

Overview of Toolkit and ESSER III Information

I. Overview of Toolkit

We know that ESSER III dollars will be Incredibly valuable to districts and schools to support their plans to address student and staff needs, especially in the aftermath of the pandemic. We have also heard from various superintendents, district communications staff, and education partners that tools specific to the stakeholder input requirement for accessing ESSER III money would be helpful. In response to that feedback, we created this ESSER III Stakeholder Engagement Toolkit.

The Toolkit is intended to share high-level information to help you engage community partners as you create your ESSER III plans. The toolkit includes tips for engaging community stakeholders, sample content, and examples of community input resources.

Should you have specific questions about completing your ESSER plan or grant application, please contact the Kansas State Department of Education at ESSER@ksde.gov.

II. Kansas State Department of Education ESSER Website

The KSDE Federal Disaster and Pandemic Relief website includes a variety of information including FAQs, webinars, and fact sheets that will be helpful to you in completing your ESSER III application.

III. ESSER III and Stakeholder Consultation

The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and community.

There are two phases of engagement: Input and Feedback.

Input involves engaging stakeholders *prior to and during* planning, in order to:

- Identify needs and priorities
- Engage community assets to support planning
- Include representatives of all appropriate stakeholder groups in planning

Feedback involves engaging stakeholders *after* an initial plan is drafted, in order to:

- Review the plan and ensure it is workable and addresses identified needs
- Identify ways families/communities can support school efforts during implementation and evaluation
- Identify communication and other needs of families/communities during implementation

Both types of engagement will help improve the plan and its implementation. Once a district develops the ESSER III plan with consideration of stakeholder input, it must be made publicly available, including on the district website. It is advised that the plan be presented in an accessible, approachable format for parents and the community to review.

You can find more on the specific requirements of ESSER III by visiting KSDE ESSER website Federal Disaster and Pandemic Relief.

Engaging Stakeholders Groups

1. Students
2. Families
3. School District Administrators and Special Education Administration
4. Teachers, Principals, School Leaders, Other Educators, School Staff, and Their Unions
5. Tribes
6. Civil Rights Organizations Including Disability Rights Organizations
7. Stakeholders Representing the Interests of Children with Disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who Are Incarcerated, and Other Underserved Students.
8. Public Opportunity to Provide Input and Take Such Input Into Account
9. 20% Evidence Based Guidance

Students

I. Internal Strategies and Action Steps

- Conduct focus groups or develop surveys for student groups such as:
 - Student Council
 - Student Government
 - Student Clubs and Organizations

II. External Strategies and Action Steps

- Review your student success data for information on student success
- Consider a survey to graduates regarding experiences

III. Resources

- Template Survey: View Only [HERE](#) / Force Copy to Make Your Own [HERE](#)
- Example questions you might ask a focus group [HERE](#)
- Kansas Parent Information Resource Center [HERE](#)

IV. Exemplary Response Considerations

Example Response:

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students:

- [Suggestion 1 Here](#)
- [Suggestion 2 Here](#)
- [Suggestion 3 Here](#)

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Families

Internal Strategies and Action Steps

- Identify specific, intentional, subgroup populations as required by ESSER III to engage in the process
- Develop an invitation process, including who will extend an invitation to family members
- Identify existing district level parent groups, building level parent groups, site councils, Title I annual meetings and other family engagement activities, surveys

II. External Strategies and Action Steps

- Identify family community support groups to assist with the identification of subgroup populations (if needed)

III. Resources

- Template Survey: View Only [HERE](#) / Force Copy to Make Your Own [HERE](#)
- Example questions you might ask a focus group [HERE](#)
- TASN - Family Engagement program (Families Together, Inc.: <https://familiestogetherinc.org/>)

IV. Exemplary Response Considerations

Example Response:

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

- [Suggestion 1 Here](#)
- [Suggestion 2 Here](#)
- [Suggestion 3 Here](#)

You will see that these suggestions from parents are reflective in the plan we developed.

School District Administrators and Special Education Administration

I. Internal Strategies and Action Steps

- Visit with your admin team to review survey and/or focus group data to help determine your ESSER Plan
- Be sure to include the director of your Special Education Department or Special Education Cooperative.

II. External Strategies and Action Steps

- You may want to compare feedback and data from schools that are in your league, area, or in the same cooperative.

III. Resources

- Template Survey: View Only [HERE](#) / Force Copy to Make Your Own [HERE](#)
- Example questions you might ask a focus group [HERE](#)

IV. Exemplary Response Considerations

Example Response:

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

- [Suggestion 1 Here](#)
- [Suggestion 2 Here](#)
- [Suggestion 3 Here](#)

You will see that this information plays a prominent role in our ESSER plan.

Teachers, Principals, School Leaders, Other Educators, School Staff, and Their Unions

I. Internal Strategies and Action Steps

- Use some professional development time to review ESSER requirements and to solicit feedback and recommendations for your ESSER plan
- Meet with your school district Union Leadership to develop/review plans
- Meet with your building and district leadership teams

II. External Strategies and Action Steps

- You could solicit feedback from representative groups across the state, potentially including:
 - KNEA
 - USA
 - KASEA
 - KASB

III. Resources

- Template Survey: View Only [HERE](#) / Force Copy to Make Your Own [HERE](#)
- Example questions you might ask a focus group [HERE](#)

IV. Exemplary Response Considerations

Example Response:

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- *list strategies you have developed, methods of communication, etc.*

Tribes

I. Internal Strategies and Action Steps

- Review your student information system for families that identify as Native American
- Initiate a plan to contact the students and families that reside within your district for consultation.

II. External Strategies and Action Steps

- Contact representatives of Indian Tribes on Indian lands located within 50 miles of any school that the district serves if such Tribes have any children in the school
- You can find a tribal lands map [HERE](#).
- You can find tribal addresses and a list of tribes [HERE](#)
 - Note: Kansas is in the Southern Plains
 - Border districts may want to search neighboring states

III. Resources

- Template Survey: View Only [HERE](#) / Force Copy to Make Your Own [HERE](#)
- Example questions you might ask a focus group [HERE](#)

IV. Exemplary Response Considerations

Example Response 1:

In a review of our student information system, we identified XX students who reported as members of a tribe. During a focus group meeting with these students and their parents, they indicated the following strategies would be of the greatest benefit to them:

- [Suggestion 1 Here](#)
- [Suggestion 2 Here](#)
- [Suggestion 3 Here](#)

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

Example Response 2:

While our student information system did not indicate we had any tribal students in our district, we reached out to the following tribes in our state/ region with a survey to seek feedback regarding suggestions to best meet the needs of Native American students:

- [List people you contacted Here](#)
- [List a link to your survey Here](#)

While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit our Native American students:

- [List Support 1](#)
- [List Support 2](#)
- [List support 3](#)

Example Response 3:

We reached out to the tribes in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of Native American students. We heard back from [LIST GROUP HERE](#) and they offered the following suggestions:

- [Suggestion 1 Here](#)
- [Suggestion 2 Here](#)
- [Suggestion 3 Here](#)

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

Civil Rights Organizations Including Disability Rights Organizations

I. Internal Strategies and Action Steps

- Identify potential organizations within the school district.
- Identify potential parents or community members that are affiliated with an organization that supports Civil Rights.
- Contact one or more of the resources listed below in regards to Civil Rights in your area.

II. External Resources

- Potential Kansas resources:
 - ACLU-Kansas - civil rights
 - Kansas Human Rights Commission - civil rights
 - Kansas Action for Children - underserved children
 - Disability Rights Center of Kansas - civil rights
 - Kansas NAACP - civil rights
 - Kansas Disability Resources and Advocacy Organizations - civil rights

III. Resources

- Template Survey: View Only [HERE](#) / Force Copy to Make Your Own [HERE](#)
- Example questions you might ask a focus group [HERE](#)

IV. Exemplary Response Considerations

Example Response 1 :

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

- • List people you contacted [Here](#)
- • List a link to your survey [Here](#)

While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit all populations of our students:

- List Support 1
- List Support 2
- List Support 3

Example Response 2:

We reached out to the civil rights in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of our students. We received responses from [LIST GROUP HERE](#) and they offered the following suggestions:

- Suggestion 1 [Here](#)
- Suggestion 2 [Here](#)
- Suggestion 3 [Here](#)

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

Stakeholders Representing the Interests of Children with Disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who Are Incarcerated, and Other Underserved Students

I. Internal Strategies and Action Steps

- Seek feedback from parents, families, and district/school staff that work with students such as:
 - EL/ESOL Teachers
 - Homeless liaison
 - Foster Care Point of Contact or Local Case Worker
 - Migrant Director
 - Migrant Recruiters and Advocates
- Review your student information system to locate students who identify with any of these subgroups and have conversations with them

II. External Strategies and Action Steps

- Work with your special education cooperative to collaborate on supports
- Contact local organizations that support students and families
 - KVC Kansas ill Saint Francis Cornerstones of Care - Foster Youth
 - Youth on Their Qwn - Homeless Youth
 - International Rescue Committee (IRC) - Refugee Students
 - El Centro Inc. - Latino youth (Pre-K to 6th grade)
 - Families Together - support and information for families of children, from birth to age 26, with disabilities and/or special health care needs
 - Disability Rights Center of Kansas

III. Resources

- Template Survey: View Only [HERE](#) / Force Copy to Make Your Own [HERE](#)
- Example questions you might ask a focus group [HERE](#)

IV. Exemplary Response Considerations

Example Response 1:

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations. Through those surveys and conversations, it was clear that the following supports were most needed.

- [Suggestion 1 Here](#)
- [Suggestion 2 Here](#)
- [Suggestion 3 Here](#)

You will see that these suggestions are reflective in the plan we developed.

Example Response 2:

We reached out to the organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of our students that represent the various subgroups. We received responses from LIST GROUP HERE and they offered the following suggestions:

- [Suggestion 1 Here](#)
- [Suggestion 2 Here](#)
- [Suggestion 3 Here](#)