serve a real need, but the eBooks on KYVL can be read by everyone at the same time and allow teachers to provide permalinks to those texts and added inside of Learning Management Systems. There is not a more-established collection of DIGITAL resources that we could find to invest in for our Kentucky students. Membership in KyVL is a major offset of expenditures for schools and districts for resources, by way of example: ACT Prep is included at no additional cost inside of KyVL, an OER (Open Educational Resources) curated KY custom catalogue, AND common research collections that students must use when entering higher ed. This partnership would be contingent upon the understanding that this is one-time funding for the next two school years (and must be picked up by districts at the end of those 2 years) and that we must have access to usage and adoption metrics to ensure that we are not paying for a resource that goes unused by teachers and students.

Students with strong online skills are more likely to be successful with learning tasks that require digital collaboration or digital creativity (Pellegrino, 2017).

This project supports learning loss by providing statewide membership to all school districts, schools, teachers and students to an expansive online library. Learning loss is exacerbated by the continued lack of resources and this project aims to bridge this gap with digital, anytime, anywhere access to unlimited books, magazines, research databases and other instructional resources. This project also supports the need of the identified student groups by providing equitable access throughout the commonwealth to resources that match the digital access with mobile computers and provided available internet access. The Kentucky Virtual Library is a consortium of libraries and institutions across Kentucky which provides access to more than 1,600 magazines/journals, 55,100

primary source documents, articles, encyclopedias, and over 217,000 eBooks - all to be directly accessed by students.

Expand Data Visualization/Campus Tools (\$450,000)

This project will help schools monitor student progress. Create actionable reporting tools using existing data that can help schools move all students towards success. This could also involve a new collection of student perception data (physical, mental and social well being) through Campus student check-ins using student portal or other classroom tools. Tracking student participation, perception, progress and outcomes could further enhance the Early Warning System used by Kentucky schools and districts.

This project supports learning loss by expanding data visualization/Infinite Campus tools to help identify students struggling using data to help drive action. The Early Warning System identifies students by grad score; additional analytics can be added to highlight learning loss or social wellbeing issues that could impact learning.

This project also supports the needs of the identified student groups by using survey data to identify student engagement in the classroom or overall feedback on culture and climate through the Infinite Campus Character Lab Thriving Index Survey. Participation in the Character Lab Thriving Index Survey allows schools to monitor student well-being topics such as sleep habits, social media use, and sense of belonging. Expanding the Early Warning System to include a dashboard view helps to identify issues sooner for more immediate action than the annual survey. Teachers can track student engagement through daily check-ins. The integrity of data can be maintained, and is only meaningful when it is reliable, available and relevant (Teeling, 2012). Expanding the data that is readily available to teachers and schools will help to further enhance opportunities for student interventions towards success.

Education Summit (\$200,000)

The Kentucky Education Summit will be an intensive, highly collaborative conference with resources and best practices provided from teams across the agency, as well as state and national partners. The summit will promote collaboration amongst districts and will

highlight best practices and innovative approaches to learning. According to Kentucky education commissioner, Dr. Jason Glass, one of the few good things to happen because of the COVID crisis was that it forced all of us to be more creative in how we view education. At KDE, we will be working to learn more about what was effective and what wasn't during the past year, which will help shape our work going forward. Information gained during this tumultuous time will be used to create a new normal in our schools that better meets the needs of all of our students. The summit will feature a special focus on student mental health including a keynote address from a leading expert and a student-facilitated panel discussion.

This project will address the needs of the identified student groups by providing educators the skills they need to advance the educational experiences of all students. In particular, participants will develop strategies to prioritize student mental health and differentiate instruction to meet the unique need of each student.

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

In order for schools and districts to accelerate student learning as a result of the COVID-19 pandemic, it is critical to create acceleration plans using evidence-based strategies and practices that provide students with more time and dedicated attention. These should be focused on immersing students in grade-level standards. Plans should target students who most need the additional time and support, based on formative assessment data, early warning systems and other local sources of data.

KDE's "[Accelerating Student Learning During Summer Learning Programs and Through the Academic Year](#)" guidance focuses on evidence-based strategies for accelerating student learning through summer learning programs and during the academic school year. While summer presents schools and districts with an opportunity to begin accelerating student learning, support will need to continue throughout the school year to effectively address the disproportionate impact of COVID-19 on certain groups of students.

Whenever providing students with opportunities to accelerate their learning, though, they must be in a physical and emotional state that enables them to learn. Therefore, it is critical that acceleration plans also include strategies that support students' social-emotional and behavioral needs.

The evidence-based interventions and associated recommendations are adapted from research conducted by the [RAND Corporation](#) (2018) and the Wallace Foundation ([2018](#) and [2019](#)), which examined the effectiveness of several types of summer learning programs and their impact on student outcomes. These recommended practices meet Every Student Succeeds Act Tier I standards regarding impacting student achievement in math, and Tier III standards for impacting student achievement in reading and social and emotional learning.

KDE advises districts to conduct early, robust planning, including determining which students to target. This decision may be made by analyzing spring data, examining available resources and identifying district priorities.

A strong body of evidence shows that the quality of teaching has the largest school-based impact on student outcomes of any factor. Hiring the most effective teachers and giving them the support they need are critical steps to maximizing student achievement. Districts are advised to prioritize hiring teachers with relevant content knowledge and grade-level experience and to hire experts to support students with special needs (e.g., English learners, students with Individual Education Programs). Based on the research on effective summer learning programs, small class sizes did not negate the need for specialized supports.

Professional learning also should provide opportunities to practice delivering the curriculum during staff training. Include strategies to differentiate the curriculum for students of varied academic ability levels and ways to integrate social-emotional learning into everyday practice.

KDE advised districts to prioritize student recruitment and attendance. Studies show that students need to attend at least 20 days over the course of the summer program to experience academic benefits. In addition to offering enrichment activities, accurate recruitment materials and incentives can help maintain good attendance. KDE issued the following related recommendations:

- *[Recommendation 1](#): Develop accurate, timely informational*

materials that explain requirements and attractive features of the program, the enrollment process, transportation routes and the program schedule. This may include some form of personalized communication to increase the effectiveness of recruitment efforts.

- *Recommendation 2: Establish a firm enrollment deadline. This is important for program planning, ensures higher average daily attendance rates and improves learning. Parents can be notified in advance of transportation routes. Districts can staff the program to meet desired student-to-adult ratios and avoid making last-minute hires. Teachers learn who their students are before the program starts.*
- *Recommendation 3: Establish a clear attendance policy and track no-show rates as well as daily attendance.*
- *Recommendation 4: If resources allow, provide incentives to parents and students for attendance.*

To maximize the effectiveness of instruction during the summer program, teachers should have a common local curriculum and HQIRs that are matched to student needs and a small class size. Having a single curriculum for each subject promotes an equitable learning environment for all students and maximizes resources. KDE established a definition for high-quality instructional resources and recommended that districts serve students in small classes or groups and cap class size at 15 students per adult, if possible. With a small class, a teacher can more quickly establish rapport with students, get to know their individual learning needs and provide more individualized attention.

If resources allow, districts were advised to consider hiring staff to support positive student behavior and social-emotional wellness. KDE recommended that they consider hiring school counselors, social workers and/or behavioral management specialists to offer on-site support for students' social-emotional and behavioral needs.

High-intensity (high-dosage) tutoring is a research-based approach to accelerating student learning in which students who are behind in grade-level content are provided with individualized tutoring sessions three or more times a week that address content that meets students where they are, but also links back to what is being taught in the regular classroom. This provides students with just-in-time support to meet the grade-level expectations. High-intensity tutoring programs are much more effective than low-intensity volunteer tutoring which provide tutoring on a weekly or as-needed basis and have not been shown to have any significant impact on academic progress. According to the research, students participating in high-

intensity tutoring learned one to two additional school years of mathematics in a single year. This, along with the strategic deployment of vacation academies, as discussed in question D.1.i., are also an important part of KDE's response to addressing the disproportionate impact of COVID-19.

Additionally, KDE will also:

- *Encourage the use of universal screening data and compare the 2020-2021 data of students meeting proficiency to that of previous years.*
- *Encourage the analysis of annual spring summative assessment data (K-PREP, ACT) to look at changes in proficiency levels from spring 2019 to spring 2021 to determine learning loss,*
- *Encourage the disaggregation of the data by subgroup to look at disproportionate impact and making that comparison to previous years will allow KDE to determine impact as well.*
- *Encourage the use of data related to the Supplemental School Year Program as required by [Senate Bill 128 \(2021\)](#) as an indicator of the impact of lost instructional time and the desire of families and educators to address student accelerated learning needs.*
- *Encourage the use of student participation data to target certain districts for the early literacy initiatives and professional learning being paid for with the funding allocated for scaling statewide professional learning in the science of reading and foundational reading skills.*

[KRS 158.840](#) establishes that KDE shall “require no reporting of instructional plans, formative assessment results, staff effectiveness processes, or interventions implemented in the classroom” except under specific statutory and grant requirements. Thus, KDE may analyze data from the Infinite Campus intervention tab and surveys as a mechanism for collecting data at the local level.

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

KDE is sensitive to the fact that the period of extended hybrid and/or remote learning resulting from the COVID-19 emergency presents

many challenges not evident in traditional in-person classroom instruction. Educators will need to continually assess the impact of lost instructional time in order to design effective Tier 1 instruction and targeted intervention during this emergency and afterward. KDE offered guidance on how educators can monitor student learning through the formative assessment process in the 2020-2021 school year. Local support should address both student social-emotional learning and academic transition and success, as learning gaps or other issues resulting from extended hybrid and/or remote learning do not automatically trigger retention.

Based on the MTSS framework, schools and districts should have systems in place for early identification of students chronically absent or who may be “at risk.” The local leadership team is encouraged to analyze student data to look for root causes of absenteeism and/or barriers to attendance or learning and then implement and monitor tiered interventions prior to any retention. KDE provides research-based resources to districts on its website, KyMTSS.org, and urges local education agencies to be innovative in how they serve students in an environment that best meets individual student needs and to plan for targeted interventions that may be needed to accelerate student learning to avoid the need for retention.

While KDE will provide support for these efforts across the Commonwealth, there are some statutory boundaries that KDE must work within:

- Kentucky Revised Statute (KRS) [160.345](#) assigns each local school-based decision making (SBDM) council the authority to develop and design the school’s curriculum and determine appropriate instructional resources.
- KRS 160.345(g) states, “The school council shall determine which textbooks, instructional materials, and student support services shall be provided in the school.”
- KRS 160.345 (i) requires that the “school council shall adopt a policy to be implemented by the principal in the following additional areas: 1. Determination of curriculum, including needs assessment, curriculum development and responsibilities under KRS [158.6453\(19\)](#).”

The authority of local schools and their councils to lead standards implementation efforts and direct the process to identify and engage students who need accelerated learning cannot be overstepped. As such, KDE will continue to use funding to develop resources and professional learning supports that aim to unlock the inclusive nature of the [Kentucky Academic Standards](#) and support initiatives

to increase innovation and personalized learning in order to support schools and districts in engaging students with grade-level learning experiences that are implemented via evidence-based high-quality instructional practice.

KDE supports districts by providing written guidance for “COVID-19 Considerations for Supporting Student and Staff Wellness” in their return to school. The guidance provided by KDE, addresses several areas including, but not limited to, monitoring for targeted supports; preparing for, understanding and responding to traumatic stress responses in students and staff; and re-engaging students disconnected to instructional activity. KDE also may use district student participation data to target certain districts for support in SEL and trauma-informed care and practices to address the learning needs of students impacted by trauma.

Finally, KDE also may use district student participation data to target certain districts for the early literacy initiatives and professional learning being paid for with the funding allocated for scaling statewide professional learning in the science of reading and foundational reading skills.

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

KDE believes that summer learning opportunities and other extended learning opportunities will be vitally important for Kentucky’s students as we rebound from the COVID-19 pandemic. While KDE will provide support for these efforts across the Commonwealth, KDE must work within the statutory boundaries discussed in the previous responses.

From a broad perspective, KDE will continue to support schools and districts through many of the other initiatives previously discussed throughout Section D of this application. These initiatives include, but are not limited to:

- KDE’s [“Accelerating Student Learning During Summer Learning Programs and Through the Academic Year”](#) guidance,
- The evidence-based interventions and associated recommendations are adapted from research conducted by the [RAND Corporation](#) (2018) and the Wallace Foundation (2018 and 2019),
- KDE’s [COVID-19 Considerations for Supporting Student and Staff Wellness](#),
- KDE’s Summer Boost Reading and Mathematics initiative,
- High-quality professional learning,
- The deployment of Kentucky Academic Standards, and
- Increased access to high-quality instructional resources.

Finally, KDE, in collaboration with the Kentucky Environmental Education Council, the Education and Workforce Development Cabinet and the lieutenant governor’s office, also is funding a summer enrichment program option to get students engaged and eager for in-person learning again. The current plan includes four service sites that will provide the enrichment activities and are supplied with AmeriCorps staff. Schools will be offered natural spaces for one day, including multidisciplinary outdoor environmental education activities connected with the [Kentucky Academic Standards](#). The enrichment programming will appeal to a wide variety of grade levels and interests.

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

In order for schools and districts to accelerate student learning as a result of the COVID-19 pandemic, it is critical to create acceleration plans using evidence-based strategies and practices that provide students with more time and dedicated attention. These should be focused on immersing students in grade-level standards. Plans should target students who most need the additional time and support, based on formative assessment data, early warning systems and other local sources of data.

From a broad perspective, KDE will continue to support schools and districts through many of the other initiatives previously discussed

throughout Section D of this application. These initiatives include, but are not limited to:

- KDE's "[Accelerating Student Learning During Summer Learning Programs and Through the Academic Year](#)" guidance,
- The evidence-based interventions and associated recommendations are adapted from research conducted by the [RAND Corporation](#) (2018) and the [Wallace Foundation](#) (2018 and 2019).
- KDE's [COVID-19 Considerations for Supporting Student and Staff Wellness](#),
- KDE's Summer Boost Reading and Mathematics initiative,
- High-quality professional learning.
- The deployment of Kentucky Academic Standards,
- Increased access to high quality instructional resources, and
-

KDE advises districts to conduct early, robust planning, including determining which students to target. This decision may be made by analyzing spring data, examining available resources and identifying district priorities.

A strong body of evidence shows that the quality of teaching has the largest school-based impact on student outcomes of any factor. Hiring the most effective teachers and giving them the support they need are critical steps to maximizing student achievement. Districts are advised to prioritize hiring teachers with relevant content knowledge and grade-level experience and to hire experts to support students with special needs (e.g., English learners, students with Individual Education Programs). Based on the research on effective summer learning programs, small class sizes did not negate the need for specialized supports.

Districts are advised to prioritize student recruitment and attendance. Studies show that students need to attend at least 20 days over the course of the summer program to experience academic benefits. In addition to offering enrichment activities, accurate recruitment materials and incentives can help maintain good attendance. KDE has issued the following related recommendations:

- [Recommendation 1](#): Develop accurate, timely informational materials that explain requirements and attractive features of the program, the enrollment process, transportation routes and the program schedule. This should include some form of personalized communication to increase the effectiveness of recruitment efforts.

- *Recommendation 2: Establish a firm enrollment deadline. This is important for program planning, ensures higher average daily attendance rates and improves learning. Parents can be notified in advance of transportation routes. Districts can staff the program to meet desired student-to-adult ratios and avoid making last-minute hires. Teachers learn who their students are before the program starts.*
- *Recommendation 3: Establish a clear attendance policy and track no-show rates as well as daily attendance.*
- *Recommendation 4: If resources allow, provide incentives to parents and students for attendance.*

If resources allow, districts were advised to consider hiring staff to support positive student behavior and social-emotional wellness. KDE recommended that they consider hiring school counselors, social workers and/or school-based mental health services providers to offer on-site support for students' social-emotional and behavioral needs.

KDE also will continue to deploy the data analysis techniques identified earlier in section D.

KRS 158.840 establishes that KDE shall “require no reporting of instructional plans, formative assessment results, staff effectiveness processes or interventions implemented in the classroom” except under specific statutory and grant requirements. Thus, KDE may analyze data from the Infinite Campus intervention tab and surveys as a mechanism for collecting data at the local level.

Additionally, KDE will allocate its state reserve for summer learning programs for the following projects:

Career and Technical Student Organizations (CTSOs) (\$360,000)

Career and Technical Student Organizations (CTSOs) enhance student learning through innovative programming, offering authentic, career-focused leadership development events and opportunities where Career and Technical Education (CTE) students can participate and compete at local, regional, state and national levels. Funding requests are to:

- 1) *incentivize membership growth at the local level and provide registration, transportation, subs/stipends (potentially teacher stipends as advisors of local CTSOs)*

associated with participating at state and national CTSO events;

2) support local teacher travel to attend national CTSO conferences with students who are competing at the national level; and

3) support the hiring of an external consultant to develop and implement high quality training for teachers on the effective implementation of CTSOs as a part of the CTE curriculum and for the development of a marketing plan for CTSOs.

(\$210,000 3 yr. staffing and operating; \$480,000 to support 8 CTSOs with funding supporting student/teacher opportunities; \$360,000 national conference travel stipend for local advisors through 2024)

This project supports Summer Enrichment by providing expanded opportunities for all students enrolled in CTE to engage in summer leadership development camps and events.

This project will address the needs of the identified student groups by off-setting cost for schools to send teachers and students to leadership development camps and events. The economic impact of the pandemic has made it challenging at best for families to support students in these activities and for CTSOs to raise funds to off-set student cost.

This project will be supported using summer enrichment funds during the summer as well as learning loss funds during the school year. To ensure that funds set-aside for learning loss are not intermingled with funds set-aside for summer enrichment, the two projects will be tracked separately in KDE's accounting platform. The learning loss related work that occurs during the school year will be coded as EARPUI and work related to summer enrichment will be coded as EARPVI.

GSA Funding for a Second Campus (\$2,850,000)

The Governor's School for the Arts (GSA) empowers Kentucky's next generation of creative leaders through a competitive tuition-free summer enrichment program. This project supports summer enrichment by providing a second campus for qualified and deserving students who are unable to access the benefits of GSA

due to the program's limited size. Funding will allow for greater capacity through the addition of a second campus.

This project will address the needs of the identified student groups by providing additional capacity for approximately 250 students. This funding will also provide two additional full-time administrative positions that will support the increased program activity. This expansion will allow GSA to serve a wider demographic of students with more diversified focus areas and art forms through a tuition-free experience. ESSER funding will also provide ample time to create a sustainable funding structure for the second campus well into the future.

Transition Services and Supports (\$7,500,000)

This project supports students with disabilities by helping them achieve their post-school and career goals. This project will address the needs of the identified student group by focusing on transition services and supports that aid in the transition from secondary education to adult life. The Individuals with Disabilities Education Act (IDEA) specifies that transition services require coordination of efforts relying on active student involvement, family engagement, and implementation of transition activities through collaboration with the vocational rehabilitation (VR) agency and local educational agencies (LEAs). Transition services and requirements address education and employment options for students with disabilities after these students leave secondary school.

OSEEL will collaborate and coordinate with institutes of higher education as well as private industry in order to improve post-secondary outcomes for exceptional learners. Transition ombudsmen positions will be created to assist with connecting students to transition supports. Additionally, the OSEEL will create a team to develop and review guidance related to secondary transition.

This amount includes a funding request from the Morehead State University (MSU) Craft Academy and will also include funding for the Western Kentucky University (WKU) Gatton Academy.

This project will be supported by all three set-asides. The learning loss set-aside will be used to support transition services offered

during the school day, the after school set aside will be used to support transition services offered after school, and the summer enrichment set aside will be used to support transition services during the summer. To ensure that these funds are not intermingled, each project will be coded separately in KDE's accounting system. Projects supported by the learning loss set-aside will be coded as EARP01, projects supported by the after school set-aside will be coded as EARPQ1, and projects supported by the summer enrichment set-aside will be coded as EARPP1.

Governor's Scholar Program (\$150,000)

The Governor's Scholars Program (GSP) Is a five-week, residential, summer experience for outstanding rising seniors in Kentucky. Our mission Is to enhance the Commonwealth's next generation of civic and economic leaders. The experience encourages intellectual curiosity, promotes leadership, and fosters a passion for community involvement, advocacy, and awareness. The GSP emphasizes excellence and innovation. To accomplish our mission, we seek to strengthen a Scholar's sense of self through a diverse curriculum and variety of in classroom and out of classroom opportunities. For many years, the GSP has contributed to the development and facilitation of Interdisciplinary teaching by focusing on knowledge which expands students' visions, challenges stereotypes, and sharpens their analytical and creative thinking skills.

The GSP invites all juniors currently enrolled in a Kentucky public, private, or homeschool to apply. The Program is highly selective. Our selection process consists of panels who read approximately 2,000 applications. The Idea behind this extremely competitive process Is to select well-rounded students who have demonstrated the potential to become leaders in a number of areas. The final selection reflects a balance between academic achievement, extracurricular activities, honors and awards, and civic engagement. Participants are chosen representing almost every public and private secondary school in Kentucky. The Program makes every effort to reflect the socio-economic, urban/rural diversity, and demographics of the state. Participants are chosen representing all corners of the Commonwealth, all 120 counties, thereby ensuring geographic and demographic diversity.

The Governor's Scholars Program will expand the equitable opportunities for thirty (30) additional students from historically underserved backgrounds and to identify and elevate meritorious applications from high-need areas within the State (i.e. financial status, regional educational attainment, number of individuals).

Summer Bridge Program (\$5,000,000)

Establishment of grants to establish Summer Bridge Programming to support students as they transition from high school to college during a time with reduced college and career counseling due to the COVID-19 pandemic. Through partnerships between Kentucky's high schools and IHEs, students will be better prepared for postsecondary learning experiences and learning losses can be mitigated. Grants would be issued for summer 2022 and would only be awarded to those proposals submitted as a partnership between high schools and institutions of higher education (with preference given to those that also include partnerships with community-based organizations to promote sustainability).

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

KDE is sensitive to the fact that the period of extended hybrid and/or remote learning resulting from the COVID-19 emergency presents many challenges not evident in traditional in-person classroom instruction. Educators will need to continually assess the impact of lost instructional time in order to design effective Tier 1 instruction and targeted intervention during this emergency and afterwards. KDE offered [guidance](#) on how educators can monitor student learning through the formative assessment process in the 2020-2021 school year. Local support should address both student social and emotional learning and academic transition and success, as learning gaps or other issues resulting from extended hybrid and/or remote learning do not automatically trigger retention.

Based on the MTSS framework, schools and districts should have systems in place for early identification of students chronically absent or who may be "at risk." The local leadership team is encouraged to analyze student data to look for root causes of absenteeism and/or barriers to attendance or learning and then implement and monitor tiered interventions prior to any retention.

KDE urges local education agencies to be innovative in how they serve students in an environment that best meets individual student needs and to plan for targeted interventions that may be needed to accelerate student learning to avoid the need for retention.

As has been previously discussed, KDE must operate within statutory limits when supporting schools in their local decision-making. KDE will continue to support schools within those limits and encourages schools to consider many of the elements previously mentioned throughout Section D, including:

- *KDE’s “[Accelerating Student Learning During Summer Learning Programs and Through the Academic Year](#)” guidance,*
- *The evidence-based interventions and associated recommendations are adapted from research conducted by the [RAND Corporation](#) (2018) and the [Wallace Foundation](#) (2018 and 2019),*
- *KDE’s [COVID-19 Considerations for Supporting Student and Staff Wellness](#),*
- *KDE’s Summer Boost Reading and Mathematics initiative,*
- *High-quality professional learning,*
- *The deployment of [Kentucky Academic Standards](#),*
- *Increased access to high-quality instructional resources, and*

3. **Evidence-Based Comprehensive Afterschool Programs:** Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the state’s total allocation of ARP ESSER funds) for evidence-based, comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students’ academic, social, emotional and mental health needs. The description must include:

- i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

As has been previously stated, KDE is required to work within statutory limitations that place the decision-making authority over the selection of specific evidence-based practices with the SBDM council. As such, KDE will continue to use funding to develop resources and professional learning supports that aim to unlock the inclusive nature of the [Kentucky Academic Standards](#) and support initiatives to increase innovation and personalized learning in order

to support schools and districts in engaging students with grade-level learning experiences that are implemented via evidence-based, high-quality instructional practice. These practices may include:

- KDE’s “[Accelerating Student Learning During Summer Learning Programs and Through the Academic Year](#)” guidance,
- The evidence-based interventions and associated recommendations are adapted from research conducted by the [RAND Corporation](#) (2018) and the Wallace Foundation (2018 and 2019),
- KDE’s [COVID-19 Considerations for Supporting Student and Staff Wellness](#),
- KDE’s Summer Boost Reading and Mathematics initiative,
- High-quality professional learning,
- The deployment of Kentucky Academic Standards,
- Increased access to high-quality instructional resources, and

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

KDE is committed to the continued success of all learners and is sensitive to the fact that the COVID-19 pandemic has created inequities and disproportionality among Kentucky’s students. As has been stated, KDE must operate within statutory boundaries when supporting districts in their local decision-making. KDE will continue to support districts through many of the initiatives previously discussed throughout section D, including:

- KDE’s “[Accelerating Student Learning During Summer Learning Programs and Through the Academic Year](#)” guidance,
- The evidence-based interventions and associated recommendations are adapted from research conducted by the [RAND Corporation](#) (2018) and the Wallace Foundation (2018 and 2019),
- KDE’s [COVID-19 Considerations for Supporting Student and Staff Wellness](#),
- KDE’s Summer Boost Reading and Mathematics initiative,
- High-quality professional learning,

- *The deployment of Kentucky Academic Standards,*
- *Increased access to high-quality instructional resources, and*

In addition to these broad efforts, KDE will continue to focus on capacity building activities to help districts identify and respond to the disproportionate impacts of the COVID-19 pandemic on various student populations. Specifically, KDE will allocate

Afterschool Programming/Enrichment (\$1,000,000)

Research and studies confirm that children and youth who participate in afterschool programs experience positive gains in a number of interrelated areas---academic, social/emotional, prevention, and health and wellness. Furthermore, summer enrichment develops the whole child through in-person and online programs in a variety of areas, including STEAM, music, dance, drama, languages, public speaking, sports and more. This project supports after school programming by partnering with 6crickets to provide critical support and learning recovery as students transition back to school after the pandemic.

This project will address the needs of the identified student groups by providing a comprehensive hub of fully vetted, quality online or in-person enrichment opportunities and services, including:

- *Sourcing a wide range of offerings in STEM, language arts, world languages, visual and performing arts, life skills, sports and wellness through quality providers based on parent reviews and past operations performance.*
- *Vet providers, ensuring proper liability insurance coverage and collecting a rigorous set of background check reports for each enrichment instructor.*
- *Schedule providers' classes based on classroom and schedule availability.*
- *Coordinate with providers to create a web portal of enrichment programs at each school site for families to have a one-stop registration portal.*
- *Provide an online dashboard for your district, each of your school sites, each provider, and each instructor for their respective enrichment program management operations.*
- *Train providers, instructors, and school/district staff on enrichment operations, safety protocol, and using their*

respective dashboard for program listing, real-time rosters, digital attendance and easy communications with all stakeholders, and accessing reports.

- *Provide automatic provider invoicing. So, your finance department won't need to get involved to figure out the total payments, cancellations and other details to be able to pay the providers.*
- *Distribute real-time rosters to providers, each instructor, each school site, and the district.*
- *Enables fundraising during the registration process and supports scholarships to address the equity gap in enrichment access.*
- *Perform day-to-day management of the program.*
- *Provide technical customer support to families, providers, instructors, school/district staff or volunteers using 6crickets' online tools.*

For in-person classes, 6crickets tracks student transitions to after-school classes and student pickups. For virtual classes, 6crickets requires providers to record each class and keep the recording for one month.

Transition Services and Supports (\$3,750,000)

This project supports students with disabilities by helping them achieve their post-school and career goals. This project will address the needs of the identified student group by focusing on transition services and supports that aid in the transition from secondary education to adult life. The Individuals with Disabilities Education Act (IDEA) specifies that transition services require coordination of efforts relying on active student involvement, family engagement, and implementation of transition activities through collaboration with the vocational rehabilitation (VR) agency and local educational agencies (LEAs). Transition services and requirements address education and employment options for students with disabilities after these students leave secondary school.

OSEEL will collaborate and coordinate with institutes of higher education as well as private industry in order to improve post-secondary outcomes for exceptional learners. Transition ombudsmen positions will be created to assist with connecting students to transition supports. Additionally, the OSEEL will create

a team to develop and review guidance related to secondary transition.

This amount includes a funding request from the Morehead State University (MSU) Craft Academy and will also include funding for the Western Kentucky University (WKU) Gatton Academy.

This project will be supported by all three set-asides. The learning loss set-aside will be used to support transition services offered during the school day, the after school set aside will be used to support transition services offered after school, and the summer enrichment set aside will be used to support transition services during the summer. To ensure that these funds are not intermingled, each project will be coded separately in KDE's accounting system. Projects supported by the learning loss set-aside will be coded as EARP01, projects supported by the after school set-aside will be coded as EARPQ1, and projects supported by the summer enrichment set-aside will be coded as EARPP1.

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

KDE is sensitive to the fact that the period of extended hybrid and/or remote learning resulting from the COVID-19 emergency presents many challenges not evident in traditional in-person classroom instruction. Educators will need to continually assess the impact of lost instructional time in order to design effective Tier 1 instruction and targeted intervention during this emergency and afterwards.

As has been stated, KDE must operate within statutory boundaries when supporting districts in their local decision-making. KDE will continue to support districts through many of the initiatives previously discussed throughout section D, including:

- KDE's "[Accelerating Student Learning During Summer Learning Programs and Through the Academic Year](#)"

guidance,

- *The evidence-based interventions and associated recommendations are adapted from research conducted by the [RAND Corporation](#) (2018) and the [Wallace Foundation](#) (2018 and 2019).*
- *KDE's [COVID-19 Considerations for Supporting Student and Staff Wellness](#).*
- *KDE's Summer Boost Reading and Mathematics initiative,*
- *High-quality professional learning,*
- *The deployment of Kentucky Academic Standards,*
- *Increased access to high-quality instructional resources, and*

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

KDE plans to reserve a portion of ARP ESSER funds permitted under the Act. As the future impacts of COVID-19 are largely unknown, KDE cannot comment on anticipated emergency uses at this time.

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

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

1. **LEA Plans for the Use of ARP ESSER Funds:** Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:
 - i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent

- practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
- ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;
 - iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
 - iv. How the LEA will ensure that the interventions it implements, including but not limited to, the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

KDE will require districts to complete an assurance document for receipt of ARP ESSER funds, which includes:

- *An assurance that the district's plan to safely operate schools for in-person learning be based on the most recent CDC guidance;*
- *An assurance that the district will use its 20 percent reservation 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;*
- *An assurance that the district will use its remaining funds consistent with section 2001(e)(2) of the ARP Act; and*
- *An assurance that the interventions the district implements, including but not limited to those under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children*

with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

As always, KDE will provide technical assistance to school districts on all aspects of plan requirements.

KDE will require all districts to submit their narrative ARP ESSER plans by July 31, 2021. KDE will require all districts to submit their final budgets in the Grants Management Application and Planning (GMAP) system by August 31, 2021. Plans are also required to be made publicly available and posted to the district website by July 31, 2021 with a subsequent update following the August 31, 2021 budget deadline. Pursuant to the Interim Final Rule (IFR) these plans are required to include the following items:

- The extent to which and how funds will be used to implement prevention and mitigation strategies consistent with CDC guidance on reopening schools.*
- How the LEA will use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions.*
- How the LEA will spend the remainder of its funds.*
- How the LEA will ensure that interventions address the academic impact of lost instructional time and respond to the academic, social, emotional and mental health needs of all students.*

Additionally, districts must include a description and brief analysis of their meaningful consultation process to ensure that all stakeholders have been included in the development of the plan. Once received, KDE staff will review all district plans to ensure that the required components are sufficiently addressed; including their description of the manner in which they will ensure that students that experienced a disproportionate impact of the COVID-19 pandemic are prioritized for services.

Plans that are found insufficient by KDE staff will be returned to the district for amendment and clarification.

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

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

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

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

KDE believes that stakeholder voice is an important element of the policy-making process at all levels. To ensure schools and districts are appropriately incorporating stakeholder voice into their planning process, KDE will require districts to complete an assurance document for receipt of ARP ESSER funds, which includes:

- *An assurance that the district will engage in meaningful consultation with all required stakeholders; and*
- *An assurance that the district will engage in meaningful consultation with all required stakeholders to the extent present or served by the district, as well as provide the public with the opportunity to provide input in the district's plan for the use of funds.*

As always, KDE will provide technical assistance to school districts on all aspects of plan requirements.

As described in E.1., KDE will require all districts to submit their ARP ESSER plan by July 31, 2021. At that time, each plan will be reviewed by KDE staff to ensure that the required components are sufficiently addressed; including a description of the method in which they completed the meaningful consultation process and an analysis of the input received during the consultation process.

Plans that are found insufficient by KDE staff will be returned to the district for amendment and clarification.

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:
 - i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;

KDE places a high priority on the continuous improvement and evaluation efforts of federal programs. KDE maintains rigorous processes for the regular monitoring of federal programs and has already begun piloting the monitoring process for ESSER funds. KDE will work with districts to understand the impact of efforts undertaken through the ESSER monitoring process. The process begins with a risk assessment to prioritize districts for monitoring. Following the notification, each district completes a self-evaluation and submits evidence to KDE. The self-evaluation process allows districts an opportunity to identify weaknesses in their program implementation and take proactive steps to correct them. KDE collects and reviews evidence from districts before following up with stakeholder interviews. Any areas of improvement are identified, and exemplary items are raised up so that other districts can learn from the successes of the monitored district.

- ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and

KDE is focused on improving educational equity for all students. During the 2020-2021 school year, KDE hired its first chief equity officer. This position is charged with promoting equity across the Commonwealth. The chief equity officer and his staff have developed trainings, participated in public listening tours, and met with targeted stakeholder groups to begin the process of supporting districts in their expanded equity efforts. KDE will soon be releasing a new Equity Tool Kit that will be used to support districts in their efforts to address the disproportioned impact of COVID-19.

Additionally, KDE currently is in the final stages of supporting implementation of the School Safety and Resiliency Act (SSRA) of 2019. This act requires school districts to adopt a plan for implementing a trauma-informed approach in its schools. These plans must include, but not be limited to, strategies for:

- Enhancing trauma awareness throughout the school community;*
- Conducting an assessment of the school climate, including but not limited to inclusiveness and respect for diversity;*
- Developing trauma-informed discipline policies;*
- Collaborating with the Department of Kentucky State Police, the local sheriff, and the local chief of police to create procedures for notification of trauma-exposed students; and*
- Providing services and programs designed to reduce the negative impact of trauma, support critical learning and foster a positive and safe school environment for every student.*

To support the development of these plans, KDE has created and released the Trauma-Informed Toolkit. This toolkit, and the KDE-sponsored and CTAC-led trainings it complements, help schools find and access high-quality, evidence-based strategies to promote a trauma-informed approach to schooling. As students return to buildings with new potential COVID-19-related trauma in their lives, KDE believes that this effort will help overcome additional inequities created by the social-emotional burdens of COVID-19.

- iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
- a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
 - b. Students who did not consistently participate in remote instruction when offered during school building closures; and
 - c. Students most at-risk of dropping out of school.

KDE consistently promotes the re-engagement of students who are at risk for non-completion. Students that have high rates of absenteeism are served by the District Director of Pupil Personnel (DPP). These individuals work to promote attendance across the district. KDE deploys a statewide data management system called Infinite Campus (IC). Through IC reporting, the DPP is able to monitor attendance, create alerts for consistent attendance concerns and communicate with building-level leaders as they work to provide support for

students. DPPs also work to ensure that virtual students are able to log into their classes and follow up with them through virtual contacts or home visits to ensure they have what they need to be successful.

Additionally, KDE maintains a robust early warning tool through IC, which is a complex data-mining tool using student-level data to allow district and school personnel to better understand what is contributing to each student's risk of dropping out, and most importantly, what areas of intervention might yield the greatest impact on their journey towards graduation. Additionally, a chronic absenteeism report allows school staff to identify which students are at greatest risk for chronic absenteeism. Armed with this information, Kentucky educators are able to preemptively respond to at-risk students and deploy appropriate accommodations and supports to promote long-term success.

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

As Kentucky is a local control state, KDE has a limited role in dictating how funds are spent at the local level. KDE has provided detailed guidance to districts regarding the allowable expenditures under the ARP ESSER program. Additionally, KDE has discussed the ARP ESSER Maintenance of Equity requirements with district leaders. KDE will continue to provide grant management assistance on the permissible use of funds to assist districts in identifying and implementing additional strategies related to educational equity and the allocation and use of funds in schools and districtwide based on student need.

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation's educators as well as students. In this section, SEAs will describe strategies for supporting and

stabilizing the educator workforce and for making staffing decisions that will support students’ academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:

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

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

KDE staff reviewed both internal and external data to better understand where any potential educator shortages may occur. External data review included data from the Bureau of Labor Statistic (BLS), US Census Bureau and the Health Resources and Services Administration (HRSA). Internal data includes reports from KDE’s SIS, professional and classified data reports, the Kentucky Educator Placement Service (KEPS) program report, Kentucky’s fall Local Educator Assignment Data (LEAD) report, and a report which identifies the number of educators who have been placed out-of-field.

The KEPS report identifies the number of various district postings within a set time frame. This report identifies the date a position was posted, the school and district of the posting, if a position remains posted, has been filled, expired or withdrawn, and a general reason for the posting, such as a retirement. The data from this report is from July 1, 2020, until May 5, 2021. During the observed time period, there were 6,387 position postings. Of the 6,387 postings:

- *6,022 were full time;*
- *365 were part time;*
- *3,022 have been filled;*
- *2,620 remain posted;*
- *698 have been withdrawn; and*
- *47 expired.*

The fall LEAD report identifies the various grade waivers issued by the Kentucky Education Professional Standards Board (EPSB), as well as the number of course vacancies within a school for the 2020–

2021 school year. The fall LEAD report was used because it provides more robust reporting. This report was issued on Nov. 15, 2020. The report shows that EPSB granted 160 grade range waivers and reported 1,282 vacancies.

The out-of-field report would identify districts that have placed educators within assigned positions who currently are uncertified in that area. This would allow staff to identify potential staffing shortages within a specific content area throughout the state. The data from this report is from July 1, 2020, until June 30, 2021. During this time period, there were 2,773 out-of-field educators. These include adjunct instructors (91 educators), who are granted an annual certification option 4 alternative pathway to certification to fill in any gaps within a district; emergency certification (408 educators), which is a one-year certification that is not an alternative route to certification, but allows districts to fill a position need if no qualified applicants can be identified; temporary provisional certification (1,705 educators), which are educators currently enrolled in an educator preparation program (EPP) and are in the option 6 route to certification (enrolled in a qualified EPP) or the option 8 route to certification (Teach for America); waiver for teaching exception children (213), in which educators are not certified to teach this group of students but are needed to fill a gap; and probationary (182 educators) and proficiency provisional (151 educators), which both are certifications in which educators are enrolled in an EPP and also enrolled in a school district in their content area to fill any employment gaps.

Table F1.

Area	Data on shortages and needs	Narrative description
Special educators and related service personnel and paraprofessionals	<p>907 postings in the exceptional child instructor position category postings had 433 filled (47.7%)</p> <p>368 special education in the position title postings with 191 filled (51.9%)</p>	<p>The KEPS report identified 907 postings for the position category of Exceptional Child Instructor and 368 postings with special education specifically within the title of the posting. These include instructors and administrative roles. Of the 907</p>

Area	Data on shortages and needs	Narrative description
	<p><i>10 temporary provisional certificates</i></p> <p><i>213 exceptional child waivers</i></p>	<p><i>postings for the position category of Exceptional Child Instructor, 433 were filled. Of the 368 postings titled with special education, 191 have been filled. The Exceptional Child Instructor includes all postings within the broader definition of exceptional child, such as visual and hearing impaired, and moderate to severe disabilities (MSD). The regional needs for educators within special education and related services is for both district-wide and school-specific placements. The out-of-field report identified 10 temporary provisional certifications for special education (all grades) and 213 waivers to teach exception children.</i></p>
Bilingual educators	<p><i>114 serving in LIEP receiving Title III funds with 92 certified, licensed or endorsed (80.7%)</i></p>	<p><i>The 2018–2019 EdFacts 067 submitted data reports that Kentucky had 114 educators serving</i></p>

Area	Data on shortages and needs	Narrative description
	<p><i>500 ESL/ELL educators needed in 5 years</i></p>	<p><i>in LIEPs (including core content) in LEAs receiving Title III funding, 92 certified, licensed or endorsed educators serving in LIEP in LEAs receiving Title III funds, and 500 ESL/bilingual-endorsed educators will be needed in the next 5 years.</i></p>
<p>English as a second language educators</p>	<p><i>109 total postings (38 ELL) (71 ESL) with ELL or ESL in position titles had 16 (42.1%) ELL and 33 (46.5%) ESL filled.</i></p>	<p><i>The KEPS report identified 38 postings with ELL (English Language Learner) in the position title and 71 positions with ESL (English Second Language) in the position title for a total of 109 postings. These postings included both instructor and administrative positions. Of the 38 ELL position postings, 16 have been filled. Of the 71 ESL positions postings, 33 have been filled. It is important to note that the state has identified a need for 500 ESL/bilingual-endorsed educators in the next 5 years.</i></p>

Area	Data on shortages and needs	Narrative description
STEM educators	<p><i>14 postings with STEM in position title had 6 filled (42.9%)</i></p> <p><i>285 postings with science in title, 2 postings with technology (non-CTE) in title</i></p> <p><i>10 postings with engineering in title, 526 postings with math in title</i></p> <p><i>535 STEM-specific course vacancies (includes science, technology, engineering, math courses)</i></p> <p><i>80 grade-range waivers</i></p> <p><i>444 educators out-of-field</i></p>	<p><i>The KEPS report identified 14 postings with STEM in the position title. Of the 16 STEM positions posted, 6 have been filled. In terms of the various subjects that make up STEM (science, technology, engineering and math), the KEPS report identified 285 science (includes position with both science/math-specific position titles, 28 postings with technology, 10 engineering and 526 math (includes positions with both math/science). The postings with technology in the job title do not include CTE-specific positions. Data from the fall 2020 LEAD report shows that within the STEM courses (science, technology, engineering, math), there were 535 course vacancies and the Kentucky EPSB issued 80 grade-range waivers. The EPSB grade-range</i></p>

Area	Data on shortages and needs	Narrative description
		<p><i>waivers permitted educators to teach outside their grade certification, but within the same content to fill demand. The out-of-field report identified 444 educators (11 adjunct instructors, 127 emergency certificates, 19 probational or proficiency provisional certificate and 287 temporary provisional certificates) that teach some form of science, technology, engineering or math course in a Kentucky school district.</i></p>
CTE educators	<p><i>24 postings with CTE in position title had 15 filled (62.5%)</i></p> <p><i>52 computer-specific course vacancies</i></p> <p><i>8 grade-range waivers</i></p> <p><i>2 out-of-field</i></p>	<p><i>The KEPS report identified 24 postings with CTE in the position title. Twenty-three of these postings were at the high school level, with 1 at the middle school level. Of the 24 postings, 15 have been filled. Data from the fall 2020 LEAD show that within computer specific courses (computer lab, programming</i></p>

Area	Data on shortages and needs	Narrative description
		<p><i>and computer and technology applications), there were 52 course vacancies and the Kentucky EPSB issued 8 grade-range waivers. The out-of-field report identified two educators (1 emergency certificate for computer science and 1 proficiency provisional endorsement for primary through 12 instructional computer technology) to teach a computer-based course.</i></p>
<p>Early childhood educators</p>	<p><i>40 postings with early childhood in the position title had 31 filled (77.5%)</i></p> <p><i>68 educators out-of-field</i></p>	<p><i>The KEPS report identified 40 postings with Early Childhood in the position title. Of the 40 postings, 31 have been filled. These positions include early childhood teachers, ECE implementation coaches, early childhood resource teachers, early childhood counselors and associate principals. The out-of-field report</i></p>

Area	Data on shortages and needs	Narrative description
		<i>identified 68 educators (24 emergency certification and 44 probationary certification) to teach interdisciplinary early childhood education.</i>
School counselors	<p><i>224 postings in the school counselor position category had 111 filled (49.6%)</i></p> <p><i>8 educators out-of-field</i></p>	<p><i>The KEPS report identified 224 postings within the School Counselor position category. Of those 224 postings, 111 have been filled. The filled positions include school counselors at all school levels within the state. The out-of-field report identified 8 educators (4 proficiency provisional certificates and 4 temporary provisional certificates) for school counselors that would be certified for all grades.</i></p>
Social workers	<p><i>11 postings in the social worker position category had 4 filled (36.3%)</i></p>	<p><i>The KEPS report identified 11 postings with the School Social Worker position category. Of those</i></p>

Area	Data on shortages and needs	Narrative description
		<i>11 postings, 4 have been filled.</i>
Nurses	<i>6 postings in the nurse position category had 1 filled (16.7%)</i>	<i>The KEPS report identified 6 job postings within the School Nurse position category. Of those 6, 1 had been filled. It is important to note that many districts' school nurses are contracted out by school districts from public health agencies or doctors' offices through a third party. As a result, these positions would not be posted within KEPS. This makes it difficult to track if shortages within the school nurse position are present. To assist in any school nurse shortages within districts, the state has allowed for the expiration of a regulation that created the requirement for an additional certification. School nurses will no longer need to be certified by Kentucky EPSB to be employed within a school. However,</i>

Area	Data on shortages and needs	Narrative description
		<i>they must be certified by the Kentucky Nurses Association (KNA).</i>
School psychologists	<i>55 postings in the school psychologist position category had 15 filled (33.3%)</i>	<i>The KEPS report identified 55 job postings within the School Psychologist position category. Of those 55 job postings, 15 have been filled. Forty-five of the 55 job postings are for district-wide school psychologists.</i>

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

KDE supported school districts by identifying the most urgent shortages or potential shortages and remaining in constant contact with district leadership staff to clearly communicate how best KDE can assist. KDE continues to monitor the various position data to best understand any job-specific shortages that may occur. KDE has provided various certification waivers for the 2020-2021 school year through EPSB to mitigate any potential shortages that could have occurred and continue to keep the flow of new educators into the state so school districts can continue to hire. One of these waivers allowed a one-year emergency waiver for applicants who have completed their EPP program but were unable to complete their licensure examinations. This may have been a result of closures to testing centers as a result of the COVID-19 pandemic. This waiver was issued in April 2020.

KDE also has created a grow-your-own program in which funds are made available to districts to assist in teacher recruitment. Recruitment of new teachers to the profession is vital to address significant teacher shortages and expand teacher workforce diversity in the state. Through a competitive grant program, funds will be used to establish grow-your-own pipeline partnerships between school districts and post-secondary institutions.

KDE's Office of Special Education and Early Learning has been awarded the Kentucky Leading, Educating, Advocating for Directors of Special Education (LEADS) grant, a competitive grant from the U.S. Department of Education's Office of Special Education Programs. In partnership with KDE, Kentucky's Part C Early Intervention Services, Morehead State University, Western Kentucky University, Murray State University and the Kentucky Parent Training and Information Center, the Kentucky LEADS Academy will work toward three recruiting, retaining and capacity-building of special education staff in local school districts.

Finally, KDE made available funding to districts to support comprehensive, coherent and sustained induction programs for first-year teachers during the 2020-2021 school year. Programs were to include components related to a New Teacher Academy, ongoing professional development, a mentoring program and peer observations, as well as administrative support.

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

KDE anticipated any potential shortages of certified educators within its educator pipeline during the 2020-2021 school year by approving certification waivers in the areas of grade-range certification, conditional admittance into an EPP, secondary emergency certificates and licensure testing. Additionally, the EPSB approved a waiver that permitted licensed educators to teach within a different grade-level setting outside their certification if it was within the same content area, regardless of whether it was in the same school building. For example, elementary certificates (grades K-5) could teach up to 6th grade in the same content area outside their school building; middle school certificates (grades 5-9) could

teach down to 4th grade in the same content area in an elementary setting; and secondary school certificates (grades 8-12) could teach down to 5th grade within the same content area without an additional certification.

EPSB also permitted a one-year conditional admittance into a graduate-level EPP if an applicant had not passed their admissions testing. This was to ensure an applicant did not lose a year as a result of closed testing centers and to not disrupt the flow of educators into the state. KDE also waived the requirement for the issuance of a second emergency certificate within a district for the 2020-2021 school year. This permitted EPSB to issue a waiver to educators who did not meet the criteria under state regulation to teach a specific content area within a specific district to be allowed to teach if the district could show they did not have any qualified applicants for the position. Under state regulation, a district is allowed one emergency certification unless they can show they meet the criteria for a second. The waiver temporarily changed the requirement to meet the criteria for the second emergency application. Finally, EPSB granted a one-year certificate for applicants who completed an EPP but have not completed their licensure tests so that they could be placed within a district.

Recruitment, development and retention of an effective, diverse and culturally competent educator workforce is an urgent goal for the success of every Kentucky student, educator, school/district and community. KDE will continue to provide a new and diverse flow of educators through the recruitment of new teachers to the profession and the development and retention of those teachers. The Kentucky Academy for Equity in Teaching (KAET) project will provide all students with equitable access to effective, experienced and diverse educators that will help ensure all graduates are prepared to be successful members of a global society. Each of the KAET initiatives will seek to inspire, prepare and educate our future and current teacher workforce. KDE has begun efforts to partner with education preparation providers, school districts and other stakeholders to better support and mentor new teachers that received limited classroom experience through student teaching due to the global pandemic. This effort by KDE is another tool that will increase recruitment and retainment efforts for districts to continue to provide qualified educators in the state.

Finally, each of the state's eight education cooperatives have contracted with KDE to create a Coronavirus Response and Relief Supplemental Appropriations (CRRSA) team to assist schools and districts in their efforts to accelerate learning and address social-

emotional needs due to school closures and inconsistencies of student participation in remote learning during the COVID-19 pandemic. Through this effort, a CRRSA coordinator, a learning acceleration specialist and an SEL specialist will serve districts as they strive to accelerate student learning. The hiring process will begin immediately so that the cooperative may begin assisting with the immediate needs of the districts, including support for summer learning efforts in June and July.

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

In 2019, the state legislature passed the School Safety and Resiliency Act (SSRA), which recognizes that all schools must provide a place for students to feel safe and supported to learn throughout the school day. One of the requirements of the law (KRS 158.4416) is the following:

(3)(a) Beginning July 1, 2021, or as funds and qualified personnel become available:

1. *Each school district and each public charter school shall employ at least one (1) school counselor in each school with the goal of the school counselor spending sixty percent (60%) or more of his or her time providing counseling and related services directly to students; and*
2. *It shall be the goal that each school district and each public charter school shall provide at least one (1) counselor or school-based mental health services provider who is employed by the school district for every two hundred fifty (250) students, including but not limited to the school counselor required in subparagraph 1 of this paragraph.*

In an effort to free up school counselors so they can focus on the social and emotional wellbeing of their students, KDE is developing learning modules for principals that will clarify the role of school counselors and show the alignment between the ASCA National Model (4th ed.), the Kentucky Framework of Best Practices for Kentucky School Counselors and the Danielson Framework (evaluative tool used for school counselors in Kentucky).

KDE has been and will continue to provide professional development opportunities to school counselors and other stakeholders (including students, parents, teachers, principals and superintendents) about the need for proactive, preventative comprehensive school counseling programs.

KDE also will work with the Kentucky Association for Psychology in Schools (KAPS) and the Kentucky Association of School Social Workers (KASSW) in an effort to better understand the support needed to create more access to these professionals for students through a tiered system of supports. KDE has produced a Trauma-Informed Toolkit that includes guidance, strategies, behavioral interventions, practices and techniques to assist school districts and public charter schools in developing a trauma-informed approach.

Finally, KDE is working collaboratively with the Kentucky Department for Behavioral Health, Developmental and Intellectual Disabilities (KDBHDID) on creating and communicating an integrated mental health model in Kentucky. Over time, this will demonstrate the integration and collaboration of school-based mental health providers and community-based mental health providers. This model will improve efficiency of services, utilize a multi-tiered system of support and be trauma-responsive.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation’s education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. **Capacity for Data Collection and Reporting:** It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA’s Grant Award Notification (listed in Appendix B). Describe the SEA’s capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:
 - i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
 - ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school

- psychologists; and results from student, parent, and/or educator surveys);
- iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
 - iv. Jobs created and retained (by position type);
 - v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
 - vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

KDE maintains a rigorous and robust system of continuous data collection. This response will address each of the requested data collection initiatives in turn.

Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic

Kentucky's statewide student information system (SIS) provides the capacity to transition quickly as data collections and reporting needs change. In 2020-2021, On-Line Registration, Campus Learning and Student Participation (including interaction and engagement) tools were implemented within just a few months to provide needed functionalities for all schools, districts, students and parents. These tools helped as schools transitioned to online learning but offer lasting efficiencies, greater family connections and a more transparent connected experience with learning progressions.

The SIS collects data on student participation differently than historical attendance. Participation data (including learning interactions and engagement) becomes part of the student's education record maintained in the system for targeted assistance and longitudinal analysis. Lack of learner participation is now more efficiently apparent through these new evidence-based, data-driven processes, and can now be acted on more timely and efficiently. Student- and aggregated-level reports provide data by student subgroups to help identify groups needing targeted assistance.

Structured digital learning management systems, such as Google Classroom, are being used by 95.4% of Kentucky districts to enhance the classroom experience and student engagement. KDE optimizes interoperability through statewide technology solutions to create efficiencies and avoid duplication of data collection ensuring data seamlessly exchanges between these major systems.

Understanding learning loss requires an understanding of KAS and their grade- and ability-level alignments, which allows teachers to engage in the

following: develop clarity by prioritizing standards using consistent and specific criteria; implement responsive differentiation through vertical alignment of priority standards; emphasize rigorous and relevant learning experiences through scaffolded questions and tasks that target priority standards while allowing immersion in key concepts and skills; and refine, create and align formative assessments and checks for understanding. To help accomplish this work, Kentucky is now directly connecting all academic standards (and their targeted courses through a course code directory) inside of the student and teacher facing SIS, Infinite Campus, for all schools and districts.

Additionally, during the 2021-2022 school year, Kentucky will offer students a supplemental year of instruction to allow all students an opportunity to excel. Kentucky's longitudinal data system, managed by Kentucky Center for Statistics, will maintain historical COVID-19 data at the school and student level, providing the ability to reflect on practices through post-secondary/workforce. Assessment reports, including but not limited to the student benchmark report, provide user-friendly tools to quickly identify academic impacts based on student assessments.

Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses and school psychologists; and results from student, parent and/or educator surveys)

KDE collects and archives a wide variety of opportunity-to-learn measures. These measures are systematically collected and transparently shared through KDE's Open House website.

Through the annual standardized testing process, KDE will be able to report on pre- and post-COVID-19 disaggregated student assessment results that could provide insight on the COVID-19 impact on student learning. Additionally, the school climate and safety survey results, embedded within the standardized test, will provide some of the identified supplemental opportunity to learn measures.

KDE's systematic data collection also includes the following specific data points:

- *Chronic absenteeism and student mobility (i.e. enrollment in multiple schools across the state)*
- *Use of exclusionary discipline*

- *Access to and participation in advanced coursework*
- *Access to technology*
- *Educator access to professional development on the effective use of technology*
- *Access to high-quality educators*
- *Access to school counselors, social workers, nurses and school psychologists*

KDE also asks each district to report the total number of mental health providers in each district. KRS 158.4416 states, “School-based mental health services provider” means a licensed or certified school counselor, school psychologist, school social worker or other qualified mental health professional as defined in KRS 202A.011.

Chronic absenteeism, student engagement and discipline all are tracked in a single statewide system, making traditional reporting readily available. Additionally, Tableau visualizations are used to further enhance the data to provide school and district leadership with an easy-to-use tool that makes data visible, interactive and therefore actionable throughout the year, not just in retrospect. This provides a storyline through a consistent heartbeat, where leaders can ask the data the next best question (targeting scalable and sustainable growth and improvement strategies). The statewide Early Warning System also includes these measures as predictors for student progress at the elementary, middle and high school levels.

Additional data collection efforts maintained by KDE include:

- *Access to technology: Measured quarterly to optimize targeting assistance in areas of need. Kentucky’s Digital Readiness report provides public access to data. Kentucky’s Digital Readiness bi-annual infographic helps visually tell that story.*
- *Access to high-quality educators: Measured annually and the data is publicly available in Kentucky’s School Report Card.*
- *Access to nurses: Monitored in the Student Information System, with readily available reports and public reporting annually.*

KDE is committed to promoting transparent access of student data with students and their families. Stakeholders have real-time access to their own education data through the Campus portal. This ensures ready awareness of attendance, grades, assignments, assessment results and behavior events. The Campus portal is used as a communication tool, with notification functionality to alert as items are updated. It is widely used by a significant number of parents, guardians and most importantly, students on a daily basis. KDE has a statewide system of supports and reporting for dual-credit participation and advanced placement participation and success. KDE provides reporting to the

Kentucky Center for Safety, which is able to analyze data trends and use this information to develop and offer safety best practices and training for districts.

Fiscal data that is comparable across the state (e.g., per-pupil expenditures at the district and school levels)

District and school-level per-pupil expenditures are available on the Kentucky School Report Card each year around June 1. Seven data points are available at state, district and school-level:

- *Personnel spending per student – Federal funds*
- *Non-personnel spending per student – Federal funds*
- *Personnel spending per student – State/local funds*
- *Non-personnel spending per student – State/local funds*
- *Total spending per student – Federal funds*
- *Total spending per student – State/local funds*
- *Total spending per student – All funds sources*

The school report card also includes a [compare feature](#) were these data points can be compared across the state.

Jobs created and maintained

KDE has taken numerous steps to ensure districts have maintained educators with their respective school districts so that no gaps will emerge. These steps include granting additional one-year waivers so that school districts can fill in any identified gaps if no qualified educators are available, and providing increased funding for KDE’s recruitment and retainment efforts to maintain a consistent stream of new and diverse educators into the state so districts will have quality candidates to hire. KDE also will continually collect and evaluate both internal and external data to identify and forecast both the current and future employment needs of districts.

The efforts to ensure that KDE creates and maintains qualified educators within the districts include a “grow-your-own” program in which funds are made available to districts to assist in teacher recruitment; the KAET project, which will provide all students with equitable access to effective, experienced and diverse educators to help ensure all graduates are prepared to be successful members of a global society; ongoing professional development; a mentoring program; peer observations; and administrative support. KDE also provides state high schools with an education career pathway to support the recruitment of a diverse and effective educator workforce. The pathways are designed to provide a balance of scholarly and clinical experiences; emphasize reflective practice; create authentic experiences that engage students in effective educator practices; create knowledge, skills and

dispositions of effective educators; and engage rising educators as participants in the statewide community of educators. These efforts by KDE have been designed to ensure the state maintains a diverse supply of educators to meet the needs of its districts.

Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs):

Kentucky's SIS provides for tracking of students in summer and afterschool programs with reporting readily available on student progress. The system allows for tracking student's progress beyond the test and assignment level, it offers the opportunity to track at the academic standard level.

KDE also provides a series of opportunities to help expand participation in ARP ESSER-related programs. Each has their own data collection source. Below is a selection of programs funded by ARP ESSER.

- *Professional Learning for Digital Learning Coaching (Stipend Match Program + leadership cohort):* *Getting more teachers and leaders up to speed to maximize the effective use of digital, distance and remote learning. This will target continuation of the statewide digital learning coach stipend match program. This also will include professional learning strategies for high-quality instructional learning loss supports, first-year teachers, home hospital, social-emotional support, digital 101 and pre-service teachers.*
- *Establish Online/ Virtual Schools Network (full-time enrollment in 100% virtual schools/academies):* *Incentivized establishment of a regional network design, with additional district funding needed to establish the regional Online and Virtual Schools in the network.*
- *State-wide Shared Service and District Initiated Service (funding at both the state level and at the district level needed for strong implementation):* *Funding through 2024 will support a leadership role, professional learning opportunities, course content alignment to KAS, continued growth and development of statewide online course catalogue and third-party quality assurance reviews. The expansion of this work is directly linked to learning loss strategies ensuring great course (and learning) acceleration, accumulation, access and rescue measures.*
- *Increase equitable digital access:* *Digital devices, internet bandwidth and high-quality instructional resources.*
- *Statewide Student eBook Library/KyVL Membership for ALL schools and districts (Statewide Shared Services):* *Students and teachers have much more access (devices + internet) and are much more digitally savvy than when KDE previously paid for this service statewide. This membership for high-quality instructional resources is set up to be used in person (in schools) AND while students are away from*

campus. Currently about 42% of school districts do not provide access to these resources. In partnership with The Council for Post-Secondary Education (CPE), this would provide virtual/remote/distance library services (magazines, books, catalogues, etc.) for all students in every school and every district. Plus, this includes a one-time cost single sign on development for greater ease of access. Membership in KyVL is a major offset of expenditures for schools and districts for resources. For example: ACT Prep is included at no additional cost inside of KyVL, an OER (Open Educational Resources)-curated custom catalogue, and common research collections that students must use through postsecondary transitions.

Other reporting requirements reasonably required by the secretary (please refer to Appendix B of this template; final requirements will be issued separately)

KDE maintains data collection processes that will allow for the sufficient reporting of final requirements yet to be issued. As has been discussed, KDE maintains the following relevant data points that may be used to respond to future reporting requirements:

- *Kentucky's Student Information System (Infinite Campus)*
 - *Enrollment*
 - *Attendance/Participation*
 - *Behavior*
 - *Academic Achievement*
- *Kentucky's Early Warning System*
 - *Attendance*
 - *Behavior*
 - *Academics*
 - *Stability*
 - *Graduation*
- *Kentucky's Financial Management System*
 - *Grants Management and Application Planning System (GMAP)*
 - *Municipal Information System (MUNIS)*
 - *Enhanced Management Administrative Reporting System (eMARS)*
 - *Management Reporting Database (MRDB)*
- *Other Relevant Data Storehouses*

- *Technical Education Database System (TEDS)*
- *MIS2000*
- *eProve*
- *Kentucky School Report Card*
- *Kentucky Educator Placement Service (KEPS)*
- *Kentucky Longitudinal Data System (KLDS)*
- *Kentucky Digital Readiness Report*

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

The oversight of the ARP ESSER program will align with existing internal controls for federal grants. Districts are required to submit assurances and a spending plan approved by the superintendent. The spending plan allowed districts to report their intended use of ARP ESSER funds. KDE determines allowable costs for ARP ESSER funds in accordance with the Uniform Guidance [2 CFR 200.403](#), [2 CFR 200.404](#) and [2 CFR 200.405](#). Factors affecting allowability of costs as expenses must be necessary and reasonable for the performance of the federal award and be allocable thereto under these principles.

An ARP ESSER funding matrix detailing allowable expenditures is available at [KDE’s Federal Grants](#) webpage. ARP ESSER funds are tracked separately at the state level with its own accounting structure and at the local level with its own project number. Districts must adhere to their local board policy regarding maintaining documentation necessary for fiscal monitoring.

KDE processes all district payments within the statewide accounting system, eMARS (Management and Reporting System), through the Federal Cash Request Process. Districts may request funds either on a reimbursement basis or as a cash advance. Requests for cash advance are only to meet the 30-day cash needs per [2 CFR 200.305](#).

All Kentucky districts receiving ARP ESSER funds are required to submit quarterly expenditure reports to ensure funds are spent with the allowable objects and align with the spending plan. Districts must submit quarterly expenditure reports for all federal grant projects to KDE. The quarterly expenditure reports are reviewed by KDE federal budget staff to verify that the funds were spent on allowable codes as outlined in the funding matrix. If an unallowable code has

been reported, the district finance officer is contacted. Districts are given an opportunity to correct the code if the expenditure was coded improperly and submit a revised report. If the expenditure was an ineligible expenditure, then funds must be transferred to another funding source and a revised expenditure report submitted within fourteen (14) days. Districts are required to submit expenditure reports until all funds have been expended.

Quarterly Expenditure Reporting Periods and Due Dates:

- *July 1 – Sept. 30: Due Oct. 25*
- *October 1 – Dec. 31: Due Jan. 25*
- *January 1 – March 31: Due April 25*
- *April 1 – June 30: Due July 25*

Ninety (90) days prior to the obligation period of Sept. 30, districts that have a balance will be notified of the grant end date and the final date to request reimbursement. KDE allows districts approximately sixty (60) days to liquidate and draw down funds after the Sept. 30 deadline. Districts also are required to comply with the Uniform Guidance [2 CFR 200.500-200.507](#). Annual audit information is available on KDE website at [Financial Audit Information](#).

Districts will be selected for monitoring based on a risk assessment. Risk factors will include size of the award, timely spending of funds, submitting data, application and other requirements on time, etc. KDE has kept Title I coordinators updated about CARES Act/ESSER funds monitoring and will continue to communicate the process and expectations for monitoring, including for ARP ESSER. The monitoring protocol for CARES Act/ESSER funds will be updated for the ARP ESSER monitoring.

KDE has monitored a small pilot of three districts for CARES Act funds. Results using the monitoring protocol have been positive. Similar to the CARES Act/ESSER funds monitoring process, ARP ESSER funds monitoring will include a self-assessment that districts will complete, and a review of documentation such as financial reports. Monitoring also will include an interview with the ARP ESSER funds contact in the districts being monitored. Districts will receive monitoring reports, which include strengths and recommendations for improvement. Any findings of noncompliance and necessary corrective actions will be communicated in the report, along with deadlines for the districts to submit evidence the noncompliance has been corrected. Monitors will work with districts to provide technical assistance as they work to implement corrective actions and will ensure all findings are satisfied.

The current capacity to monitor ARP ESSER funds is adequate. We have assembled monitoring teams using staff across the agency who have experience with consolidated monitoring. Monitoring teams will include a Title I lead and a co-lead from within the agency who has experience with consolidated monitoring.

The goal is to include people with monitoring experience and different perspectives. Training and oversight of the process will be provided.

The three districts that participated in the CARES Act/ESSER funds monitoring were encouraged to provide feedback on the process through an anonymous survey. Results will be used to inform and improve the ARP ESSER monitoring process. There are no foreseeable gaps in capacity because we will select staff who have consolidated monitoring experience to serve on teams. However, time for monitoring is a limitation. Additionally, KDE will try to limit the overlap of ARP ESSER monitoring with monitoring of other programs so staff will be available. KDE has established strong collaborative teams throughout the agency due to the cross-cutting nature of the various COVID-19 relief programs. These connections help KDE provide districts with assistance.

KDE has utilized regular communications to keep districts informed about requirements. These communications include superintendents' webinars, Title I coordinators webinars and the weekly Commissioner's Monday Message to superintendents. These channels of communication will continue to be used to ensure districts are informed and understand all requirements.

Appendix A: School Operating Status and Instructional Mode Data Template

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

As described in question A.5.i. of this application, modes of instruction have regularly fluctuated throughout the 2020-2021 school year. As a local control state, KDE does not have the statutory authority to mandate any particular mode of instruction. The data presented in Table 1 attempts to summarize the entire school year.

Table 1

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

Add or change rows as needed

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	0	0	0	0
School buildings open with both remote/online and in-person instruction (hybrid)	1536	1536	0	0
School buildings open with full-time in-person instruction	0	0	0	0

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

Table 2

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

Add or change rows as needed

Due to reporting limitations discussed in question A.5. of this application, KDE will submit end of-year data from the 2020-2021 school year within 14 days of submitting the ARP ESSER application.

Number of students	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Students from low-income families	#	#	#	#
White, not Hispanic	#	#	#	#
Black or African American, not Hispanic	#	#	#	#
Hispanic, of any race	#	#	#	#
Asian, not Hispanic	#	#	#	#
American Indian or Alaskan Native, not Hispanic	#	#	#	#
Native Hawaiian or Pacific Islander, not Hispanic	#	#	#	#
Two or more races, not Hispanic	#	#	#	#
Race/Ethnicity information not available	#	#	#	#
English learners	#	#	#	#

Number of students	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Children with disabilities	#	#	#	#
Students experiencing homelessness	#	#	#	#
Children and youth in foster care	#	#	#	#
Migratory students	#	#	#	#

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

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

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

Appendix C: Assurances

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

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

youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

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

Appendix D

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable

access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

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

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

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

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

KDE will ensure that all applicants for new awards include information in their applications (plans) to address the new provisions of the General Education

Provisions Act (GEPA) in the same manner in which it ensures compliance with GEPA for all other federal programs. KDE maintains a robust system of internal controls and monitoring procedures that ensure that both KDE and its subrecipients remain in compliance with the GEPA.

Specifically, KDE has addressed its own efforts to remain in compliance with the new GEPA provisions in questions A3, A4, B1, B2, C2, D1, D2, D3, E1, E3, E4, F1, G1, and G2 of this application.

Estimated Burden Statement for GEPA Requirements

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