



Elementary and Secondary School Emergency Relief

ESSER I – CARES
ESSER II – CRRSA
ESSER III – ARP

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Agenda

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Purpose

To prevent, prepare for, and respond to COVID-19

	ESSER I (CARES Act)	ESSER II (CRRSA Act)	ARP ESSER (ARP Act)*
Legislation	Section 18003 of Division B of the Coronavirus Aid, Relief, and Economic Security (CARES) Act	Section 313 of the Coronavirus Response and Relief Supplement Appropriations (CRRSA) Act	Section 2001 of the American Rescue Plan (ARP) Act





Summary of Federal COVID-19 Relief Fund Allocations

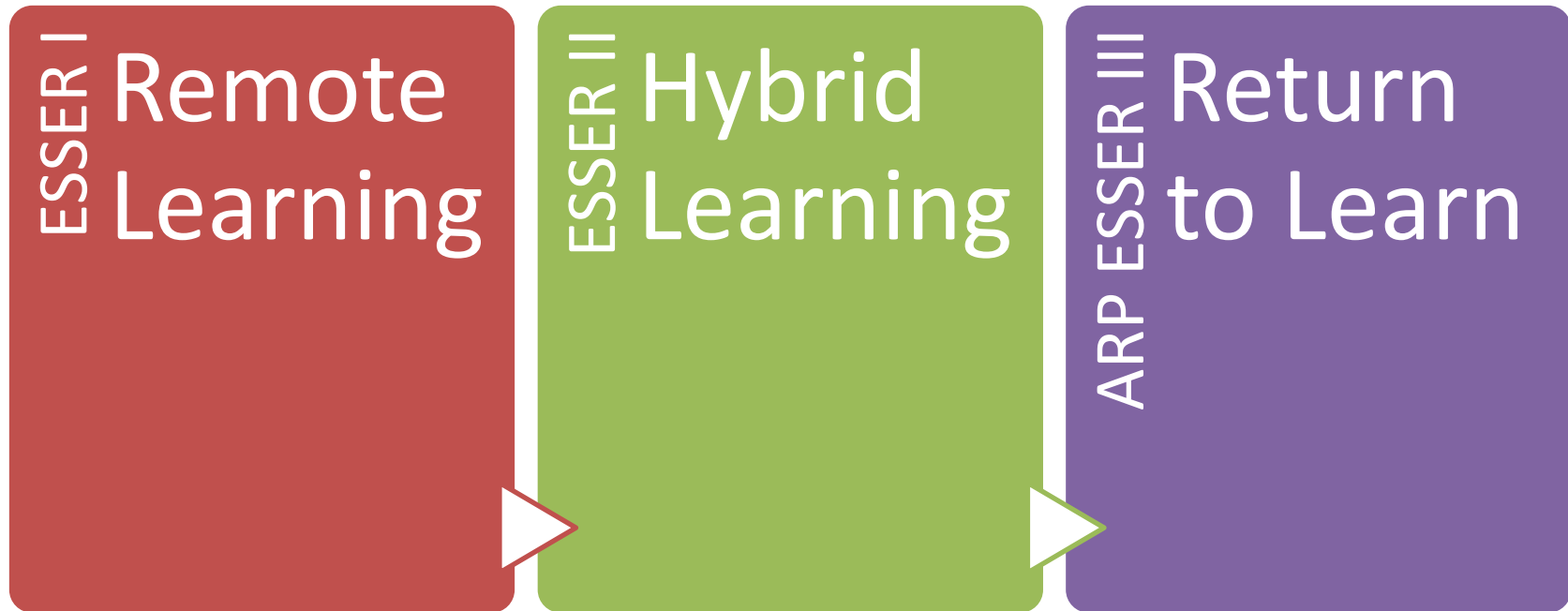
	ESSER I (CARES Act)	ESSER II (CRRSA Act)	ARP ESSER (ARP Act)**
State Total	\$569,467,218	\$2,250,804,891	\$5,054,988,054
Availability*	September 30, 2022	September 30, 2023	September 30, 2024
Directly to districts (90%)	\$512,520,496	\$2,025,724,402	\$4,549,489,249
ISBE (SEA) set-aside (9.5%)	\$54,099,386	\$213,826,465	\$480,223,865
Directed to ISBE administrative costs	\$2,847,336	\$11,254,024	\$25,274,940

*Pre-award costs dating back to 3/13/2020

**Amount may change due to increase in funding



ESSER Phases



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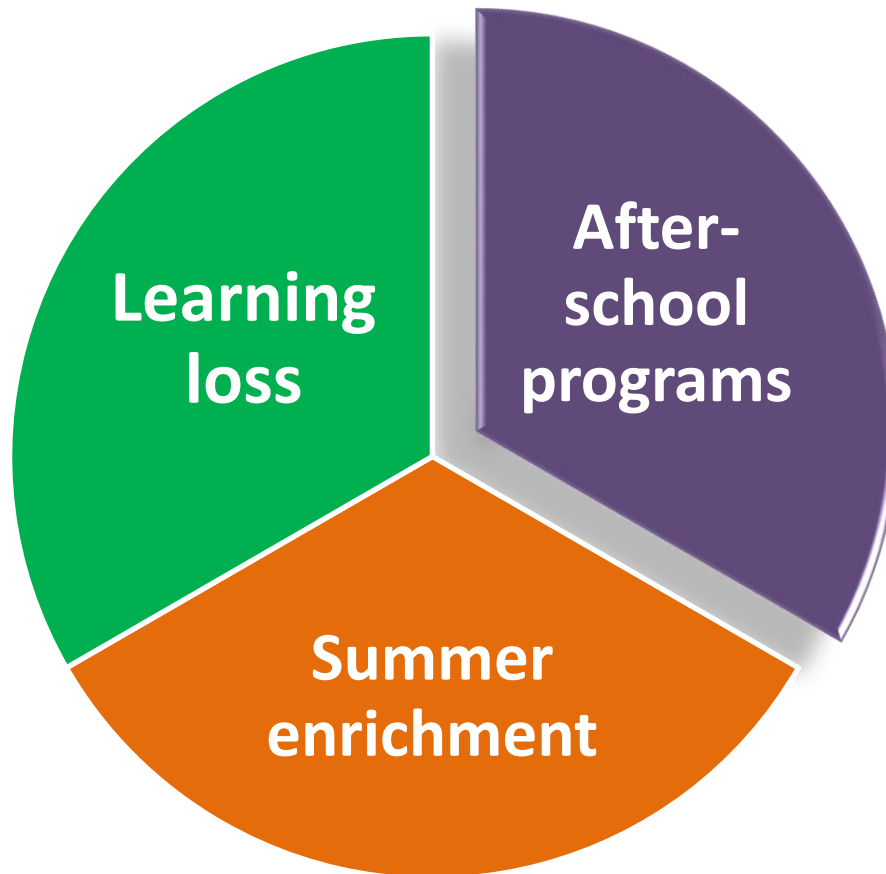
ESSER Purpose and Reservation

- ESSER I – Prevent, prepare for, and respond to COVID-19
 - No reservation.
- ESSER II - “Additional” use of funds to:
 - Address learning loss.
 - Prepare schools for reopening, and testing, repairing, and upgrading projects to improve air quality in school building.
 - No reservation.
- ESSER III - “Additional” requirement:
 - Reservation.
 - LEA must reserve not less than 20% of its total allocation to address learning loss through the implementation of evidence-based interventions. (See slide 27 for definition.)

Note: ESSER II and III funds may be used for the same allowable purposes under the CARES Act.



ESSER III - State-Level Reservations



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Allowable Expenditures





Factors to Consider

Ask the following to determine if an activity is an allowable:

- Is the expenditure 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 expenditure fall under one of the authorized uses of Elementary and Secondary School Emergency Relief (ESSER) funds?
- Is the expenditure permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200)?
- Is the expenditure necessary, reasonable, and allocable for the performance of the ESSER award?

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Allowable Use of Funds

1. Providing any activity authorized by the ESEA; Individuals with Disabilities Education Act (IDEA); Adult Education and Family Literacy Act; Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V); and subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
2. 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.
3. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
4. Conducting 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. This includes how outreach and service delivery will meet the needs of each population.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs
6. Training and professional development for staff of an LEA pertaining to sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such LEA.

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Allowable Use of Funds (cont.)

8. 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 IDEA, and ensuring other education services can continue to be provided consistent with all federal, state, and local requirements.
9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by an LEA that aids in regular and substantive educational interaction between students, including low-income students and students with disabilities, and their classroom instructors. Such items may include assistive technology or adaptive equipment.
10. Providing mental health services and supports.
11. 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.
12. Addressing the academic impact of lost instructional time among an LEA's students, including low-income students, students with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. Such activities include:
 - Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - Implementing evidence-based activities to meet the comprehensive needs of students.
 - Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - Tracking student attendance and improving student engagement in distance education.



Allowable Use of Funds (cont.)

13. Repairing and improving school facilities to enable their operation to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
14. Inspecting, testing, maintaining, repairing, replacing, and upgrading facilities by completing projects, including mechanical and nonmechanical heating, ventilation, and air conditioning systems; filtering, purification, and other air cleaning; fans and control systems; and window and door repair and replacement, to improve the indoor air quality in school facilities.
15. Developing strategies and implementing public health protocols, including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
16. Conducting other activities that are necessary to maintain the operation of and continuity of services in the LEA and to continue to employ existing staff of the LEA.



Allowable Expenditure Examples





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.



Projects to Improve Air Quality and Promote Social Distancing

- ESSER funds may be used to make necessary improvements, for example:
 - To improve air quality and support social distancing, so that teachers and students may safely return to and continue in-person instruction.



Projects to Improve Air Quality and Promote Social Distancing (cont.)

This might include:

- Renovations that permit an LEA to clean effectively (e.g., replacing old carpet with tile that could be cleaned more easily) or
- Creating a learning environment that could better sustain social distancing (e.g., bringing an unused wing of a school into compliance with fire and safety codes in order to reopen it to create more space for students to maintain appropriate social distancing).
- School facility repairs and improvements to enable schools to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems; filtering, purification, and other air cleaning; fans and control systems; and window and door repair and replacement.



Construction

Authorized under Title VII of the ESEA (Impact Aid) and therefore is an allowable use of ESSER funds.

- The broad Impact Aid definition of “construction” includes new construction as well as remodeling, alterations, renovations, and repairs.
- However, the department discourages LEAs from using ESSER funds for new construction because this use of funds may limit an LEA’s ability to support other essential needs or initiatives.
 - Remodeling, renovation, and new construction are often time-consuming, which may not be workable under the shorter timelines associated with ESSER funds.



Construction (cont.)

Construction activities are subject to a number of additional federal requirements:

1. Cost Principles in 2 CFR Part 200, subpart E (e.g., the cost must be “necessary and reasonable” [2 CFR §§ 200.403-200.404]);
2. Meet the overall purpose of the CARES Act, CRRSA Act, or ARP Act programs, which is “to prevent, prepare for, and respond to” COVID-19; and
3. Consistent with the proper and efficient administration of those programs.



Construction (cont.)

Remodeling, renovation, and new construction must comply with additional federal requirements.

- For example, projects require prior written approval by an LEA's Governor or SEA.
- Approved construction projects must comply with applicable:
 - Uniform Guidance requirements,
 - Davis-Bacon prevailing wage requirements, and
 - All of the department's applicable regulations regarding construction at 34 CFR §§ 76.600 and 75.600-75.618.



ESSER III - Plans

- Safe Return to In-Person Instruction and Continuity of Services Plan - Section 2001(i)
- Use of ARP ESSER Funds Plan





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

- Requires the LEA to develop and make publicly available on its website a plan for the safe return to in-person instruction and continuity of services within 30 days after receiving its allocation.
- 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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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.

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Reporting



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Maintenance of Equity - Section 2004

- Ensures that essential resources are meeting the needs of students who have been subject to longstanding opportunity gaps in our education system.
- MOEquity must demonstrate that an LEA does not disproportionately reduce:
 - State and local per-pupil funding in high-poverty schools.
 - The number of full-time-equivalent staff per pupil in high-poverty schools.



ESSER III Intervention Reporting

- ARP ESSER requires enhanced reporting from ISBE and the LEAs.
- Reporting will be required semiannually.
- LEAs 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
 - Social-emotional learning and mental health activities
 - And other interventions utilized
- LEAs 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.



- [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](#)
- [ESSER Resource](#)

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

- The ARP Act defines the term “evidence-based” per ESEA Section 8101(21).
- “Evidence-based” includes 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
 - 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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THANK YOU!

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