



Elementary and Secondary School Emergency Relief Grant



Equity • Quality • Collaboration • Community



Purpose



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Elementary and Secondary School Emergency Relief Grant

The Elementary and Secondary School Emergency Relief (ESSER) grant provides local educational agencies (LEAs), including charter schools that are LEAs.

- Emergency relief funds to prevent, prepare for, and respond to the coronavirus threat.
- Equitable services to students and teachers in non-public schools as required under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act).

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Allowable Use of Funds

1. Activities authorized in the Every Student Succeeds Act (ESSA), Individual with Disabilities Education Act (IDEA), Carl D. Perkins Career and Technical Education Act (Perkins), and McKinney-Vento Act.
2. To address needs of low-income children or students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Funds can also be used for outreach and service delivery.
3. Providing:
 - Meals to eligible students.
 - Technology for online learning between all students and classroom teachers (including hardware, software, and connectivity).
 - Guidance for meeting the requirements under the IDEA and other educational services (e.g., educators providing services through digital or online platforms, counseling services, and guidance services consistent with federal, state, and local requirements).
 - Mental health services and supports.
 - Summer learning and supplemental after-school programs, including classroom instruction or online learning.



Allowable Use of Funds

4. Addressing needs of individual schools resulting from the coronavirus and resultant school closures.
5. Efforts between districts and other partners to develop, prevent, prepare for, and respond to coronavirus.
6. Professional development to minimize the spread of infectious diseases (e.g., sanitation training).
7. Cleaning and sanitizing school and district buildings.
8. Other activities necessary to maintain the operation and continuity of services.



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-IWAS

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

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Already have an account? Login Here :

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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
InCUB/ESSA Title I Comparability Documentation	Now Info Pending - 0000
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

SESSION TIMEOUT 59:29

istrict Name: JA RCDT: 01- County: Mason

lication Select [Instructions](#)

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

☒ Yes

Year: 2020 Project Code: ER

Project Title: Emergency Relief 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:

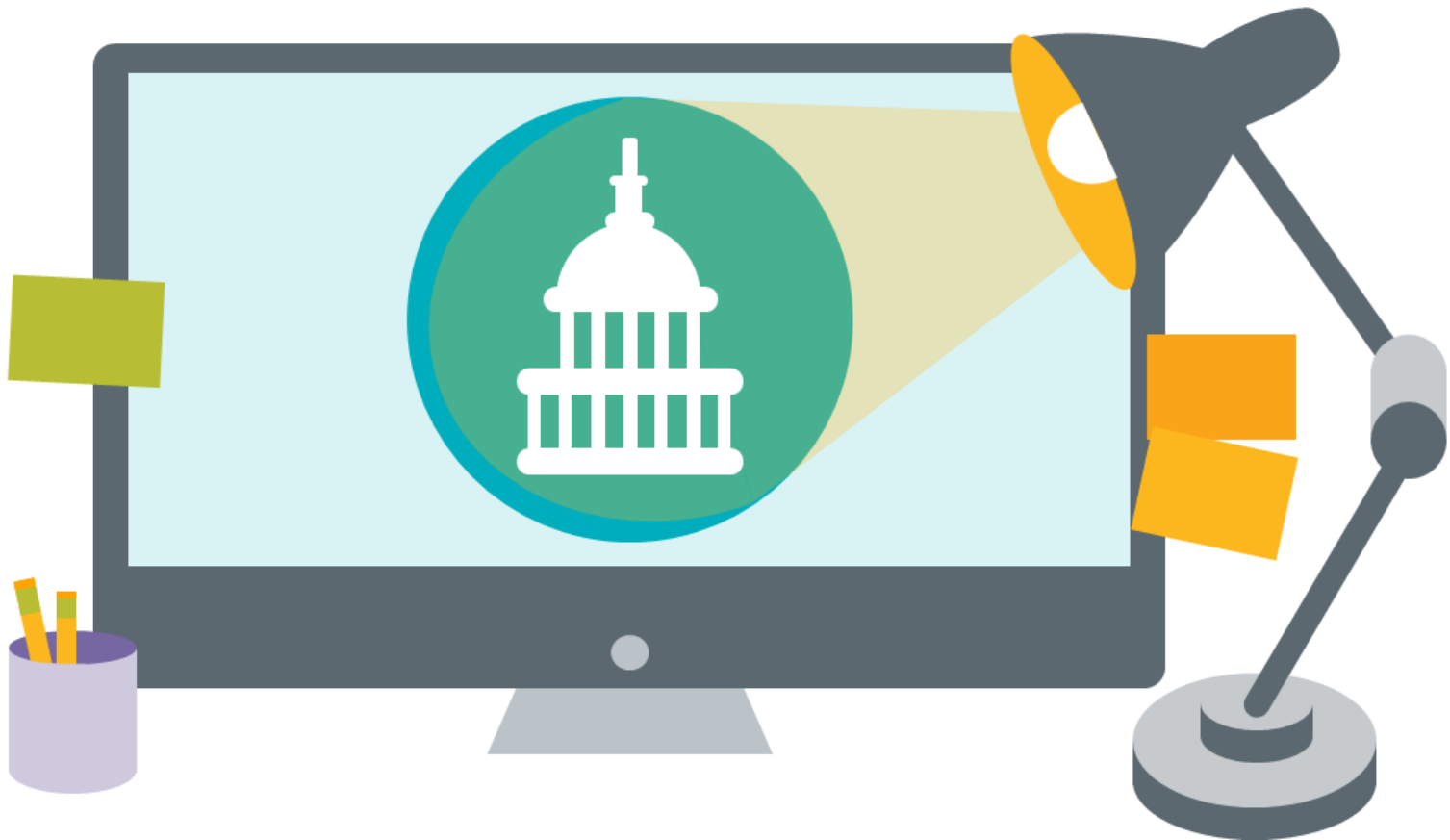
[Review Checklist](#) [Print All](#) [Review Checklist Print All](#)

This Organization has not created any Applications

[Create New Project](#)



Application





Overview Page

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Specific](#)[Budget
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History](#)[Page Lock
Control](#)[Application
Print](#)

Program Overview

Program:	Elementary and Secondary School Emergency Relief (ESSER) Grant
Purpose:	Under the Elementary and Secondary School Emergency Relief Fund (ESSER), 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 equitable services to students and teachers in non-public schools as required under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act).
Funding:	The SEA will allocate no less than 90 percent of the grant fund to eligible LEAs.
Program Type:	Federal Grant
CSFA Number:	586-62-2402
CSFA Name:	Elementary and Secondary School Relief Grant
CFDA Number:	84.425D
Funding Opportunity Number and Name:	2020-4998-xx
GATA Requirements:	Website Rules Legislation
2 CFR Guidance:	Code of Federal Regulations/Title 2 - Grants and Agreements https://www.govinfo.gov/app/collection/cfr/
Legislation:	Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Sections 18001, 18003, 18005 – 18008, and 15011
Due Date:	As soon as possible, and no later than June 30, 2020
Amendment Due Date:	Prior to obligation of funds and not later than 30 calendar days prior to the ending date of the program
Grant Period:	March 13, 2020 - June 30, 2021
Begin Date:	March 13, 2020
End Date:	June 30, 2021
Expenditure Reports:	Quarterly cumulative expenditure reports and a final completion report are required.
Program Reports:	Periodic performance reports are required.
Fiscal Information:	Fiscal Policy and Procedures Requirements for Accounting, Budgeting, Financial Reporting, and Auditing



Applicant Information Page

Applicant Information		
Program Contact Person:		
Last Name*	First Name*	Middle Initial
<input type="text"/>	<input type="text"/>	<input type="text"/>
Address 1*		
<input type="text"/>		
Address 2		
<input type="text"/>		
City*	State*	Zip + 4*
<input type="text"/>	<input type="text"/>	<input type="text"/>
Phone*	Email*	
<input type="text"/>	<input type="text"/>	
Budget Contact Person (required fields if different from Program Contact*):		
Last Name	First Name	
<input type="text"/>	<input type="text"/>	

General Education Provisions Act*

Section 427 of the General Education Provisions Act requires that all applicants provide a description of the steps the applicant proposes to take to ensure equitable access to and participation in these federal ESSA programs for students, teachers, and other program beneficiaries with special needs. 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 access to and participation in program activities. Describe the steps that will be taken to overcome any barriers identified.

(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: March 13, 2020
End Date:



Amendments Page

Amendments

This page must be completed for every amendment. 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 which have been amended in this submission. (Limited to 1,500 characters)

(0 of 1500 maximum characters used)

*Required field



FFATA 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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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 Fund of the CARES Act, Section 18003, to prevent, prepare for, and respond to the coronavirus threat.

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 Use of Funds-Non Public

A. Funds Available - funds may be used for any purposes listed in section 18003(d) of the CARES Act.

Total Funds Available (must equal total use of funds below as well as the Budget Detail amount)

B. Nonpublic Consultation

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

- ☐ Yes
- ☐ No
- ☐ Not Applicable

2. If the district has students in private schools, appropriate private school consultation must occur and be documented. Upload a signed copy of the Nonpublic School Consultation Form (blank form linked below). If there are multiple private schools involved, forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

[Nonpublic School Participation Form](#)

- To upload a copy of required private school participation consultation forms, use the Browse and Upload buttons below. (Do not use any symbols in the document name) Repeat this action to upload additional separate 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 private school listed on that form.

Example: Quincy District 172 would name the first upload as 01-001-1720-22-QuincyNotreDameHigh

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.

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.



Nonpublic Consultation Form

Illinois State Board of Education 100 North First Street, N-242 Springfield, Illinois 62777-0001		NONPUBLIC SCHOOL CONSULTATION PARTICIPATION FORM GRANT APPLICATION IN THE 2018-2020 SCHOOL YEAR (Based on data gathered in FY 2020)	
TITLE GRANTS ADMINISTRATION			
Instructions: The form must be completed by nonpublic school officials and uploaded into the CARES Emergency Relief Grant by the LEA.			
LEA NAME AND NUMBER		PUBLIC REGION, COUNTY, DISTRICT, TYPE CODE	
NONPUBLIC SCHOOL NAME		NONPUBLIC REGION, COUNTY, DISTRICT, TYPE CODE	
NONPUBLIC SCHOOL ADDRESS (Street, City, State, Zip Code)			
NONPUBLIC LOW INCOME STUDENTS *		NONPUBLIC TOTAL ENROLLMENT *	
Indicate the nonpublic participation. <input type="checkbox"/> Yes <input type="checkbox"/> No			
* Determine the non-public proportionate share calculation for services: * Calculate the proportionate share using: * The number of low-income students in non-public schools (ESBEA, Sec. 1117) and * The total number of students enrolled in non-public schools (ED Guidance, 4.30.20). * LEAs will engage in consultation and non-public schools will receive the services based upon the number of low-income students (ESBEA, 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). * Once the approach to calculation is clarified by ED or language in the HOUSE Act, the LEA would: * Amend their grant to provide additional non-public services based upon total enrollment or * Allocate those dollars held back for services to for the LEA.			
The following topics must be discussed during the ongoing consultation process: How the LEA will identify needs. What services the LEA will offer. How and when the LEA will make decisions about delivery of services. How, where, and by whom the LEA will provide services. How the LEA will academically assess program success. Size and scope of services. When, including the approximate time of day, services will be provided. Method of sources of data to determine number of students. Equitable services the LEA will provide to teachers and families. Service delivery mechanisms. Consideration and analysis of the views of the private school officials about third party providers and whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor. How the proportion of funds allocated for equitable services is determined. Whether to provide equitable services to eligible private school children by pooling funds or on a school-by-school basis. Whether to consolidate and use funds available for Title I equitable services in coordination with eligible funds available for equitable services for programs covered under Section 8501 (b).			
We <input type="checkbox"/> agree <input type="checkbox"/> do not agree that initial timely and meaningful consultation occurred before the LEA made any decision that affected the equitable participation of eligible private school children in the CARES Emergency Relief Grant program.			
Date		Print Name of Nonpublic, Nonprofit School Official	
Original Signature of Nonpublic, Nonprofit School Official			



Program Specific Use of Funds-Non Public

Determine the non-public proportionate share calculation for services:

- Calculate the proportionate share using:
 - The number of low-income students in non-public schools (ESEA Sec. 1117) and
 - The total number of students enrolled in non-public schools (ED Guidance 4.30.20).
- LEAs will engage in consultation and non-public 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.
- Once the approach to calculation is clarified by ED or language in the HOUSE Act, the LEA would:
 - Amend their grant to provide additional non-public services based upon total enrollment**OR**
 - Allocate those dollars held back for services to/for the LEA.



Program Specific Use of Funds-Non Public

Title I Low-Income Allocation Approach						
ESSER Total Allocation	# of low income students enrolled in public school	# of low income students enrolled in a non-public school	Proportionate Share: Public School	Proportionate Share: Non-Public School	Public School Allocation	Non-public allocation
\$900,000	1,000	25	97.6%	2.4%	\$877,500	\$22,500
Total Enrollment Allocation Approach						
ESSER Total Allocation	Total number of students enrolled in public school	Total Number of students enrolled in a non-public school	Proportionate Share: Public School	Proportionate Share: Non-Public School	Public school allocation*	Non-Public School Allocation
\$900,000	1,350	150	90%	10%	\$810,000	\$90,000



Program Specific Use of Funds-Non Public

Please keep in mind:

- In the example of the last slide, the non-public would receive the lower of the two amounts or \$22,500 for the initial delivery of equitable services.
- There may be instances where the lower amount for equitable services results from the calculation using total enrollment.
- If, there are no changes to the language in the CARES Act (Sec. 18005), then the non-public would receive an additional \$67,500.
- If there are changes to the language regarding non-public consultation in the HEROES Act, then the non-public school would not receive any additional funding above the \$22,500.



Program Specific Use of Funds-Non Public

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.*

1350 Public school enrollment
150 Enrollment of participating nonpublic schools
1500 Sum of public and participating nonpublic enrollments
00.10 Nonpublic school percentage of enrollment
90000 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.*

1000 Number of low-income students in public schools
25 Number of low-income students in participating nonpublic schools
1025 Sum of public and participating nonpublic low-income students
00.024 Nonpublic school percentage of low-income students
22500 Equitable share for participating nonpublic schools based on LOW INCOME

Save Page

D. Digital Divide

The use of funds by LEAs or other entities in compliance with Section 18000.01 includes activities that address the digital divide. Such activities include securing access to home-based connectivity and remote-use devices and related issues students, including disadvantaged populations.

Indicate how \$5000 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 device 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 combating the digital divide

E. 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-Non Public

F. Select one or more allowable uses of funds listed below. Provide amount(s) to be budgeted in each category. Use total amount from "Equitable share for participating nonpublic schools based on LOW INCOME" in Section C. In line 13 "Other: Equitable Share hold", enter the remaining balance. Total should be consistent with the Budget Detail page.*

	Uses of Funds	Salaries	Benefits	Contractual	Supplies	Equipment	Total
1.	<input type="checkbox"/> Any activity authorized in ESSA, IDEA, Perkins or McKinney Vento, Adult Education and Family Literacy	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.	<input type="checkbox"/> Coordination of preparedness and response with local units of government	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.	<input type="checkbox"/> Providing districts with resources to address the needs of their schools	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.	<input type="checkbox"/> Activities to address the unique needs of:						
	<input type="checkbox"/> Low-income children or students	<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"/> Children with disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/> Racial and ethnic minorities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/> Homeless	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/> Foster care youth	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.	<input type="checkbox"/> Developing and implementing procedures for preparedness and response efforts	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.	<input type="checkbox"/> Training and professional development on sanitation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.	<input type="checkbox"/> Supplies for sanitation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8.	<input type="checkbox"/> Planning for and coordinating long-term closures including providing:						
	<input type="checkbox"/> Meals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/> Technology	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/> Guidance for carrying out IDEA	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/> Other educational services	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9.	<input type="checkbox"/> Technology	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10.	<input type="checkbox"/> Mental health service	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11.	<input type="checkbox"/> Summer and extended learning opportunities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12.	<input type="checkbox"/> Other: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13.	<input type="checkbox"/> Other: Equitable Share hold	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Totals By Column	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Save Page

*Required field



Program Specific Use of Funds-Public

Use of Funds - Public	Use of Funds - Nonpublic	Estimated Jobs	Subcontracting
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Use of Funds

[Instructions](#)

A. LEAs may use funds for any purposes listed in section 18003(d) of the CARES Act. Respond to the questions below, and complete the table with specific fund uses.

1. Describe how the applicant will determine its most important educational needs as a result of COVID19.*

2. Describe how the applicant intends to assess and address student learning gaps resulting from the disruption in educational services.*

3. Provide the proposed timeline for providing services and assistance to students and staff in both public and nonpublic schools.*

4. Describe the extent to which the applicant intends to use ESSER funds to promote remote learning. If funds will NOT be used to promote remote learning, enter NA.*

5. 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.*

6. 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-Public

B. Digital Divide

The use of funds by LEAs or other entities in compliance with Section 18003(d) 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.

Indicate how ESSER 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



Program Specific Use of Funds-Public

C. Select one or more allowable uses of funds listed below. Provide amount(s) to be budgeted in each category. Total should be consistent with the Budget Detail page.*

C. Select one or more allowable uses of funds listed below. Provide amount(s) to be budgeted in each category. Total should be consistent with the Budget Detail page.*

	Uses of Funds	Salaries	Benefits	Contractual	Supplies	Equipment	Total
1.	<input type="checkbox"/> Any activity authorized in ESSA, IDEA, Perkins or McKinney Vento, Adult Education and Family Literacy						
2.	<input type="checkbox"/> Coordination of preparedness and response with local units of government						
3.	<input type="checkbox"/> Providing districts with resources to address the needs of their schools						
4.	<input type="checkbox"/> Activities to address the unique needs of:						
	<input type="checkbox"/> Low-income children or students						
	<input type="checkbox"/> English Learners						
	<input type="checkbox"/> Children with disabilities						
	<input type="checkbox"/> Racial and ethnic minorities						
	<input type="checkbox"/> Homeless						
	<input type="checkbox"/> Foster care youth						
5.	<input type="checkbox"/> Developing and implementing procedures for preparedness and response efforts						
6.	<input type="checkbox"/> Training and professional development on sanitation						
7.	<input type="checkbox"/> Supplies for sanitation						
8.	<input type="checkbox"/> Planning for and coordinating long-term closures including providing:						
	<input type="checkbox"/> Meals						
	<input type="checkbox"/> Technology						
	<input type="checkbox"/> Guidance for carrying out IDEA						
	<input type="checkbox"/> Other educational services						
9.	<input type="checkbox"/> Technology						
10.	<input type="checkbox"/> Mental health service						
11.	<input type="checkbox"/> Summer and extended learning opportunities						
12.	<input type="checkbox"/> Other						
13.	<input type="checkbox"/> Additional Other						
10	Indirect cost amount (should match the indirect costs claimed on the Budget Detail page)						
11	Totals By Column (Public Share)						

12. Equitable Share for Participating Nonpublic Schools

For ease in completing this page, the results of both nonpublic equitable share calculations from the prior page are below.

Enrollment

977848	Current Year Allocation
244462	Less nonpublic equitable share based on enrollments
733386	Public school share

Low-Income

977848	Current Year Allocation
29632	Less nonpublic equitable share based on low-income students
948216	Public school share

Current Year Allocation, including any equitable nonpublic share



Program Specific Estimated Jobs

Use of Funds - Public	Use of Funds - Nonpublic	Estimated Jobs	Subcontracting
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Estimated Jobs Created or Retained

[Instructions](#)

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

- ☒ Yes - 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)	<input type="text"/>	<input type="text"/>
2.	Teachers	<input type="text"/>	<input type="text"/>
3.	Teacher Aides	<input type="text"/>	<input type="text"/>
4.	Support Staff (clerical/nonclerical)	<input type="text"/>	<input type="text"/>
5.	Maintenance/Custodial	<input type="text"/>	<input type="text"/>
6.	Food Service	<input type="text"/>	<input type="text"/>
7.	Technology	<input type="text"/>	<input type="text"/>
8.	Support Services, i.e. Counseling/Guidance, Speech, etc.	<input type="text"/>	<input type="text"/>
9.	Other (please specify) <input type="text"/>	<input type="text"/>	<input type="text"/>
10.	Other #2 (please specify) <input type="text"/>	<input type="text"/>	<input type="text"/>
	Totals	0	0.00



Program Specific Subcontracting

Use
of Funds - Public

Use
of Funds - Nonpublic

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:

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



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	Amendments	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"/>
2120 ▼	100 ▼	<input type="checkbox"/>		1000	<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

Total Allotment 9999

Grand Total 9999
Allotment Remaining 0

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

[Data Import Template](#)

Choose File No file chosen

Upload/Validate File



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

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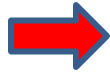
Submit

Overview	Applicant Information	Amend-ments	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:

5/8/2020

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2



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.



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"/>



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

*At this time, email is the best way to contact.
The department will respond as quickly as possible.*



- ❑ **Coronavirus Aid, Relief, and Economic Security (CARES Act), Sections 18001, 18003, 18005-18008, and 15011**
 - <ftp://help.isbe.net/webapps/eGMS/2020/CARESLegisExcerpt.pdf>

