



Digital Equity Formula Grant

September 22, 2020

Equity • Quality • Collaboration • Community



Agenda

- Purpose
- Eligibility
- This new grant vs. the previous Digital Equity Grant
- Application Process
- Next Steps

Equity • Quality • Collaboration • Community



Purpose

- The purpose of the Elementary and Secondary Relief – Digital Equity Formula Grant is to assist school districts in closing the digital divide and enabling digital-age teaching and learning.
- School districts may use funds to provide students with technology tools and home internet access necessary for technology-rich remote learning experiences.



Eligibility

- Eligible Applicants include Illinois Local Education Agencies (including state-authorized charter schools, university lab schools, Regional Offices of Education on behalf of qualifying safe schools and alternative programs) with an FY 2020 or FY 2021 Evidence-Based Funding (EBF) Final Percent of Adequacy level of 70% or lower are eligible to apply.



Old Digital Equity Grant

- This **FORMULA** grant is replacing the **competitive** Digital Equity Grant announced in July.
- New Formula Grant has higher allocations:

	Old Competitive Grant	New Formula Grant
Devices	Base: \$20,000 Per Pupil: \$35	Base: \$22,500 Per Pupil: \$47
Connectivity	Base: \$5200 Per Pupil: \$10	Base: \$6475 Per Pupil: \$10



Allocations

- Complete list of eligible applicants and allocations available at:

<https://www.isbe.net/Documents/FY21-Digital-Equity-Allocations-WEB.pdf>

Illinois State Board of Education
 Coronavirus Aid, Relief, and Economic Security Act (CARES Act)
 Digital Equity Formula Grants
FINAL ALLOCATIONS - September 10, 2020

Type	4998-DE ESSER	4998-DG GEER	Total
Devices	\$32,952,770	\$32,500,000	\$65,452,770
Connectivity	\$7,139,907	\$7,500,000	\$14,639,907
	\$40,092,677	\$40,000,000	\$80,092,677

Eligible Entities:

Any Organization Unit at or below 70% of Adequacy in FY20 or FY21 EBF Calcs AND State Authorized Charter Schools

Formula:

Device Grants Base Grant \$22,500 + \$47 per pupil
 Connectivity Base Grant \$6,475 + \$10 per pupil

Data Source for Pupils

FY21 EBF Average Student Enrollment
 State Authorized Charter Schools (Average Enrollment for the FY20 Quarterly EBF Pymts)

RCDT	Local Education Agency Name	County	Rep	Sen	Cong	FY21 ASE	Device	Connectivity	Allocation	Rev Code-Subproject
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Grant Application

- Online application accessible via IWAS

The screenshot shows the Illinois State Board of Education website interface. At the top, the logo and name of the board are displayed, along with the names of the Chairman (Darren Reisberg) and State Superintendent of Education (Dr. Carmen I. Ayala). Below this is a navigation bar with the text 'I W A S' repeated. A left-hand menu contains links for 'Login: ERICHG', 'Home', 'System Listing', 'Pending Sign Ups', 'Pending Documents', 'Change Password', and 'Search'. The main content area is titled 'My Systems' and contains a paragraph explaining that users can access systems if they are authorized or pending authorization from their district, ROE, or ISBE. A link for 'Click Here for Due Dates' is provided. Below this is a table with two columns: 'Categories - Click to Expand/Collapse Tree' and 'Authorization'. The table lists 'Grants' and 'Active Grants' under the categories, with 'Elementary and Secondary Relief - Digital Equity Formula' listed under 'Active Grants'. The 'Authorization' column for this entry shows an 'Authorized' status with a green button.

Categories - Click to Expand/Collapse Tree	Authorization
Grants	
Active Grants	
Elementary and Secondary Relief - Digital Equity Formula	Authorized



Overview

Overview	Applicant Information	Amendments	FFATA	Program Specific	Budget Pages	PRA - ISBE Specific	GATA Pages	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Program Overview												
Program:	Elementary and Secondary Relief - Digital Equity Formula											
Purpose:	To assist school districts in closing the digital divide and enabling digital-age teaching and learning. School districts may use funds to provide students with technology tools and home internet access necessary for technology-rich remote learning experiences.											
Definition:	For the purposes of this grant, the Illinois State Board of Education (ISBE) defines "digital equity" as the condition in which students have the technology capacity needed for full participation in educational opportunities.											
Program Type:	Federal Formula Grant											
CSFA Number:	586-43-2483											
CSFA Title:	Elementary and Secondary Relief - Digital Equity Formula											
CFDA Number:	84.425D											
CFDA Name:	Elementary and Secondary School Emergency Relief Fund											
Eligible Applicants:	Illinois Local Education Agencies (including state-authorized charter schools, university lab schools, Regional Offices of Education on behalf of qualifying safe schools and alternative programs) with an FY 2020 or FY 2021 Evidence-Based Funding (EBF) Final Percent of Adequacy level of 70% or lower are eligible to apply.											
GATA Requirements:	Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192: Guidance is found at https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq. http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=35598&ChapterID=7 Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000 http://ilga.gov/commission/JCAR/admincode/044/04407000sections.html											
Due Date:	November 1, 2020											
Grant Program Pre-Submission Requirements:	Applicants must complete the Illinois School District Technology Survey (available at the link below). All surveys will be evaluated by the Learning Technology Center (LTC), and all surveys responses must be approved by the LTC prior to submitting the grant application. https://ltdillinois.tfatforms.net/7 a. Submit survey by October 23, 2020, if you have not already done so. If you submitted a survey for either of the two Digital RFPs, you will not need to complete this survey again. b. On the second page of the survey, mark that the survey is being completed as part of an ISBE grant application in order to initiate the review process. c. Review will take up to two weeks. The purpose of the approval process is to identify and resolve inconsistencies or questions related to technical details prior to submission of the grant application. d. Applicants will be notified upon approval. If not approved, applicants will be contacted to schedule a review call. e. If needed, consult with the Learning Technology Center in the completion of the inventory, grant application, or related district technology planning process. The district must have, develop, or adopt a policy on damaged or stolen items to meet federal requirements.											
Begin Date:	7/1/2020											
End Date:	End date is 6/30/2021 unless an extended project year is requested on the Applicant Information page											
Agency Contact:	For more information, contact Erich Grauke at egrauke@isbe.net .											
Funding Note:	Payment under this grant is subject to passage of a sufficient appropriation by the General Assembly for the program. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient funds (i.e., state, federal, or other) for this program.											
Legislation:	Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Sections 18001, 18003, 18005 – 18008											
Expenditure Reports:	Cumulative expenditure reports, submitted quarterly, and a final completion report are required.											
Performance Reports:	Performance reports are required as described in the Program-Specific Terms of the Grant. Use the link below to access the template to be completed and submitted quarterly via the Grant Periodic Reporting System. Report Template											
Fiscal Information:	Requirements for Accounting, Budgeting, Financial Reporting, and Auditing State and Federal Grant Administration Policy, Fiscal Requirements and Procedures											



LTC Tech Survey

- An LTC Tech Survey must be completed before submission of the grant
- <https://ltcillinois.tfaforms.net/7>
- If completed for prior grant, this does not have to be done again
- Email support@ltcillinois.org for questions or assistance with this survey

Illinois School District Technology Survey

Save my progress and resume later | [Resume a previously saved form](#)



Illinois
State Board of
Education

LEARNING
TECHNOLOGY
CENTER of ILLINOIS

The Illinois School District Technology Survey is administered by the Learning Technology Center in partnership with the Illinois State Board of Education. The survey is designed to provide a district-level snapshot of instructional technology and the infrastructure required to support it.

INTENDED AUDIENCE: The technology leader within each school district should complete the survey. Some questions involve instructional practices, and survey participants are encouraged to collaborate with other leadership team members to accurately complete questions.

ESTIMATED TIME: Completion of the survey should take 20-30 minutes.

TIMELINE: All surveys must be submitted by November 1, 2020.

For questions about the Illinois School District Technology Survey, please email support@ltcillinois.org.

[Next Page](#)

[Save my progress and resume later](#) | [Resume a previously saved form](#)



Applicant Information

Applicant Information

Program Contact Person:

Last Name* First Name* Middle Initial

Address 1*

Address 2

City* State* Zip + 4 *

Phone* Extension

Email*

Budget Contact Person (if different from Program Contact Person above):

Last Name First Name Middle Initial

General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate 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. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration or, if appropriate, may be discussed in connection with related topics in the application.

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

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs. *([count] of 1,500 maximum characters used)

Select the area affected by the project:

- District
- City
- County
- Multiple areas (list)
- State-wide
- Other (describe)

Activity Period:

- Regular Project Year - Activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- Extended Project Year - Activities occurring between project begin date and August 31. In the rare event, such as summer school, tutoring or any other allowable service, that the project must be extended, contact your grant coordinator before selecting the Extended Project Year.

Grant Period:

Begin Date: July 1, 2020
 End Date:

(NOTE: To change the end date, select the other activity period above and SAVE the page. Explain the need for this change in the Applicant Comments section below.)



Amendments

The application has been submitted. No more updates will be saved for the application.

Overview	Applicant Information	Amendments	FEATA	Program Specific	Budget Pages	PRA - ISBE Specific	GATA Pages	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Amendments [Instructions](#)

Use this page to report any amendment details. If this is an Initial application, you must still respond to the first question, save the page, and continue completing your application.

Is this an Original application or Amended application? *

Original Application
 Amended Application

Amendment Number

Grant Changes

Provide a brief description of the changes as well as the function/object codes that have been amended in this submission. (Limited to 1,500 characters)
(0 of 1500 maximum characters used)

*Required field



FFATA

(Federal Funding Accountability and Transparency Act)

Overview	Applicant Information	Amendments	FFATA	Program Specific	Budget Pages	PRA - ISBE Specific	GATA Pages	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Federal Funding Accountability and Transparency Act (FFATA)

[Instructions](#)

The Federal Funding Accountability and Transparency Act (31 U.S.C. 6102; P.L. 109-282, as amended by section 6202(a) of P.L. 110-252) requires a Prime Awardee, such as a state agency, to report an award of \$25,000 or more made to a subrecipient as of October 1, 2010 (Also see 2 CFR part 170.)

To fulfill reporting requirements, provide a brief but succinct description of how the funding received will support the activities and actions to meet the purpose and goals of the federal grant. If there are multiple funding actions, provide a description for each funding action.*

Example of project description:

Funds will be used to provide students with technology tools and home internet access necessary for technology-rich remote learning experiences.

Project Description (do not use the & symbol):

(0 of 255 maximum characters used)

Agency's Annual Gross Revenues*:

- Yes No In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 80 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;
- AND**
- (b) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.

Select the Yes button ONLY if both (a) and (b) are true.

* Required field



Program Specific - Abstract

Overview	Applicant Information	Amendments	FFATA	Program Specific	Budget Pages	PRA - ISBE Specific	GATA Pages	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Abstract	Needs Assessment		Goals and Plans			Activities and Evaluation			Nonpublic Funding			

Abstract

WHEN COMPLETING THIS PAGE, DO NOT USE SPECIAL FORMATTING COPY/PASTED FROM WORD, SUCH AS NUMBERED OR BULLETED LISTS, CHARTS, GRAPHS, ETC. DO NOT USE SPECIAL CHARACTERS, SUCH AS SINGLE OR DOUBLE QUOTES, AMPERSAND SYMBOL, ETC.

Provide a brief overview of the nature of the planned program and services to be provided.*

(1104 of 1500 maximum characters used)

Equitable access to technology devices and internet connectivity is one of the foundational components upon which today's schools create enhanced and empowered digital learning experiences. In order for digital learning opportunities to continue beyond the school, especially in the event of e-learning or remote learning, students must have access to technology and reliable internet access at home. We plan to use the grant funding to reduce barriers to the continuity of education by addressing the technology and home connectivity needs. We will do this by providing hotspots to families that have identified through our parent surveys and registration process that they do not have internet in their homes. We also have a lot of students without access to technology at home or limited technology (one computer for five students in the home). We want to ensure that every single student has access to technology and can connect with their teachers while remote learning. Grant money will be used to purchase devices to ensure every student has an equitable access to an education while at home.

Response from those that submitted an RFP appears in the yellow box below. Copy/paste this into the white response field and edit as appropriate before saving the page.

Equitable access to technology devices and internet connectivity is one of the foundational components upon which today's schools create enhanced and empowered digital learning experiences. In order for digital learning opportunities to continue beyond the school, especially in the event of e-learning or remote learning, students must have access to technology and reliable internet access at home. We plan to use the grant funding to reduce barriers to the continuity of education by addressing the technology and home connectivity needs. We will do this by providing hotspots to families that have identified through our parent surveys and registration process that they do not have internet in their homes. We also have a lot of students without access to technology at home or limited technology (one computer for five students in the home). We want to ensure that every single student has access to technology and can connect with their teachers while remote learning. Grant money will be used to purchase devices to ensure every student has an equitable access to an education while at home.

- Districts with a prior grant application will see their response from that prior grant in the yellow colored box
- Copy/Paste the text into the white box above and edit as appropriate
- Be sure to **save the page** before moving on to the next section!



Program Specific – Needs Assessment

Educational and Equity Needs Assessment

WHEN COMPLETING THIS PAGE, DO NOT USE SPECIAL FORMATTING COPY/PASTED FROM WORD, SUCH AS NUMBERED OR BULLETED LISTS, CHARTS, GRAPHS, ETC. DO NOT USE SPECIAL CHARACTERS, SUCH AS SINGLE OR DOUBLE QUOTES, AMPERSAND SYMBOL, ETC.

Describe the educational and equity need for proposed projects and/or resources.* The description must include the following information:

a) The status of the applicant's ability to provide devices and/or home connectivity for digital remote learning, and demonstrates a high educational need for additional devices and/or home connectivity options.

Our goal is to ensure all of our students have equitable access to devices and internet connectivity. With the use of this grant funding, we will be able to ensure ALL students have access to both a device and internet connectivity at home. One of our major challenges last year was that our students were sharing devices with siblings or did not have a device at all to use. Through our parent surveys we have identified what families are in need of additional devices. We also experienced issues with students not having access to the internet at home. We have identified through parent surveys and by adding a question to our online registration system which families do not access to the internet in their homes

Response from those that submitted an RFP appears in the yellow box below. Copy/paste this into the white response field and edit as appropriate before saving the page.

Our goal is to ensure all of our students have equitable access to devices and internet connectivity. With the use of this grant funding, we will be able to ensure ALL students have access to both a device and internet connectivity at home. One of our major challenges last year was that our students were sharing devices with siblings or did not have a device at all to use. Through our parent surveys we have identified what families are in need of additional devices. We also experienced issues with students not having access to the internet at home. We have identified through parent surveys and by adding a question to our online registration system which families do not access to the internet in their homes.

b) Describe how grant funds will address digital equity issues and support remote digital learning.

WE anticipate purchasing 170 devices to give to students that can be used in school and then brought home to learn remotely. We also anticipate supporting 50 families by providing home connectivity technology so that their students can access the internet and learning content while at home.

Response from those that submitted an RFP appears in the yellow box below. Copy/paste this into the white response field and edit as appropriate before saving the page.

WE anticipate purchasing 170 devices to give to students that can be used in school and then brought home to learn remotely. We also anticipate supporting 50 families by providing home connectivity technology so that their students can access the internet and learning content while at home.



Program Assessment – Goals and Plans

- Describe the relationship between the proposed projects and/or resources and the district's educational goals, School Improvement Plan, or local technology plans.
 - A description of how devices and/or home connectivity will benefit high-need students, including, but not limited to, students with disabilities, English Learners, and students from low-income families.
 - A description of how devices and/or home connectivity obtained from the grant are consistent and/or compatible with existing technology and infrastructure.
 - A description of how projects and/or resources compliment, align, or enhance the district's plan for the use of technology and its integration into the curriculum.
- Districts with answers from a previously submitted grant will see those in the yellow boxes
 - Copy/paste into the white box, edit as needed, and save.



Activities and Evaluation

Activity 1

1. Activity Begin Date*

Activity End Date*

Provide the general timeline for activities, including key milestones with dates.*

8/13/20 - 06/07/21 - Provide Internet Connectivity for families without at-home service.
8/13/20 - 9/30/30 - Purchase of Hotspot devices for student use

2. Position(s)/person(s) responsible to carrying out activities.*

Chief Information Officer
Chief School Business Official
Curriculum Coordinator
Building Principals

3. Technology purchase plan, including potential vendors and timelines.*

Purchase of Hotspots through T-Mobile - 8/13/20 - 9/30/30
Monthly service plan through T-Mobile for each Hotspot - 8/13/20 - 06/07/21

4. Indicate the intended recipient(s) of the technology. Check all that apply.*

- Students
- Teachers
- Parents/caregivers
- Other #1 - Specify
- Other #2 - Specify
- Other #3 - Specify

5. Provide the anticipated number of devices or cellular Wi-Fi hotspots to be provided, as applicable.*

Number of devices

Number of Wi-Fi hotspots

6. Describe the evaluation measures and process for this particular program component.*

Reach out to families most in need, as evident from free and reduced lunch status, homeless status, and evidence of attempt at procurement of internet essentials.
Monitor student participation while at home.
Evaluate quantity of Hotspot devices and purchase more as needed.

Activity 2 - need to revise labels for all activities using #1 above

1. Activity Begin Date*

Activity End Date*

Provide the general timeline for activities, including key milestones with dates.*

8/17/20 - 9/30/20 - Procure quote for iPad devices for student use
10/1/20 - Place order for devices
11/13/20 - Receive devices and incorporate into district device inventory for student use

2. Position(s)/person(s) responsible to carrying out activities.*

Chief Information Officer
Chief School Business Official



Program Specific Items – Non-Public Funding

- Appropriate consultation with nonpublic schools must occur and be documented if the district has students in nonpublic schools.

B. Nonpublic Consultation

1. Indicate the participation of the nonpublic school located within the LEA boundary.

- Yes - Complete the page in full
- No - Save the page and proceed to the next

2. Appropriate consultation with nonpublic schools must occur and be documented if the district has students in nonpublic schools. Upload a signed copy of the Nonpublic School Consultation Form. (Blank form is linked below). If there are multiple nonpublic schools involved, forms may be uploaded separately or may be combined into a single scanned PDF document as one upload. The upload should not exceed 4 MB.

[Nonpublic School Participation Form](#)

- Use the Browse and Upload buttons below to upload a copy of required nonpublic school participation consultation form(s). (Do not use any symbols besides a hyphen in the document name.) Repeat this action to upload additional forms, or a single PDF combining all forms, if applicable.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the nonpublic school listed on that form.

Example: Quincy District 172 would name the first upload as 01-001-1720-22-QuincyNotreDameHigh. If multiple schools are included in a single document, the name would be 01-001-1720-22-AllNonpublics.

How to Upload a File

- Browse your files to locate the required document.
- Double-click to display it in the Browser window.
- Click on the Upload button.
- The name of the uploaded document will display in the area below.

Choose File | No file chosen

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any required changes must be submitted separately, adding a Version number to the name.

3. Provide any necessary comments or explanations related to uploaded files in the area below.

C. Participating Nonpublic School Equitable Share

Both nonpublic equitable share calculation methods below must be completed. Refer to the Instructions link above for additional guidance.

To determine the participating nonpublic school equitable share using ENROLLMENTS, enter the public and participating nonpublic school enrollments below and save the page. The nonpublic equitable share based on ENROLLMENTS will calculate automatically when the SAVE PAGE button is selected.*

- Public school enrollment
- Enrollment of participating nonpublic schools
- Sum of public and participating nonpublic enrollments
- Nonpublic school percentage of enrollment
- Equitable share for participating nonpublic schools based on ENROLLMENT

To determine the participating nonpublic school equitable share using LOW-INCOME students, enter the number of public and participating nonpublic school low-income students below and save the page. The nonpublic equitable share based on LOW-INCOME students will calculate automatically when the SAVE PAGE button is selected.*

- Number of low-income students in public schools
- Number of low-income students in participating nonpublic schools
- Sum of public and participating nonpublic low-income students
- Nonpublic school percentage of low-income students
- Equitable share for participating nonpublic schools based on LOW INCOME



Calculating the non-public share

- Calculate the share using:
 - The number of low-income students in nonpublic schools (ESEA Sec. 1117) and the total number of students enrolled in nonpublic schools (ED Guidance 4.30.20). Please see the Elementary and Secondary School Emergency Relief step by step application webinar, slide 18.
 - LEAs will engage in consultation and nonpublic schools will receive the services based upon the number of low-income children (ESEA Sec. 1117)
 - LEAs will hold back the difference between the total ESSER LEA allocation and the amount calculated based upon total enrollment minus the low-income student proportionate share (like in an escrow account).
 - The lesser of the two, number of low-income students or total number of students enrolled shall be used for the delivery of initial services.



Budget – Indirect Cost Calculation

Overview	Applicant Information	Amendments	FFATA	Program Specific	Budget Pages	PRA - ISBE Specific	GATA Pages	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Indirect Cost Calculation						Budget Detail			Budget			

Indirect Cost Calculation

[Instructions](#)

A. Rates to Be Used for Calculating Indirect Costs

- If the program is mandated to use a RESTRICTED rate, these rates will be loaded:
 - LEAs - rates calculated from the Annual Financial Report
 - ROEs, ISCs, EFEs, charter schools, university lab schools, special education joint agreements that are separate legal entities - the statewide average rate of 4.07%
 - Special education joint agreements and EFEs administered by a school district - the district's calculated rate
 - Colleges and universities - 8%
 - Not-for-profit and community organizations - 8%
- If the program allows an UNRESTRICTED rate, these rates will be loaded:
 - LEAs - rates calculated from the Annual Financial Report
 - ROEs, ISCs, EFEs, charter schools, university lab schools, special education joint agreements that are separate legal entities - the statewide average rate of 19.76%
 - Special education joint agreements and EFEs administered by a school district - the district's calculated rate
 - Colleges and universities - 8%
 - Not-for-profit and community organizations - as selected by the entity; options are 0%, 10% de minimus, or negotiated rate

B. Basis for Calculating Indirect Costs

- If RESTRICTED rates are used, the Modified Total Direct Cost (MTDC) will be used as the direct cost base.
- If UNRESTRICTED rates are used, the MTDC will be used as the direct cost base for:
 - LEAs
 - ROEs, ISCs, EFEs, charter schools, university lab schools, special education joint agreements that are separate legal entities - the statewide average rate
 - Special education joint agreements and EFEs administered by a school district
 - Colleges and universities
 - For-profit, not-for-profit or community organizations taking the de minimus rate of 10%
- If UNRESTRICTED rates are used, for-profit and not-for profit community organizations that have a Federal/GOMB negotiated rate may apply their indirect cost rate to a direct cost base other than MTDC, if approved.

THE INDIRECT COST RATE FOR THIS PROGRAM IS: UNRESTRICTED

C. Identify the type of organization applying below. For types (a) through (d), the rate displays on the Budget Detail page and automatically calculates the maximum allowable amount. For type (e), additional questions will appear and must be completed before completing the Budget Detail page.

- (a) LEAs
- (b) ROEs, ISCs, EFEs, charter schools, university lab schools, special education joint agreements that are separate legal entities - the statewide average rate
- (c) Special education joint agreements administered by a school district
- (d) Colleges and universities
- (e) For-profit/Not-for-profit or community organizations using:
 - a de minimus rate of 10%,
 - a rate of 0%, or
 - a Federal/GOMB negotiated rate



Budget

Overview	Applicant Information	Amendments	FFATA	Program Specific	Budget Pages	PRA - ISBE Specific	GATA Pages	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Indirect Cost Calculation						Budget Detail			Budget			

Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., \$2536)

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: Please review the Instructions link for details that apply to your specific grant regarding teacher's retirement. Contact your program consultant with any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.

[Description of Function Codes and Object Codes](#)

Function Code	Object Code	Exclude from MTDC**	Expenditure Description and Itemization	DigEqu4998-Form Funds	Delete Row
1000	300	<input type="checkbox"/>	HOT SPOT connectivity for remote learners	84417	<input type="checkbox"/>
3700	300	<input type="checkbox"/>	13% of total funds held until further guidance on Non-Public Share	12911	<input type="checkbox"/>
3700	400	<input type="checkbox"/>	Non-public share: School 1 \$1064, School 2 \$709, School 3 \$213. Funds to be used for technology needs with no items exceeding \$500.00.	1986	<input type="checkbox"/>

Total Direct Costs	99314
Less Functions 2530 and 4000, Capital Outlay Costs, Contract amounts over \$25,000	0
Modified Total Direct Costs	99314
Indirect Cost Rate %	13.41
Maximum Indirect Cost *	13318

Total Allotment

Indirect Cost	0
Grand Total	99314
Allotment Remaining	0

[NOTE: READ BEFORE IMPORTING - Data Import Instructions](#)

[Data Import Template](#)

Choose File | No file chosen



Assurance Pages

- Be sure to read terms on each page and check the boxes indicating that you have read, understand, and will comply.



Next Steps

- Complete the LTC Technology Inventory Survey if needed prior to submitting ISBE application
 - This is due by October 23
 - Contact support@ltcillinois.org for assistance.
- Complete the grant application in IWAS
 - Applications due November 1
 - Applications will be reviewed as they are received
- This webinar, slides, FAQ questions and responses will be posted to <https://www.isbe.net/Pages/covid19.aspx> under the CARES Tab.



Questions

Erich Grauke – ISBE egrauke@isbe.net



Equity • Quality • Collaboration • Community