



American Rescue Plan Elementary and Secondary School Emergency Relief Grant (ARP ESSER III)



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Agenda

1. Purpose
2. Plans
3. Reporting
4. Use of Funds

5. Getting Started
6. Application
7. Contact Information
8. Resources

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Purpose



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ARP ESSER III

The American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) fund provides states and school districts help to safely reopen and sustain the safe operation of schools and address the impact of the COVID-19 pandemic on the nation's students.

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Plans



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

Section 2001(i) of the ARP Act requires a Local Education Agency (LEA) that receives ARP ESSER funds to develop and make publicly available on its website, within 30 days after receiving its allocation, a plan for the safe return to in-person instruction and continuity of services. Prior to making the plan public, the LEA must seek public comment on the plan and take such comments into consideration when developing the plan.

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

An LEA plan for safe return to in-person instruction and continuity of services must:

- Describe how the LEA will maintain the health and safety of students, educators, and other staff.
- Explain the extent to which it has adopted policies, and provide a description of any such policies, on each of the prevention and mitigation strategies recommended by the Centers for Disease Control and Prevention (CDC).
- Describe how an LEA will ensure continuity of services, which must address students' academic needs and students' and staff social, emotional, mental health, and other needs, and which may include student health and food services.

In addition, the LEA must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. It must seek and take public input into account in determining whether and what revisions are necessary. An LEA that developed a school reopening and continuity of services plan prior to the date of enactment of the ARP Act and that meets the above requirements for public comment will be deemed in compliance, but within no more than six months, the LEA must review and, if necessary, revise the plan to meet the requirements of the interim final requirements.



Use of ARP ESSER Funds Plan

Under the interim final requirements, each LEA that receives ARP ESSER funds must develop a plan for its use of ARP ESSER funds and submit it to ISBE within 90 days.

The plan must explain, at a minimum:

- The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the extent practicable, consistent with CDC guidance.
- How the LEA will use the funds it reserves under Section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time.
- How the LEA will use its remaining ARP ESSER funds;
- How the LEA will ensure the interventions it implements will respond to the social, emotional, mental health, and academic needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic.

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Use of ARP ESSER Funds Plan

In developing its plan, an LEA must engage in meaningful consultation with stakeholders including students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. An LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA: tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English Learners (Els), children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students. An LEA should translate relevant materials and obtain the services of interpreters, as needed, to engage its Els and families with limited English proficiency. An LEA must provide the public the opportunity to provide input on the development of the plan, take such input into account, and post the LEA ARP ESSER plan on its website.

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Reporting



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Reporting

- ARP ESSER requires enhanced reporting from ISBE and the LEA's
- Reporting will be required semi-annually.
- LEA's should expect to not only report on funds spent, but also detail how the dollars were expended on specific interventions such as:
 - Learning renewal strategies
 - After-school activities
 - Summer school activities
 - Extended day and extended year activities
 - SEL and mental health activities
 - And other interventions utilized
- LEA's will need to report on the equitable use of funds for students who were remote learners
- Reporting will also be required to be disaggregated in multiple ways



Maintenance of Equity

Section 2004 of the American Rescue Plan Act of 2021 includes new Maintenance of Equity provisions that are a condition for a State Education Agency and LEA to receive ARP ESSER funds. These provisions are central to ensuring that essential resources are meeting the needs of students who have been subject to longstanding opportunity gaps in our education system. These student groups have also experienced the greatest impact from the COVID-19 pandemic.

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Maintenance of Equity

Maintenance of equity ensures:

- An LEA does not disproportionately reduce state and local per-pupil funding in high-poverty schools.
- An LEA does not disproportionately reduce the number of full-time-equivalent (FTE) staff per pupil in high-poverty schools.



Use of Funds



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Learning Loss

An LEA must reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs. It must ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

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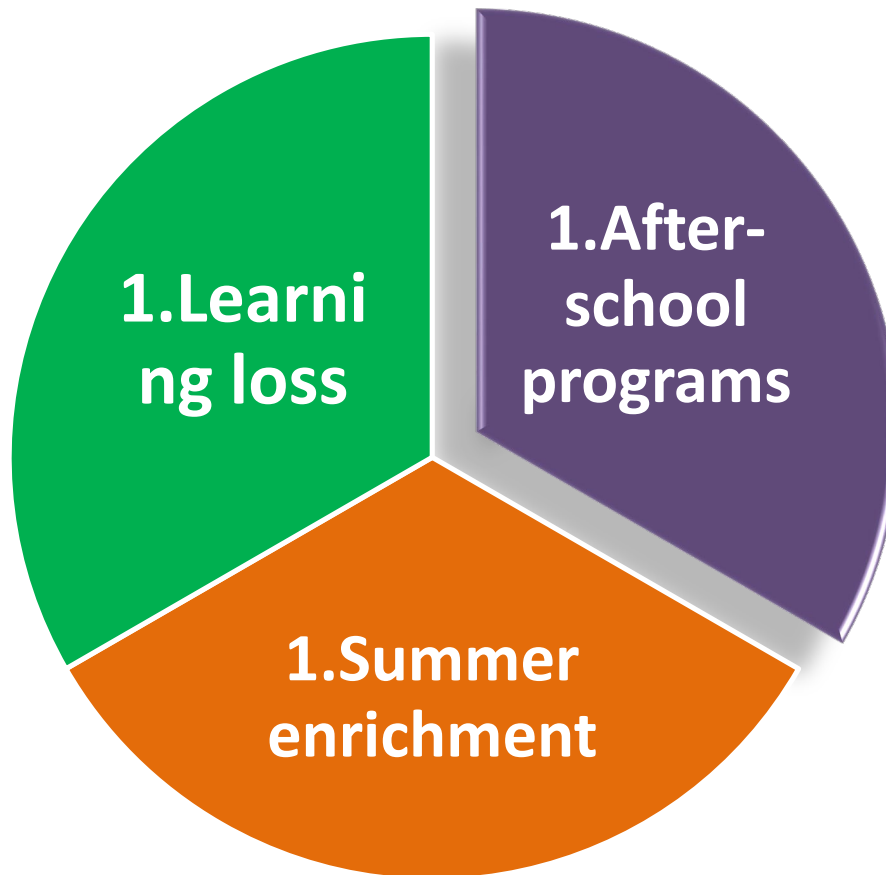
State-Level Reservations

Under Section 2001(f) of the ARP Act, a State Education Agency is required to reserve ARP ESSER III funds for three state-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on 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.

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State-Level Reservations



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What does it mean for a program to be evidence-based?

The ARP Act defines the term “evidence-based” as having the meaning in Section 8101(21) of the ESEA. Accordingly, “evidence-based” includes several tiers of evidence. Specifically, “evidence-based,” when used with respect to a state, LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - Strong evidence from at least one well-designed and well-implemented experimental study (tier 1);
 - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study (tier 2); or
 - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias (tier 3); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention (tier 4).

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Use of Funds

Generally, an LEA must consider the following factors when determining if an activity is an allowable use of funds:

- Is the use of funds intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students?
- Does the use of funds fall under one of the authorized uses of ESSER funds?
- Is the use of funds permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200)?
- In particular, is it necessary and reasonable for the performance of the ESSER award?

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Allowable Use of Funds

The activities that are listed in Section 18003(d) of the Coronavirus, Aid, Relief, and Economic Security Act, Section 313(d) of the Coronavirus Response and Relief Supplemental Appropriations Act, and Section 2001(e) of the ARP Act that an LEA may support with ESSER funds are:

1. Any activity authorized by the ESEA.
2. Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).
3. Any activity authorized by the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.).
4. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).
5. Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).²
6. Coordinating preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments and other relevant agencies to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
7. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
8. Activities to address the unique needs of low-income children or students; students with disabilities; English Learners; racial and ethnic minorities; students experiencing homelessness; and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.
9. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.



Allowable Use of Funds

10. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
11. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.
12. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.
13. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
14. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
15. Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.



Substantially Approvable

- **Reasonable:** Consistent with prudent business practice and comparable current market value;
- **Necessary:** Required to carry out the intent and purpose of the program; and
- **Allocable:** Chargeable or assignable in accordance with relative benefits received. In addition, costs must be aligned with generally accepted accounting principles and adequately documented and budgeted within the grant.



Getting Started



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Getting Started-IWAS

Illinois State Board of Education
 Darren Reisberg, *Chairman* Dr. Carmen I. Ayala, *State Superintendent of Education*

ISBE Home **Already have an account? Login Here :**

Home **Login Name**

Sign Up Now **Password**

Get Password Remember Login Name

Contact Us **LOG IN**

Help **Forgot Your Password?**

[IWAS User Guide](#) If you have forgotten your login name or password, click on the link below.

[IWAS Training Video](#) **Find Login/Password**

New Partner - Sign up Now

Some ISBE web-based systems require electronic signatures. You can create your own logon id and password by clicking on the following link. After you establish your logon, you will then have the ability to request authorization to use ISBE's systems.

[Sign Up Now](#)

Need Help?

If you need help with logging in, the sign up procedure or your password, please click on the link below.

[Help](#)

This web site has been optimized for Internet Explorer 6.0 or above / Firefox 2.0 or above. You can download the latest version of these browsers by clicking on the following icons.

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Getting Started-IWAS

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

[Click Here for Due Dates](#)

Categories - Click to Expand/Collapse Tree	Authorization
Grants	
eGMS Dashboard	Authorized
Active Grants	
Consolidated District Plan	Authorized
Elementary and Secondary School Emergency Relief Grant	Authorized
ESEA of 1965 As Amended	Authorized
Organizational Risk Assessment	Authorized
Rural and Low Income Grant	Authorized
School Improvement Grant (1003g)	Authorized
Title I Delinquent	Authorized
Title I Neglected	Authorized
Title I School Improvement - 1003(a)	Authorized
Retired (Expired Funding)	
Title I District Plan	Authorized
Reporting	
Grant Periodic Reporting System	Authorized
Annual	
ESEA Performance Report	Authorized
NCLB/ESSA Title I Comparability Documentation	Pending - 2020
ISBE Internal	
Web	
Entity Profile System (Internal)	Authorized


Legend: ⓘ : System Description - Detailed 📅 : Due Dates 👤 : Profile

[Want to Signup for Other Systems?](#)

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Getting Started-IWAS


 Illinois State Board of Education

[EGMS HOME](#) | [ISBE HOME](#) | [LOGOUT](#)

eGMS - Grants Application

Project Name: JACKSONVILLE SD 117
RCDT: 01-069-1170-22
County: Morgan

SESSION TIMEOUT 59:29

Location Select

[Instructions](#)

This Program Allows you to have multiple projects.
 Would you like to create a new project for the current year?

Yes

Year: Project Code:

Project Title: Allotment Amount: \$977,848

[Create New Project](#)

[Click to view LEA Dashboard](#)

Select an application from the list(s) below and press one of the following buttons:

[Review Checklist](#)

[Print All](#)

[Review Checklist Print All](#)

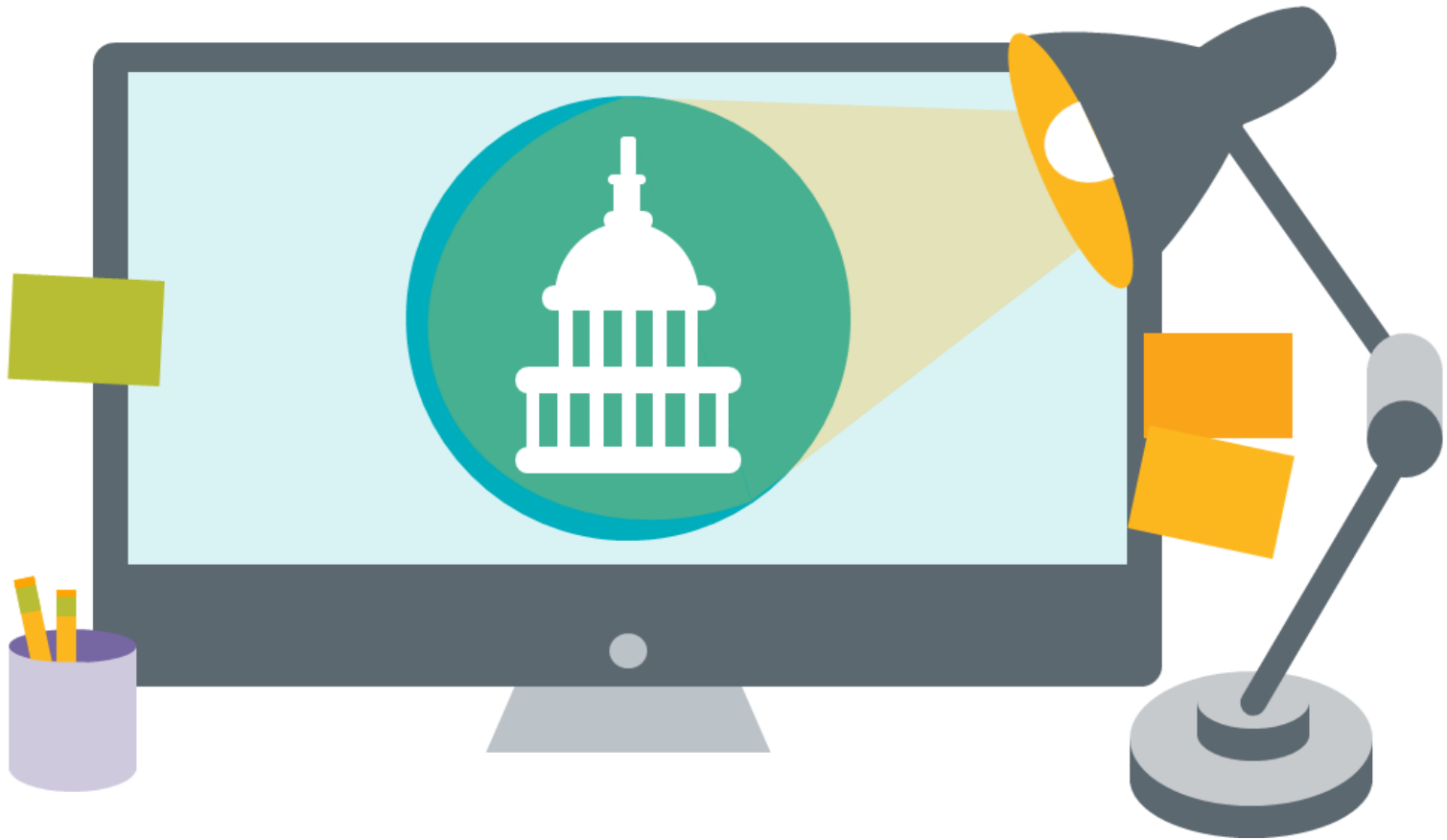
This Organization has not created any Applications

Project Title: Allotment Amount: \$9,999

[Create New Project](#)



Application



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Overview Page



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

Program:	LEA American Rescue Plan (ARP-ESSER III)
Purpose:	Under the Elementary and Secondary School Emergency Relief III ARP Fund (ESSER III), the Department awards grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation. LEAs must provide services to students and teachers in public schools as required under the American Rescue Plan Act of 2021.
Funding:	The SEA will allocate no less than 90 percent of the grant fund to eligible LEAs.
Program Type:	Federal Grant
CSFA Number:	586-62-2578
CSFA Name:	ARP - LEA American Rescue Plan (ESSER III)
Assistance Listing Number and Name	84.425D
Funding Opportunity Number and Name:	2022-4998-E3
GATA:	Website Rules Legislation
2 CFR Guidance:	Code of Federal Regulations/Title 2 - Grants and Agreements https://www.govinfo.gov/app/collection/cfr/
Legislation:	American Rescue Plan of 2021
Due Date:	As soon as possible, and no later than June 30, 2022
Amendment Due Date:	Prior to obligation of funds and not later than 30 calendar days prior to the ending date of the program
Eligible Reimbursement Period:	March 13, 2020 - September 30, 2024 as long as requirements are met.
Begin Date:	July 1, 2021 or the receipt date of a substantially approvable application, whichever is later
End Date:	September 30, 2022
Expenditure Reports:	Expenditures reports should be completed at a minimum of quarterly via the IWAS system. A final cumulative expenditure report for all expenditures will be due no later than 90 days after the grant end date.
Performance Reports:	Programmatic reporting should be completed at a minimum of semi-annually via the IWAS system. Additional reporting requirements may be required, as determined by the applicant's risk assessment.
Instructions:	Click here for a PDF of instructions for the entire application
Fiscal Information:	Requirements for Accounting, Budgeting, Financial Reporting, and Auditing State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures (includes Function and Object Code descriptions)
ARP Resources:	Frequently Asked Questions Elementary and Secondary School Emergency Relief Programs Governor's Emergency Education Relief Programs U.S. DEPARTMENT OF EDUCATION FACT SHEET American Rescue Plan Act Of 2021 ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND (ARP ESSER) American Rescue Plan Elementary and Secondary School Emergency Relief: The General Education Provisions Act



Applicant Information Page

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Applicant Information

Program Contact Person:

Last Name* First Name* Middle Initial

Address 1*

Address 2

City* State* Zip + 4 *

Phone* Email*

Budget Contact Person (required fields if different from Program Contact*):

Last Name First Name

General Education Provisions Act (GEPA)*

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.

(0 of 500 characters used)

Select the area affected by the project:

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

Grant Period:

Begin Date: July 1, or the receipt date of a substantially approvable application, whichever is later
End Date: (NOTE: The End Date will change to 9/30/2022 when the page is saved.)
Eligible Reimbursement Period: March 13, 2020 - September 30, 2024 as long as requirements are met.

Applicant Comments:

Use this text area for any needed explanations to ISBE regarding this program.
 (0 of 1500 maximum characters used)



Amendments Page



Overview	Applicant Information	Amendments	FFATA	Program Specific	Budget Pages	PRA - ISBE	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 Original application, you still need to respond to the first question, save the page, and continue completing your application.

THIS PAGE MUST BE COMPLETED AND SAVED FOR THE ORIGINAL APPLICATION AND FOR ANY SUBSEQUENT AMENDMENTS.

Is this an Original application or Amended application? *

Original Application
 Amended Application

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

Approval Status

The application is approved on the condition that any issues noted below are addressed through an amendment in a timely manner.

[Save Page](#)



FFATA Page



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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 for any activity authorized under the Elementary and Secondary School Emergency Relief III Fund of the American Rescue Plan Act of 2021.

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.



Program-Specific Safe Return Plan



Overview	Applicant Information	Amendments	EFATA	Program Specific	Budget Pages	PRA - ISBE	GATA Pages	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Safe Return Plan	Funds Use Plan	Use Of Funds Pages	Estimated Jobs	Subcontracting								

LEA Safe Return Plan [Instructions](#)

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

Section 2001(i) of the ARP Act requires an LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, within 30 days after receiving its allocation, a plan for the safe return to in person instruction and continuity of services. Prior to making the plan publicly available, the LEA must seek public comment on the plan and take such comments into consideration when developing the plan. The LEA must also create an ESSER use of Funds Plan within 90 days of receiving their ESSER Funds. This plan should also be made publicly available on the LEA's website and submitted to ISBE. See below for assurances that the LEA must include in the plan's full explanations.

A. Indicate whether the LEA posted the Safe Return to In-Person Instruction and Continuity of Services plan which includes the requirements under section 2001(i) to the district website.*

No
 Yes If yes, provide the date the plan was posted on the website.

B. Provide the URL to access the LEA's plan :*

C. Describe how the LEA will include the required information in the district's Safe Return to In-Person Instruction and Continuity of Services, and how the LEA will gain public input. Additionally, explain the process the LEA will complete to review and update this plan no less than every 6 months.*

Required Safe Return Plan Content

Indicate which information below will be included in the Safe Return to In-Person Instruction and Continuity of Services plan. Check all that apply.*

- The LEA will describe how it will maintain the health and safety of students, educators, and other school and LEA staff.
- The LEA will describe the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations including. Check all that apply.
 - Universal and correct wearing of masks;
 - modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);
 - handwashing and respiratory etiquette;
 - cleaning and maintaining healthy facilities, including improving ventilation;
 - contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments;
 - diagnostic and screening testing;
 - efforts to provide vaccinations to school communities;
 - appropriate accommodations for children with disabilities with respect to health and safety policies;
 - and coordination with State and local health officials.
- The LEA will describe how it will ensure continuity of services, including but not limited to services to address:
 - students' academic needs
 - students' and staff social, emotional, mental health needs
 - student health and food services
 - other student needs.



Program-Specific Funds Use Plan



Overview	Applicant Information	Amendments	Program Specific	Budget Pages	PRA - ISBE	GATA Pages	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Safe Return Plan		Funds Use Plan	Use Of Funds Pages		Estimated Jobs		Subcontracting				

Use of ARP-ESSER III Funds Plan [Instructions](#)

The LEA must develop a plan for its use of ARP-ESSER funds and submit the plan to ISBE within 90 days.

A. Provide the URL to access the Use of ARP-ESSER III Funds plan:

B. Describe how the LEA will include the information below in the Use of ESSER Funds Plan and how the LEA will gain public input.

Use of ARP-ESSER III Funds Plan Contents

Indicate which information below will be included in the Use of ARP-ESSER III Funds plan. Check all that apply.*

1. use ARP-ESSER III Funds 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

2. 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 (check all that apply)

- summer learning or summer enrichment,
- extended day,
- comprehensive afterschool programs,
- or extended school year programs.

3. spend the remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (check all that apply):

- Focusing on student groups most impacted by the pandemic
- Interventions and strategies for consideration
- Summer learning and enrichment
- Support educators and other school staff
- Other (specify within the plan)

4. 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 (check all that apply): 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.

5. engage in meaningful consultation with stakeholders. Meaningful consultation must occur with the following (check all that apply):

- students;



Program-Specific Loss of Learning

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Safe Return Plan | Funds Use Plan | Use of Funds Pages | Estimated Jobs | Subcontracting

Loss of Learning | Use of Funds | Reservations

Loss of Learning [Instructions](#)

A. LEA Reserve Calculation
 An LEA must reserve not less than 20 percent of its total ESSER ARP allocation to address learning loss through the implementation of evidence-based interventions and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

9999 Total ARP-ESSER III allocation
 2000 Minimum 20% learning loss reserve

B. Learning Loss Use of Funds
 Select at least one use of funds to address learning loss.™ For each use selected, provide amounts by objects.

	Salaries	Benefits	Contractual	Supplies	Equipment	Total
<input checked="" type="checkbox"/> Summer School	2000					2000
<input type="checkbox"/> Summer Enrichment						0
<input type="checkbox"/> Extended Day						0
<input type="checkbox"/> Comprehensive After School Program						0
<input type="checkbox"/> Extended School Year Program						0
<input type="checkbox"/> Other - 1 (Specify) _____						0
<input type="checkbox"/> Other - 2 (Specify) _____						0
Learning Loss total funds budgeted	2000	0	0	0	0	2000

[Save Page](#)

*Required field



Program-Specific Use of Funds

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Safe Return Plan		Funds Use Plan			Use of Funds Pages		Estimated Jobs			Subcontracting		
Loss of Learning				Use of Funds			Reservations					

Use of Funds

[Instructions](#)

A. Funds may be used for any purposes listed in section 18003(d) of the CARES Act, Section 313 of the CRRSA and the ARP, 2021. Respond to the questions below, and complete the table with specific fund uses.

- Describe how the applicant will determine its most important educational needs as a result of COVID19.*
- Describe how the applicant intends to assess and address student learning gaps resulting from the disruption in educational services.*
- Provide the proposed timeline for providing services and assistance to students and staff in public schools.*
- Describe the extent to which the applicant intends to use ARP-ESSER III funds to promote remote learning. If funds will NOT be used to promote remote learning, enter NA.*
- Describe how the applicant will address the needs of students who require devices and connectivity in order to access remote learning. If funds will NOT be used for this purpose, enter NA.*
- Describe briefly the program(s) to be carried out with these funds. This description and the detailed amounts below should be consistent with the Budget Detail page.*



Program-Specific Use of Funds

B. Digital Divide

The use of funds by LEAs or other entities in compliance with Section 18003(d) of the CARES Act, Section 313 of CRRSA, and the ARP includes activities that address the digital divide. Such activities include securing access to home-based connectivity and remote-use devices and related issues in supporting remote learning for all students, including disadvantaged populations.

1. Indicate how ARP-ESSER III funds will be used to combat the digital divide across Illinois by selecting one or more of the following (check all that apply):*

- Remote-use devices acquisition and distribution
- Home-based connectivity acquisition
- Support remote learning for all students, including disadvantaged populations
- Other related issues in supporting remote learning (describe below)

Not Applicable - Funds will be used for purposes other than combatting the digital divide

2. Indicate the number of items provided with grant funds. If these items will not be provided, please enter zero.*

Wireless Networking Device(s)

Technology Device(s)

Technology Device Management License(s)



Program-Specific SEA Reservation Requirements

Overview	Applicant Information	Amend-ments	FFATA	Program Specific	Budget Pages	PRA - ISBE	GATA Pages	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Safe Return Pl.		Funds Use Plan		UseOfFunds Pages			Estimated Jobs		Subcontracting			
Loss of Learning			Use of Funds				Reservations					
SEA - Reservation Requirements		SEA Reserve - Learning Loss			SEA Reserve - Summer Enrichment			SEA Reserve - After-School Programs				

SEA - Reservation Requirements

[Instructions](#)

Under section 2001(f) of the ARP Act, an SEA is required to reserve ARP (ESSER III) funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on 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.

The ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA. Accordingly, "evidence-based" includes several tiers of evidence. Specifically, "evidence-based," when used with respect to a State, LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on -
Strong evidence from at least one well-designed and well-implemented experimental study ("tier 1");
Moderate evidence from at least one well-designed and well-implemented quasi-experimental study ("tier 2"); or
Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias ("tier 3"); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention ("tier 4").

The three pages that follow have reservation allotments for each entity. Complete each page and note that proposed budgeted amounts must equal the allotment for each reservation type. See below for the manner and percentages of the reservation determinations.

Learning Loss

The academic impact of lost instructional time. Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.

Summer Enrichment

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.

After-School Programs

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.



Program-Specific SEA Reserve – Summer Enrichment

Overview	Applicant Information	Amendments	FFATA	Program Specific	Budget Pages	PRA - ISBE	GATA Pages	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Safe Return Plan		Funds Use Plan		Use of Funds Pages		Estimated Jobs		Subcontracting				
Loss of Learning			Use of Funds					Reservations				
SEA - Reservation Requirements		SEA Reserve - Learning Loss			SEA Reserve - Summer Enrichment			SEA Reserve - After-School Programs				



SEA Reserve - Summer Enrichment

[Instructions](#)

Indicate how funds will be used to address the Summer Enrichment reservation requirements.* Check all that apply.

	Salary	Benefits	Contracts	Supplies	Equipment	Total
<input type="checkbox"/> Summer enrichment program run by LEA, nonprofit or community organization to address identified needs. Check all that apply.						
<input type="checkbox"/> Social emotional	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Mental health	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Academic needs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Transportation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Meal services	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Work based program	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Service learning	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Summer bridge	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Summer programs, particularly to address the disproportionate impact of the COVID-19 pandemic on underserved student subgroups Check all that apply.						
<input type="checkbox"/> Students from low-income families	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Students of color	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Children with disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> English learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Migratory students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Students experiencing homelessness	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Children and youth in foster care	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total Budgeted	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Summer Enrichment Allotment - must match total budgeted above



Program-Specific SEA Reserve – After-School Programs

Overview	Applicant Information	Amendments	FFATA	Program Specific	Budget Pages	PRA - ISBE	GATA Pages	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Safe Return Plan		Funds Use Plan			UseOfFunds Pages		Estimated Jobs		Subcontracting			
Loss of Learning				Use of Funds				Reservations				
SEA - Reservation Requirements			SEA Reserve - Learning Loss			SEA Reserve - Summer Enrichment			SEA Reserve - After-School Programs			



[Instructions](#)

Indicate how funds will be used to address the After-School Programs reservation requirements.* Check all that apply.

	Salary	Benefits	Contracts	Supplies	Equipment	Total
<input type="checkbox"/> After-school program, particularly to address the disproportionate impact of the COVID-19 pandemic on underserved student subgroups. Check all that apply						
<input type="checkbox"/> Students from low-income families	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Students of color	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Children with disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> English learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Migratory students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Students experiencing homelessness	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Children and youth in foster care	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> After-school program run by LEA, nonprofit or community organization to address. Check all that apply.						
<input type="checkbox"/> Social emotional	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Mental health	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Academic needs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Tutoring	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Transportation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Other - specify <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total Budgeted	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

After-School Allotment - must match total budgeted above

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Program-Specific Estimated Jobs

Overview	Applicant Information	Amendments	FFATA	Program Specific	Budget Pages	PRA - ISBE	GATA Pages	Assessment	Submit	Application History	Page Lock Control	Application Print
LEA Plan	Loss of Learning	Use of Funds	Estimated Jobs	Subcontracting								



Estimated Jobs Created or Retained [Instructions](#)

Indicate whether jobs will be created or retained as a result of receiving these funds.*

Yes - save the page and provide required information below

No - save the page and proceed to the next page

Provide an estimated number and FTE of jobs to be created or retained by the categories listed below.

To complete the number of staff, count each full-time position as 1 and count each part-time position as 1.

- Number of staff example: 1 full-time teacher plus 1 half-time teacher equals 2 staff.

To complete the full time equivalent (FTE), count full-time staff as 1.00. Count staff who work half days as .50 and staff who work three quarters of a day as .75.

- FTE example: 1 full-time teacher (1.00) plus 1 half-time teacher (.50) equals 1.50 FTE.

Job Classification	Number	FTE
1. Administrators (nonclerical)		
2. Teachers		
3. Teacher Aides		
4. Support Staff (clerical/nonclerical)		
5. Maintenance/Custodial		
6. Food Service		
7. Technology		
8. Support Services, i.e. Counseling/Guidance, Speech, etc.		
9. Other (please specify)		
10. Other #2 (please specify)		
Totals		

[Save Page](#)



Program-Specific Subcontracting

Overview	Applicant Information	Amendments	FFATA	Program Specific	Budget Pages	PRA - ISBE	GATA Pages	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
LEA Plan		Loss of Learning			Use of Funds			Estimated Jobs			Subcontracting	

Subcontracting [Instructions](#)

Subcontracting Requirements
 No subcontracting is allowed under this project, except as set forth in the Grant Agreement. If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:

- a. Name(s) and address(es) of subcontractor(s);
- b. Need and purpose for subcontracting;
- c. Measurable and time-specific services to be provided;
- d. Associated costs (i.e., amounts to be paid under subcontracts); and
- e. Projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the Illinois State Board of Education.

Indicate whether the applicant will subcontract funds.*

- Yes - provide required information below
- No - save the page and proceed to the next page

SUBCONTRACT 1

Subcontractor Last Name	Subcontractor First Name		
<input type="text"/>	<input type="text"/>		
Street Address	City	State	Zip + 4
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Need/purpose for subcontracting

Measurable and time-specific services to be provided

Amount to be paid for subcontract

Number to be Served

Check here to add another subcontract



Program-Specific Subcontracting

SUBCONTRACT 1

Subcontractor Last Name

Subcontractor First Name

Street Address

City

State

Zip + 4

Need/purpose for subcontracting

Measurable and time-specific services to be provided

Amount to be paid for subcontract

Number to be Served

Check here to add another subcontract



Budget Pages



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

Allotment

[Instructions](#)

	ESSER
Current Year Allotment	\$9,999
Reallotted Funds (+)	
Released Funds (-)	
Carryover (+)	0
PrePayment (+)	0
SUB TOTAL	\$9,999
Multi-District	
Transfer In (+)	0
Transfer Out (-)	0
Administrative Agent	
ADJUSTED SUB TOTAL	\$9,999
TOTAL AVAILABLE	\$9,999
	ESSER



Budget Pages

Overview	Applicant Information	Amend-ments	FFATA	Program Specific	Budget Pages	PRA - ISBE	GATA Pages	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Allotment		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	ESSER Funds	Delete Row
1000	400	<input type="checkbox"/>		4000	<input type="checkbox"/>
2530	100	<input type="checkbox"/>		000	<input type="checkbox"/>

Total Direct Costs	9999
Less Functions 2530 and 4000, Capital Outlay Costs, Contract amounts over \$25,000	0
Modified Total Direct Costs	9999
Indirect Cost Rate %	1.09
Maximum Indirect Cost *	109
Indirect Cost	0
Grand Total	9999
Allotment Remaining	0

Total Allotment 9999

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

Choose File | No file chosen

Upload/Validate File



Program Risk Assessment, Grant Accountability and Transparency Act, and Assurance Pages

<u>PRA</u> - ISBE	<u>GATA</u> Pages	<u>Assurance</u> Pages
---------------------------------------	---------------------------------------	--

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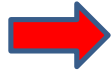
Submit

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

Submit

[Instructions](#)

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.



- Consistency Check
- Lock Application
- Unlock Application

Application was created on:
 Assurances
 District Data Entry
 Business Manager
 District Administrator
 ISBE Program Administrator #1
 ISBE Program Administrator #2

5/8/2020



Page Lock Control

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

Page Review Status [Instructions](#)

Expand All

Elementary and Secondary School Emergency Relief Grant		Page Status	Open Page for editing
Elementary and Secondary School Emergency Relief Grant			
Applicant Information		OPEN	<input type="checkbox"/>
FFATA		OPEN	<input type="checkbox"/>
Program Specific			
Use of Funds - Public	OPEN		<input type="checkbox"/>
Use of Funds - Nonpublic	OPEN		<input type="checkbox"/>
Estimated Jobs	OPEN		<input type="checkbox"/>
Subcontracting	OPEN		<input type="checkbox"/>
Budget Pages			
Allotment	OPEN		<input type="checkbox"/>
Budget Detail	OPEN		<input type="checkbox"/>
PRA - ISBE		OPEN	<input type="checkbox"/>
GATA Pages			
NOSA			
NOSA Grant Information	OPEN		<input type="checkbox"/>
ICQ Conditions	OPEN		<input type="checkbox"/>
Program Risk Conditions	OPEN		<input type="checkbox"/>
Prequalification Status	OPEN		<input type="checkbox"/>
UGA/IGA			
UGA/IGA Parts One, Two, and Three	OPEN		<input type="checkbox"/>
Exhibits	OPEN		<input type="checkbox"/>
UGA/IGA Summary	OPEN		<input type="checkbox"/>
Assurance Pages			
Program Assurances	OPEN		<input type="checkbox"/>
State Assurances	OPEN		<input type="checkbox"/>
Debarment	OPEN		<input type="checkbox"/>
Lobbying	OPEN		<input type="checkbox"/>
GEPA_442	OPEN		<input type="checkbox"/>
GATA Assurances	OPEN		<input type="checkbox"/>
AssurancesText	OPEN		<input type="checkbox"/>

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Review Checklist

[Review Checklist](#)

[Quality Assurance](#)

Review Checklist for CARES Emergency Relief Grant

Approval Status

- The application is approved on the condition that any issues noted below are addressed through an amendment in a timely manner.

- The application is being returned for changes. See checklist items below.
- The application is fully approved.

General Comments, if applicable:



Contact Information



Illinois State Board of Education
Title Grants Administration Department

100 N. First Street

Springfield, Illinois 62777

(217) 785-1969

FAX: (217) 785-9031

illinoiscares@isbe.net

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- [American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund Interim Final Requirements](#)
- [ARP ESSER III Fact Sheet](#)
- [Frequently Asked Questions: Elementary and Secondary School Emergency Relief Programs Governor's Emergency Education Relief Programs](#)
- [The Maintenance of Equity](#)

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THANK YOU!

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