



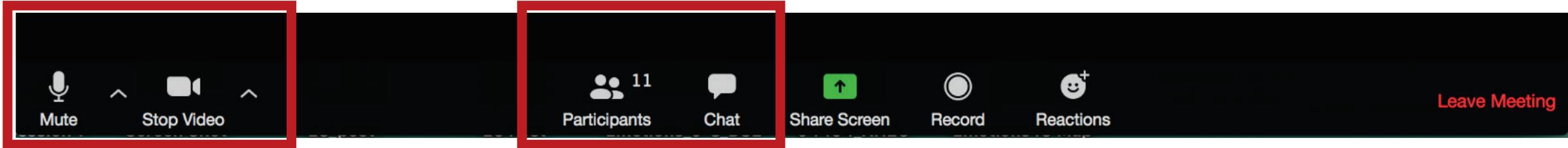
# Illinois Peer to Peer Series

## ESSER Funding

**July 8, 2021**

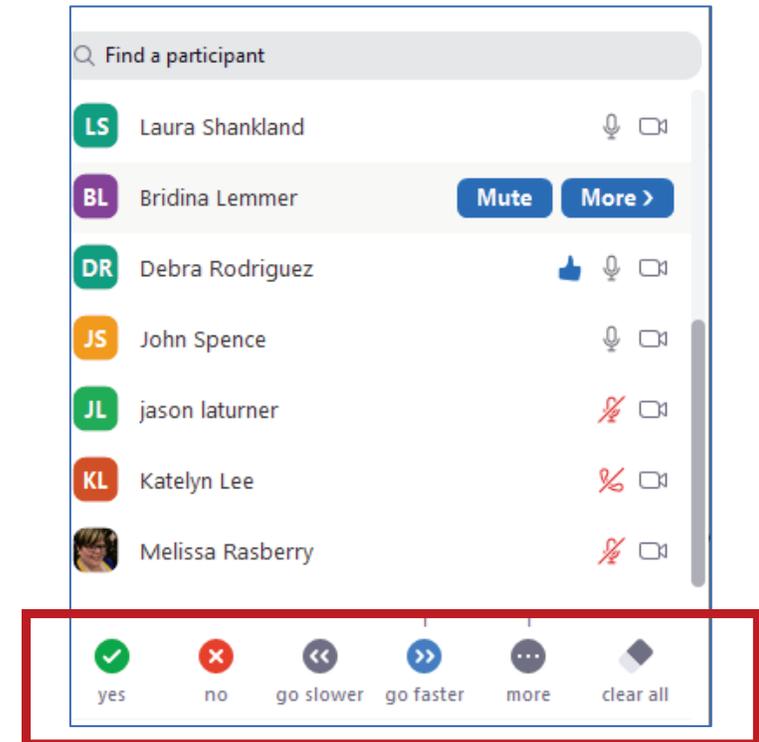
Illinois State Board of Education  
Illinois Association of Business Officers  
Region 9 Comprehensive Center

# Using the Zoom Platform



- Use the black bar on your screen to control your audio and video, and to view the participant list and chat.
  - When you join, your audio will be muted. Please remain muted when you're not speaking.
  - We welcome you to turn on your camera and join us via video.
- Use the “Raise Hand” button on your participant feedback bar to volunteer to speak; the presenter will call on you.
- Use the chat to message Crystal Darby or Fateema Blackwell for tech support.

## Participant List

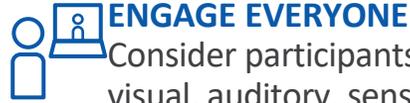


# Virtual Meeting/Conference Recording Notice

The American Institutes for Research® (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without the permission of AIR.

# AIR Inclusive Meeting Guidelines

## Hosting and Participating in Meetings



### ENGAGE EVERYONE

Consider participants' needs (e.g., visual, auditory, sensory, cognitive, physical, and language). Establish meeting norms to encourage participation. Ask participants if they can see and hear. Designate a meeting monitor to address audio/visual issues and respond to virtual participants' comments and questions.



### BE HEARD AND SEEN

Project your voice when speaking. Permit one speaker at a time and avoid overlapping and sidebar conversations. Allow people to see your facial expressions and body language clearly. Position everyone so they can be seen on-screen. For virtual participants, promote webcam use.



### ACKNOWLEDGE SPEAKER

Raise your hand or provide another auditory or visual cue before speaking to identify yourself as the speaker. State your name for those who cannot see you. When asking for questions or comments, allow 5 to 7 seconds for participants to unmute phones. Be comfortable with wait time.



### MAXIMIZE MICROPHONES

Microphone(s) are needed for face-to-face and virtual meetings and are critical for engaging remote colleagues and persons with hearing loss. Set up microphone(s) for the facilitator and attendees and ensure that hand-held microphones are available for groups with audience participation. Ensure speakers are near a microphone.



### MINIMIZE NOISE

Avoid moving around or shuffling materials on a desk. Eliminate crunching or chewing noises and loud typing, which interfere with sound quality for virtual participants and are amplified by microphones and hearing aids. Speak from a stationary position to keep the audio clear. Mute your phone or computer when not speaking.



### MAXIMIZE VISUAL DISPLAYS

E-mail materials in advance of meeting. Display meeting documents on-screen, and capture main discussion points verbally and visually by taking notes or using the "chat box," Skype, or other means. If a participant asks for clarification, rephrase the content instead of repeating it. Assign a meeting notetaker so that the meeting leader and monitor can focus on engagement. Notes are also helpful for people with hearing loss who may not have heard the content.

These guidelines are intended to improve the meeting experience for virtual participants, as well as people with hearing loss, visual impairment, and those for whom English is an additional language. Developed by the Access AIR and AIR CREW Employee Resource Groups With Support From the AIR Diversity and Inclusion Office.

# Have you Ever...?

In the chat box,  
introduce yourself with:

- Your district and role.
- What are some things you have done (or might want to do) on a vacation break?

**1 Scuba**



**2 Hot Air Balloon**



**3 West Ghost Town**



**4 Climbing Wall**



**5 Pottery Wheel**



**6 Visit Rome**



**7 Sky Dive**



**8 Family Picnic**



**9 Ride a Camel**



**10 Backyard Camp**



**11 Ocean Cruise**



**12 Pan for Gold**



# Agenda

# Agenda

- » 9:00 a.m. **Welcome and Introductions**
  - > ISBE, IASBO, Region 9 CC Team
  - > Purpose and Objectives
- » 9:15 a.m. **Braiding and Blending Funds**
- » 9:35 a.m. **Panel Discussion**
- » 10:20 a.m. **Whole Group Sharing**
- » 10:25 a.m. **Closing and Adjourn**

# Purpose

ISBE is hosting a peer-to-peer (P2P) series for district leadership to:

- **Partner with other districts** to collaboratively navigate fiscal challenges in relations to COVID-19 and ESSER allocations.
- Identify **strategic considerations for mitigating common challenges** that may arise in the use of ESSER or other funds.
- **Identify tools and resources** to support successful use of funding to address student learning renewal.
- **Contribute to a research-based resource** that can be shared with school and district leaders across Illinois and the nation.

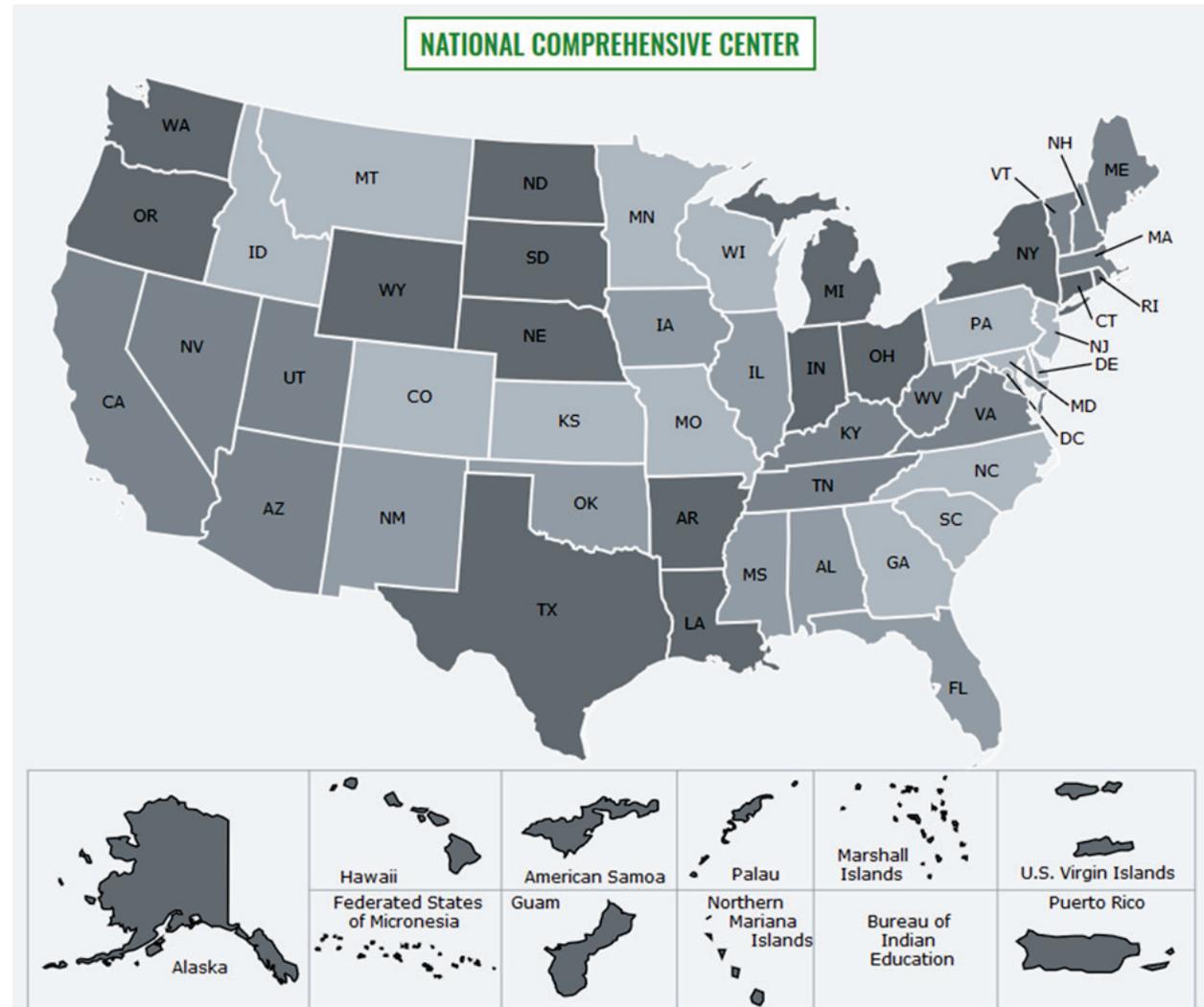
# What Is the Region 9 Comprehensive Center?

- Provides capacity-building services to state, district, and school leaders in Illinois and Iowa.
- Operated by the American Institutes for Research through a U.S. Department of Education grant.
- Three focus areas:
  - **Support** the region in making measurable progress toward key education priorities.
  - **Connect** partners with expertise and evidence-based resources.
  - **Elevate** success stories from across the region.



# We Are Part of the Comprehensive Center Network

- 19 regional centers and a national center that provide capacity-building services.
- Goal of improving educational outcomes and instructional quality for all students.
- Funded by 5-year grants from the U.S. Department of Education.
- Current grant cycle began in fall 2019.



# Objectives

- Participants should expect to:
  - **Be led to think about methods** to coordinate funding streams to support student learning and recovery programs funded through ESSER
  - Be provided with opportunities to **learn from peers** about how they are currently planning to blend federal funded initiatives
  - **Identify actionable** steps for using district funds in effective and impactful ways to support student learning



# Needs-Sensing Survey Results

» Four priority topics:

- > **District ESSER Funding Flexibility:** What is allowable?
- > **How to use ESSER Funds:** Effectively supporting operational expenditures, past and present.
- > **Making Sustainable Decisions with One-Time-Use Funds:** How to use funds for lasting impact.
- > **Blending, Braiding and Coordinating the Use of all Federal Funds:** How to best leverage federal funds.



# Review of Previous Sessions

Session 1: What is allowable and how to use ESSER funds: Effectively supporting operational expenditures.

- Presentation by ISBE
- Panel with ISBE, IASBO and Dr. Norrell

Session 2: Sustainable decision making with these one time use funds

- Presentation by FedEd Group
- QA session with ISBE and FedEd
- Breakout Room Conversations

# Blending and Braiding of Federal Funding

*When you think about blending and braiding of federal funds, what innovative ways have you designed to support student learning needs?*



# Leveraging Resources: Blending and Braiding Funds



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# What is Blending and Braiding?

## Blending

- Combined financial assistance under a single set of reporting and other requirements.
- Each individual funding source loses its original identity.



## Braiding

- Coordinated financial assistance from several sources.
- Each individual funding source maintains its identity.



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# Why Districts Blend and Braid Funds

- Coordinating grant spending can support activities that drive performance and improve outcomes for all students.
- The decision on whether it is appropriate to braid or blend funds is program- and situation-specific.
- The Consolidated District Plan (CDP) serves as a tool to connect federal funding sources.



# An Overview of Blending and Braiding



## Plan

- Assess the needs of your district using tools, such as the CDP.
- Identify the cost and components of activities.



## Resource/Cost Allocation Method

- Identify federal grants.
- Determine if costs are necessary or reasonable.



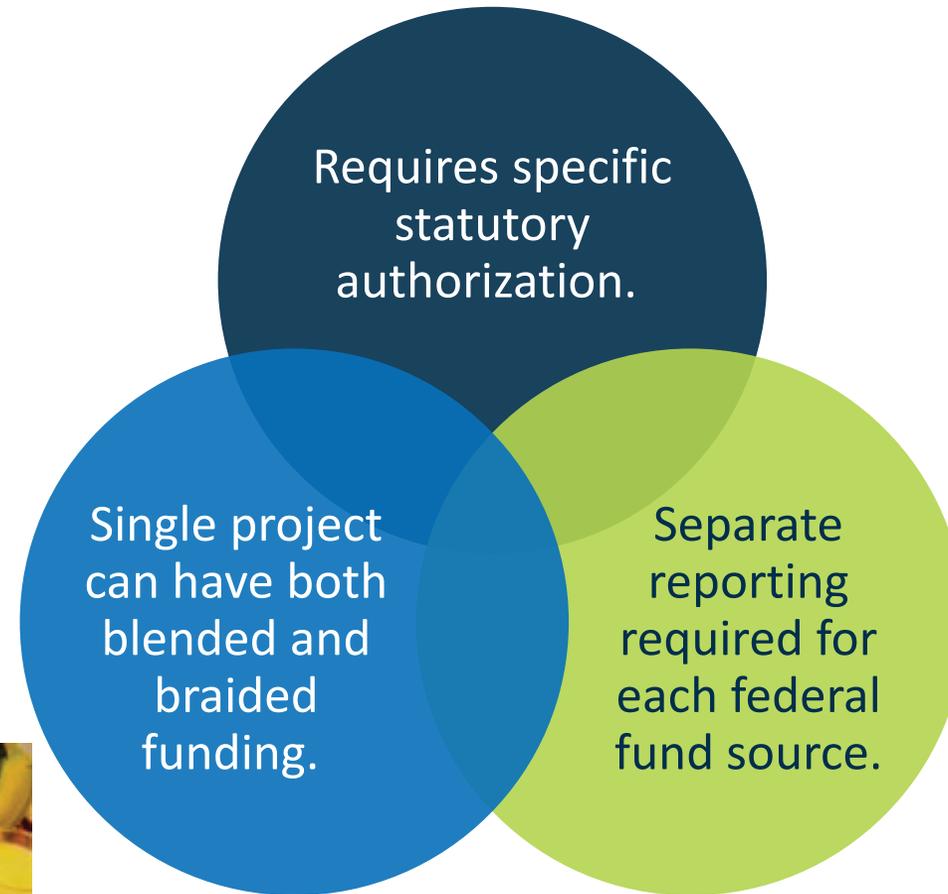
## Report

- Verify consistency with your CDP.



# Blending

“... financial assistance is combined under a single set of reporting and other requirements, and resources contributed from each individual funding stream lose their original award-specific identity.”



# Hybrid Blending

Currently, only **hybrid blending** (funds lose specific identity) of Title I, II, and IV is available in ISBE grant process:

- Transferability: **Between Title II and IV or Title II and IV into Title I.** The funds appear blended to the grant reviewer and grantee.
- However, the funds maintain their original identity in reporting



# Hybrid Blending Scenario

**Plan:** Based on the comprehensive needs assessment, the district identified a need to provide early intervening services to non-disabled, struggling students.

**Resources:** *Title I-A, Title II-A, and IV-A*

## **Reporting/Documentation:**

- Consolidated District Plan
- Title I Schoolwide Plan
- GATA Reporting (Performance reports)
- Expenditure Reimbursement Reports

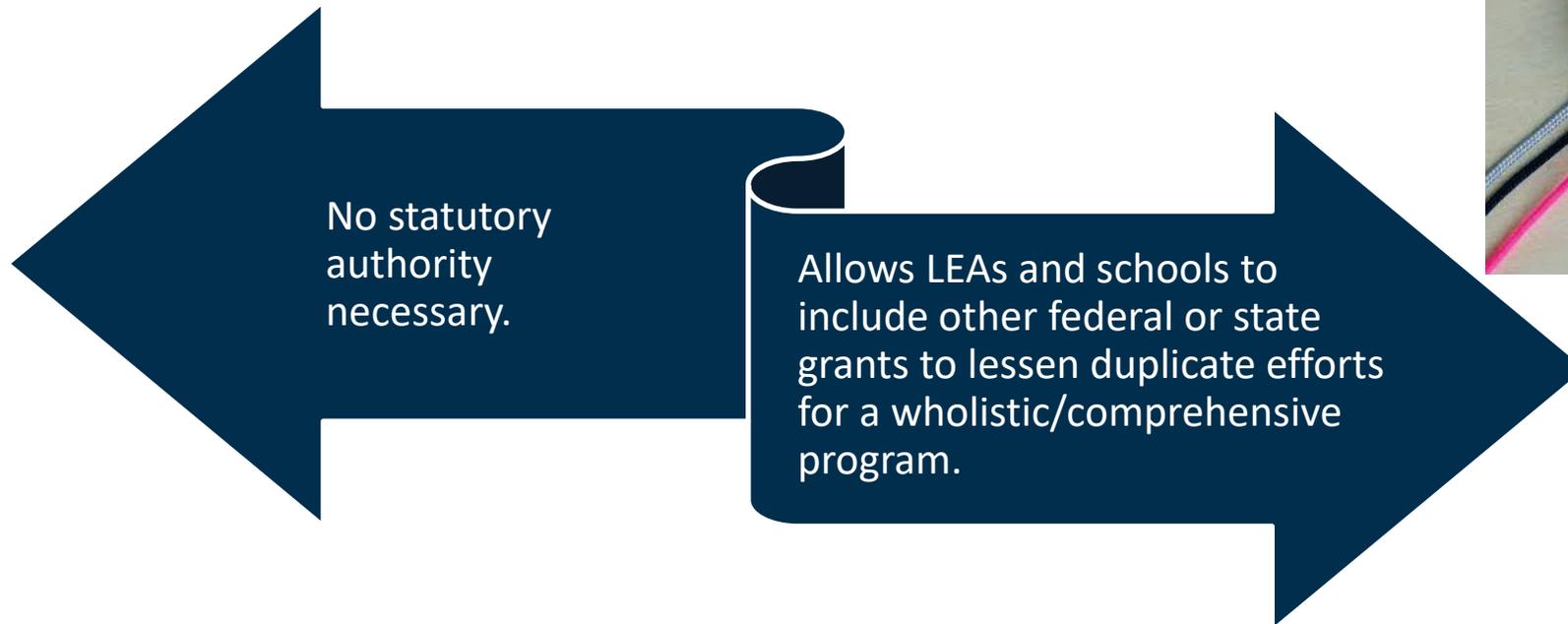
\*This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements.



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# Braiding

Financial assistance from several sources is coordinated ... to support a single initiative or strategy, while each individual award maintains its award-specific identity.



No statutory authority necessary.

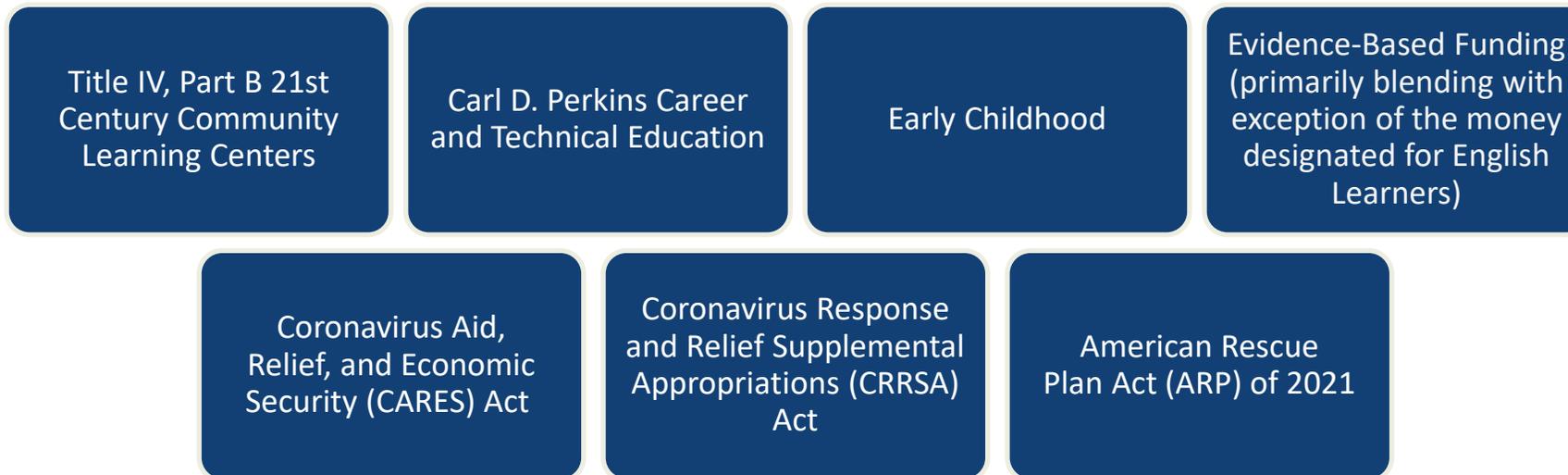
Allows LEAs and schools to include other federal or state grants to lessen duplicate efforts for a wholistic/comprehensive program.



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# Additional funding opportunities for braiding

The list below provides examples of additional funding sources that can be braided, but it is not exhaustive.



# Braiding and Allocability

There are important administrative considerations when an LEA braids multiple funding sources to support a single project.

The LEA must demonstrate allocability: Costs charged to each federal program were allocable to that program.

In other words, a federal program that funds a portion (or all) of a project, must receive a benefit relative to the contribution it makes.



# General Requirement for Allocability

This standard is met if the cost:

- Is incurred specifically for the grant award;
- Benefits both the grant award and other work of the grantee and can be distributed in proportions that can be reasonably approximated; and
- Is necessary to the overall operation of the grantee and is assignable in part to the federal award in accordance with the principles in this subpart.



# Direct Cost Allocation Principles

- A cost that benefits two or more projects or activities in proportions that can be determined without undue effort or cost must be allocated to the projects based on the proportional benefit.
- A cost that benefits two or more projects or activities in proportions that cannot be determined because of the interrelationship of the work involved may be allocated or transferred to projects that are benefited based on any reasonable, documented basis.



# Braiding Scenario 1

**Plan:** The LEA has a multi-tiered system of support (MTSS) in which federal program funds are used to serve each program's subgroup of students.

**Resources:** *Title I-A , IDEA ,Title II, Title III, Title IV*

## **Reporting/Documentation:**

- Consolidated District Plan
- Title I Schoolwide Plan
- GATA Reporting (Performance reports)
- Expenditure Reimbursement Reports

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# Braiding Scenario 1 — Cost Allocation

In this example, the cost allocation is straightforward. Each grant program expends funds on a specific aspect of the MTSS. Since each individual expenditure is contained within an individual grant (i.e., no costs are shared between or among grants), the costs are charged to and claimed within each individual grant directly as planned.

## **Costs claimed as follows:**

Title I Part A — Costs related to the screener, the assessments, and the intervention program

IDEA — Costs related to the supplemental intervention programming for children with disabilities

Title II — Costs related to professional development on the intervention program for all teachers

Title III — Costs related to supplemental intervention programming for English Learners

Title IV — Costs related to the technology needs for the program.



# Braiding Scenario 2

**Plan:** To mitigate learning loss, the LEA plans to offer a summer school program.

**Resources:** ESSER III ARP, Title I-A , IDEA ,Title II, Title III

## **Reporting/Documentation:**

- Consolidated District Plan
- Title I Schoolwide Plan
- GATA Reporting (Performance reports)
- Expenditure Reimbursement Reports

\*This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements



# Braiding Scenario 2 — Cost Allocation

In this example, the cost allocation is straightforward. Each grant program expends funds on a specific aspect of the Learning Loss Plan. Since each individual expenditure is contained within an individual grant (i.e., no costs are shared between or among grants), the costs are charged to and claimed within each individual grant directly as planned.

## **Costs claimed as follows:**

ARP ESSER III – Costs related to teacher salaries and benefits

Title I, Part A – Costs related to supplemental materials and supplies for the summer school program

IDEA – Costs related to supplemental intervention programming for children with disabilities for the summer school program

Title II – Costs related to professional development on the summer school program for all teachers

Title III – Costs related to supplemental programming to support English Learners for the summer school program.

Title IV – Costs related to the well-rounded curriculum for summer school program



# Braiding Scenario 3

**Plan:** To support the inclusion of students with disabilities in the general education environment, the district will increase opportunities for co-teaching by general and special educators.

**Resources:** ESSER III ARP, *IDEA*, *Title II*, *Title III*

## **Reporting/Documentation:**

- Consolidated District Plan
- GATA Reporting (Performance reports)
- Expenditure Reimbursement Reports

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# Braiding Scenario 3 – Shared Grant Expenditures Cost Allocation Example 1

Expense Amount = \$10,000

Scenario: Costs for adaptive software application and supplies for children with disabilities are allocated to IDEA and ARP ESSER III based on the ratio of those program’s personnel costs (salaries and applicable benefits) to the total of such personnel costs as follows:

Grant	Personnel Costs	Percentage	Amount Allocated
IDEA	\$100,000	67%	\$6,700
ARP ESSER III	\$50,000	33%	\$3,300
Total	\$150,000	100%	\$10,000



# Braiding Scenario 3 – Shared Grant Expenditures Cost Allocation Example 2

Expense Amount = \$10,000

Scenario: Costs for adaptive software application and supplies for children with disabilities are allocated to IDEA and ARP ESSER III based on the ratio of each program's expenses (direct costs other than salaries and applicable benefits) to the total of such expenses as follows:

Grant	Program Costs	Percentage	Amount Allocated
IDEA	\$75,000	75%	\$7,500
ARP ESSER III	\$25,000	25%	\$2,500
Total	\$100,000	100%	\$10,000



# Braiding Scenario 4

**Plan:** To address the district's disproportionate number of suspensions for Hispanic students with disabilities, the district will focus on its social and emotional (SEL) programming.

**Resources:** IDEA, ARP ESSER III, Title I Part A, Title III, Title IV Part A

**Documentation:**

- Consolidated District Plan
- GATA Reporting (Performance reports)
- Expenditure Reimbursement Reports

\*This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements



# Braiding Scenario 4 – Shared Grant Expenditures Cost Allocation Example 1

Expense Amount = \$40,000

Scenario: Costs for additional instructional and assessment materials are allocated to IDEA and ARP ESSER III based on the ratio of those program’s personnel costs (salaries and applicable benefits) to the total of such personnel costs as follows:

Grant	Personnel Costs	Percentage	Amount Allocated
IDEA	\$250,000	83%	\$33,200
ARP ESSER III	\$50,000	17%	\$6,800
Total	\$300,000	100%	\$40,000



# Braiding Scenario 4 – Shared Grant Expenditures Cost Allocation Example 2

Expense Amount = \$40,000

Scenario: Costs for additional instructional and assessment materials are allocated to IDEA and ARP ESSER III based on the ratio of each program's expenses (direct costs other than salaries and applicable benefits) to the total of such expenses as follows:

Grant	Program Costs	Percentage	Amount Allocated
IDEA	\$175,000	70%	\$28,000
ARP ESSER III	\$75,000	30%	\$12,000
Total	\$250,000	100%	\$40,000



# Braiding Scenario 5

**Plan:** Based on a comprehensive needs assessment, the district will implement a Sheltered Instruction Observation Protocol (SIOP) in all general education classrooms to meet the needs of English Learners.

**Resources:** Title I-A, Title II-A, Title III, IDEA

## **Reports/Documentation:**

- Consolidated District Plan
- Bilingual Service Plan
- GATA Reporting (Performance reports)
- Expenditure Reimbursement Reports

\*This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements



# Braiding Scenario 5 — Cost Allocation

This cost allocation is straightforward. Each grant program expends funds on a specific aspect of the school-wide sheltered instructional observational protocol (SIOP). Since each individual expenditure is contained within an individual grant (i.e., no costs are shared between or among grants), the costs are charged to and claimed within each individual grant directly as planned.



# Financial Management Considerations

- Federal funds are spent properly on allowable costs.
- There is sufficient evidence to prove the funds were spent properly.
- Financial records are sufficiently detailed to identify the source and application of grant funds to the individual expenditure level.



# Supplement, not Supplant

- Funds made available under specific title shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under the title.
- Title I, Part A: Maintain Title I neutrality and demonstrate resource allocation methodology.
- IDEA Part B: Funds provided must be expended in accordance with the applicable provisions of IDEA; must be used only to pay the excess costs of providing special education and related services to children with disabilities; and must be used to supplement state, local, and other federal funds and not to supplant those funds.



# Inventory and Supply Considerations

- Complete and accurate property records, internal control systems, maintenance procedures, etc.
- Accurate and timely tracking.



# Time and Effort Considerations

- Salaries and wages based on records that accurately reflect the work performed.
- Internal controls that ensure accuracy, allowability, and allocability.
- Reflect the total activity for which the employee is compensated.



# Additional Considerations

It is important to keep in mind general allowability considerations when interacting with any grant awards.

To be allowable under a grant award, in general, a claimed cost must be:

- Reasonable
- Necessary
- Allocable
- Documented
- The cost must also meet allowability requirements for specific cost categories.



# Blending and Braiding Summary



# Resources

[Federal Uniform Guidance - 2 CFR 200](#)

[ISBE Grants Fiscal Procedure Handbook](#)

[Elementary and Secondary School Emergency Relief I webinar](#)

[Elementary and Secondary School Emergency Relief II webinar](#)

[Frequently Asked Questions Elementary and Secondary School Emergency Relief Programs and Governor's Emergency Education Relief Programs](#)



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# Questions



- For questions related to blending and braiding, please fill out the form via the QR code or the link below:
- [Blending and Braiding questions](#)



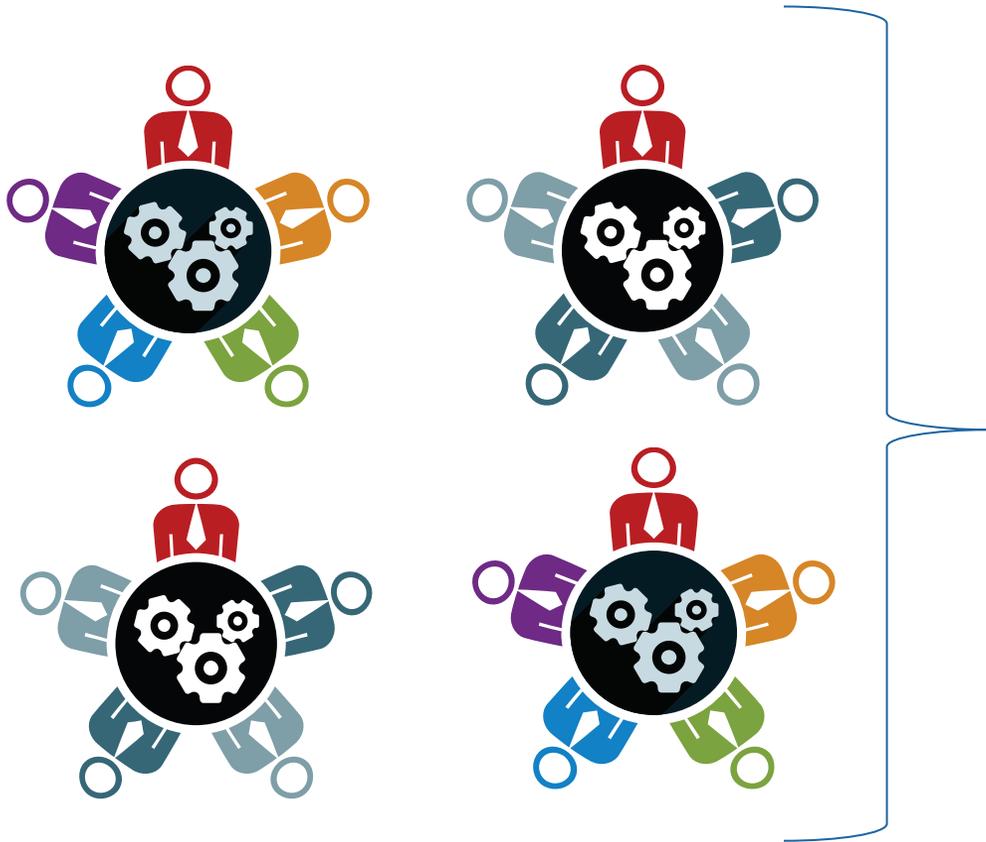
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Executive Director IASBO

**Susan Harkin**  
Superintendent District 300

**David Hill**  
Superintendent District 93

**Illinois State Board of  
Education Team**

# Debrief Discussion – Whole Group



## Reflection on Today

1. What is one key takeaway for you from today's conversation?
2. What additional questions or comments do you have?

# Next Steps

- Monthly Conversations
- Sign-up for the Region 9 CC Newsletter
- Ask A REL
- National Center Resources
- Follow-up email with resources
- End of session survey



# Thank you!

## End of Session Survey



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