

Learning Renewal Resource Guide

Equity • Quality • Collaboration • Community



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The COVID-19 pandemic has impacted all students and exacerbated existing challenges in our education system

Interruptions to traditional learning have impacted students both academically and social-emotionally

Lower-income students and students of color were more likely to experience extended periods of disrupted learning

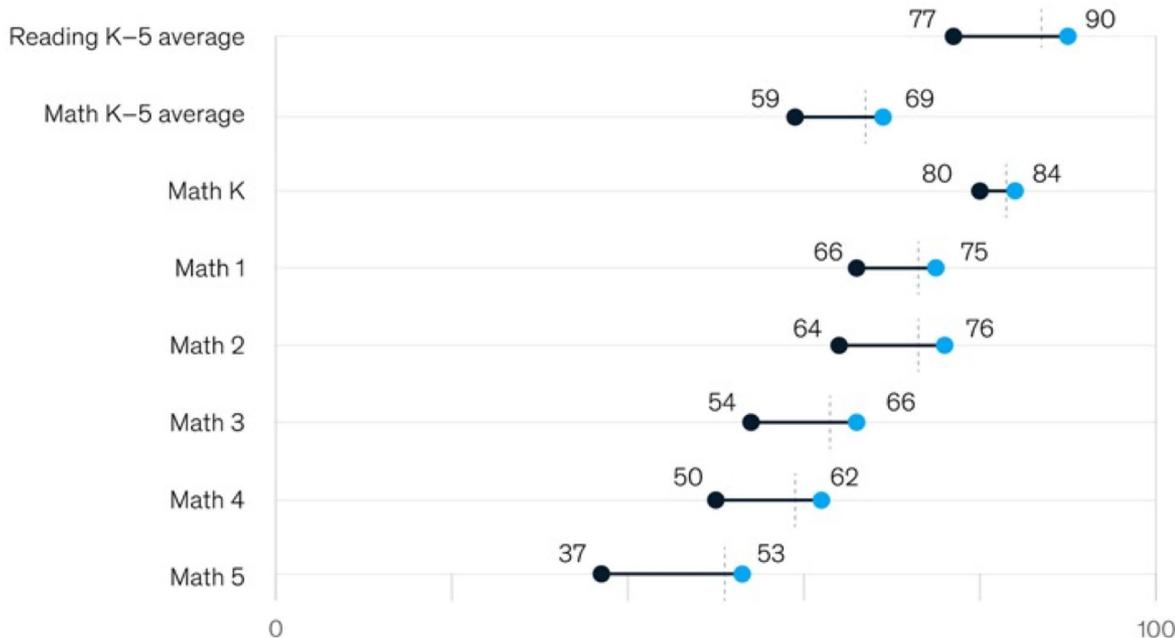


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We have opportunity to interrupt inequity and the disproportionate impact of COVID on our students of color

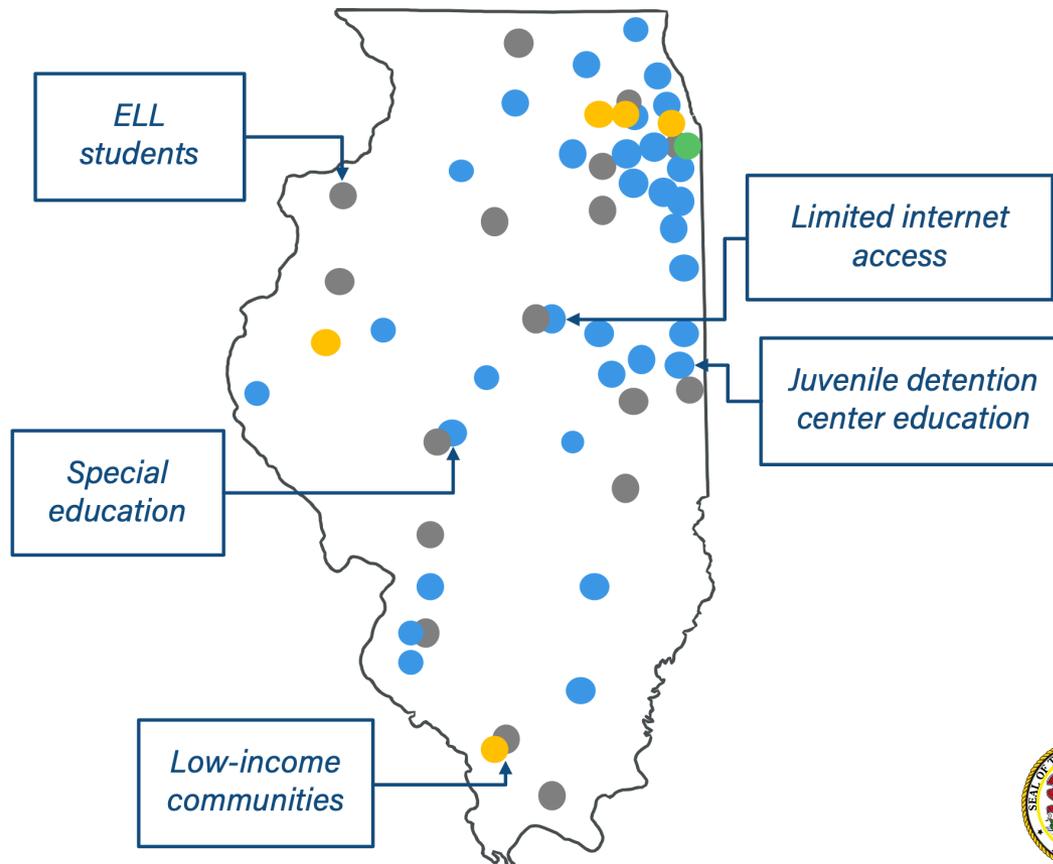
Amount students learned in the 2019–20 school year, % of historical scores¹

● Schools with >50% students of color All schools average ● Schools with >50% white students



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Learning renewal guide was developed through stakeholder engagement



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Consider the 3-5 biggest challenges facing your local education system

Review chapter topics

Focus on key initiatives

Review priority initiatives with team

Leverage case studies

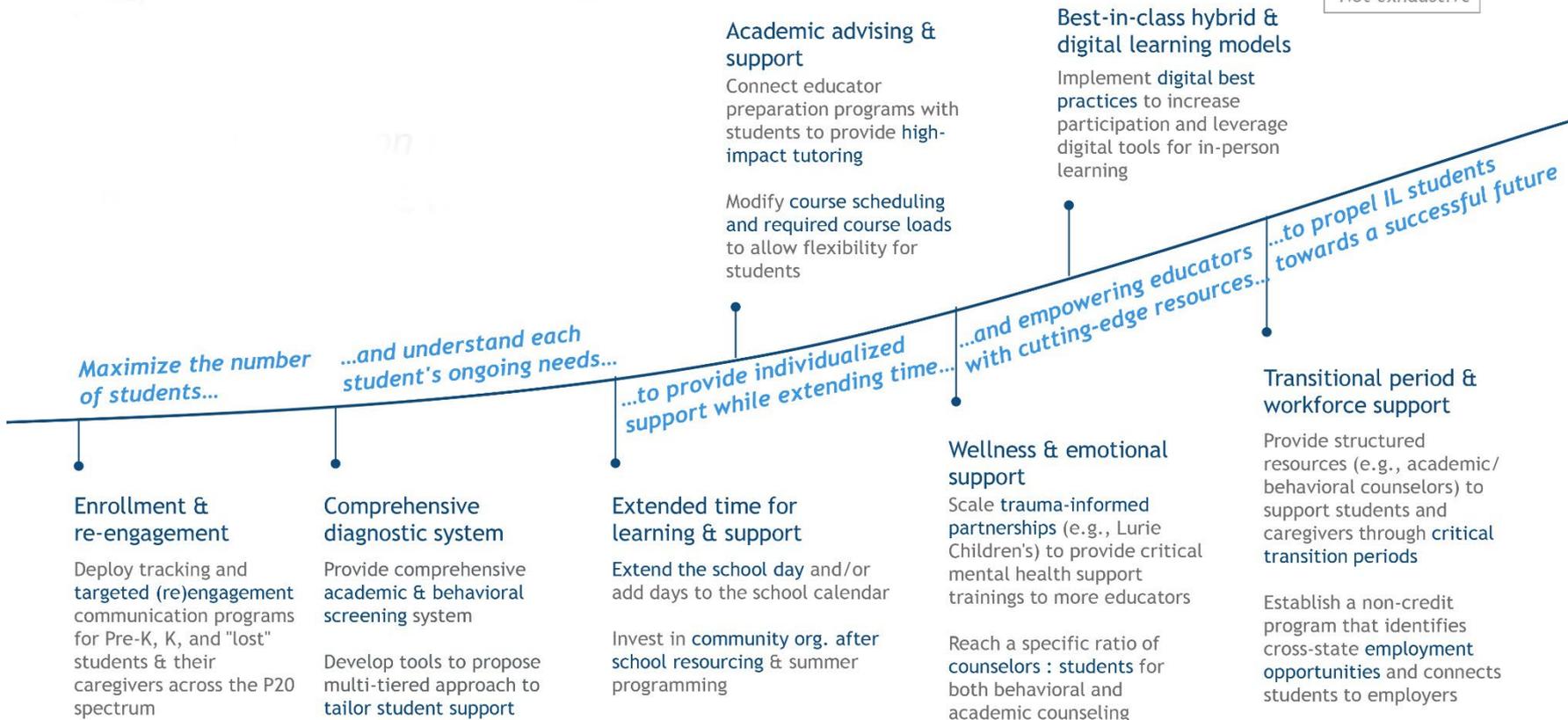
Provide feedback and content



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Road to Renewal

*Not exhaustive



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12 Priority Topic Areas

1. Support enrollment, retention, and re-engagement initiatives to ensure academic progression across P-20 spectrum
2. Build individualized student fact base with academic and behavioral diagnostics and progress monitoring
3. Reimagine school calendar and expand school day/year
4. Provide out-of-classroom learning experiences through tutoring, after school, summer camps, etc.
5. Connect districts/institutions with community organizations that connect students to comprehensive support
6. Enhance accessibility of academic & behavioral counseling resources, especially for at-risk students (including year-round support)
7. Invest in infrastructure for mental wellness and trauma-informed, culturally responsive schools, including educator P.D. and support
8. Evaluate and improve hybrid/remote learning models to develop long-term digital strategic priorities
9. Improve quality of learning through altered classroom structures, educator professional development, and digital tools
10. Increase flexibility of secondary, post-secondary environment to accommodate for other responsibilities
11. Support students with structured engagement and enhanced communications in transition periods
12. Design an integrated education/workforce strategy and playbook and offer work-driven credit opportunities



ARP ESSER overview

\$5,054,988,054
State Allocation
90% LEA
Allocation

**Application
To Be
Released
July 1**

**No
Supplement,
Not Supplant
Requirement**

Safe Return to In-Person Instruction Requirement

“An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan.”



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Authorizing legislation

ESSER I (CARES Act)	ESSER II (CRRSA Act)	ARP ESSER (ARP Act)
<ul style="list-style-type: none">• Section 18003 of Division B of the Coronavirus Aid, Relief, and Economic Security (CARES) Act	<ul style="list-style-type: none">• Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act	<ul style="list-style-type: none">• Section 2001 of the American Rescue Plan (ARP) Act



Periods of fund availability

ESSER I (CARES Act)	ESSER II (CRRSA Act)	ARP ESSER (ARP Act)
<ul style="list-style-type: none">• May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared.• Available for obligation by State Educational Agencies (SEAs) and subrecipients through September 30, 2022.	<ul style="list-style-type: none">• May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared.• Available for obligation by SEAs and subrecipients through September 30, 2023.	<ul style="list-style-type: none">• May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared.• Available for obligation by SEAs and subrecipients through September 30, 2024.



LEA uses of funds and reservations

ESSER I (CARES Act)	ESSER II (CRRSA Act)	ARP ESSER (ARP Act)
<ul style="list-style-type: none"> • The CARES Act includes allowable uses of funds related to preventing, preparing for, and responding to COVID-19. • ESSER funds may be used for the same allowable purposes as ESSER II and ARP ESSER, including hiring new staff and avoiding layoffs. • No required reservations of funds. 	<ul style="list-style-type: none"> • ESSER II funds may be used for the same allowable purposes as ESSER and ARP ESSER, including hiring new staff and avoiding layoffs. • Note that the “additional” LEA allowable uses of funds under the CRRSA Act (addressing learning loss, preparing schools for reopening, and testing, repairing, and upgrading projects to improve air quality in school buildings) already are permitted under the CARES Act. • No required reservations of funds. 	<ul style="list-style-type: none"> • 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 afterschool programs, or extended school year programs, 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. • The remaining ARP ESSER funds may be used for the same allowable purposes as ESSER and ESSER II, including hiring new staff and avoiding layoffs.



Maintenance of equity

ESSER Fund (CARES Act)	ESSER II Fund (CRRSA Act)	ARP ESSER (ARP Act)
<ul style="list-style-type: none">• Not applicable	<ul style="list-style-type: none">• Not applicable	<ul style="list-style-type: none">• The ARP (section 2004(b) and (c)) contains both State and LEA maintenance of equity requirements for each of FYs 2022 and 2023. The Department intends to provide additional guidance on these important requirements.



Use funds holistically

What data does the district have available to identify which students are experiencing the most unfinished learning, and in which areas?

Based on the data, what specific, evidence-based supports will most benefit students?

Are these supports needed for a broad group of students or for a specific group of students?

What data will the district collect to ascertain the impact of the supports on student learning recovery?

Is the planned expenditure a recurring cost?

If so, and if ESSER funds are the proposed funding source, are there other funding options to cover these costs after the ESSER funds are no longer available?

If the planned expenditure is for a specific student group covered under Title or IDEA, consider first using Title or IDEA funds to cover all or part of the expenditure.



Four state-led initiatives

High-impact tutoring with a focus on aligning tutoring with classroom instruction throughout the school year and during the summer.

Interim assessment, to provide reliable measures for understanding the impact on student learning so educators can target their responses to students' needs.

Bridge/transition supports, to encourage enrollment in both early childhood programs and higher education.

SEL community partnerships including with the Center for Childhood Resilience (CCR), housed at Lurie Children's Hospital.



Questions?



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