



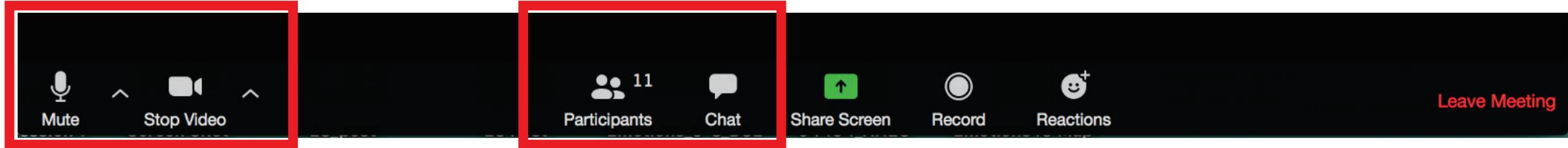
Illinois Peer to Peer Series

ESSER Funding

June 17, 2021

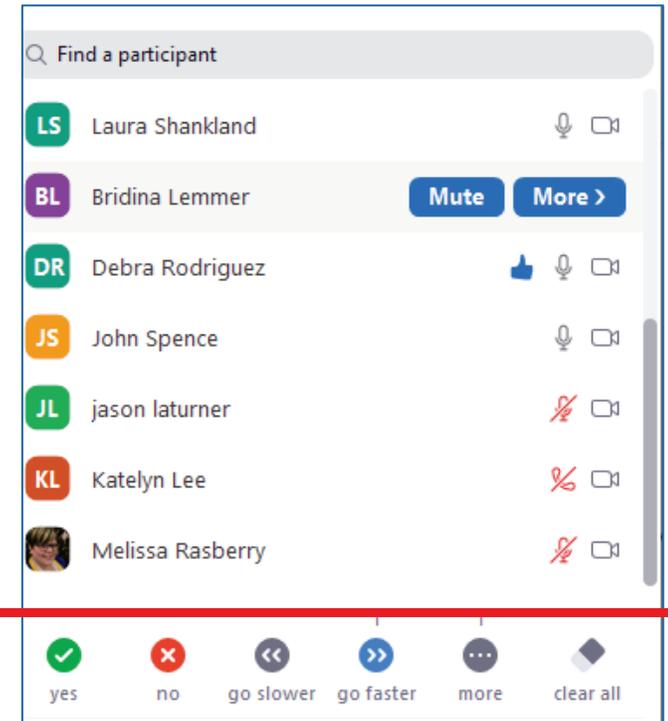
Illinois State Board of Education
Illinois Association of Business Officers
Region 9 Comprehensive Center

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 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.

Ice Breaker

In the chat box, introduce yourself with:

>>Your district

>>Your role

>>Which image represents a summer activity you enjoyed as a youth? Which would you enjoy now?

1



2



3



4



5



6



7



8



9



10



11



12



Agenda

Agenda

- >> 9:00 a.m. **Welcome and Introductions**
 - > ISBE, Region 9 CC Team
 - > Purpose and Objectives
- >> 9:15 a.m. **Federal COVID-19 Funding**
- >> 9:30 a.m. **ESSER Funding Panel**
- >> 10:00 a.m. **Breakout Room Funding Conversations**
- >> 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.

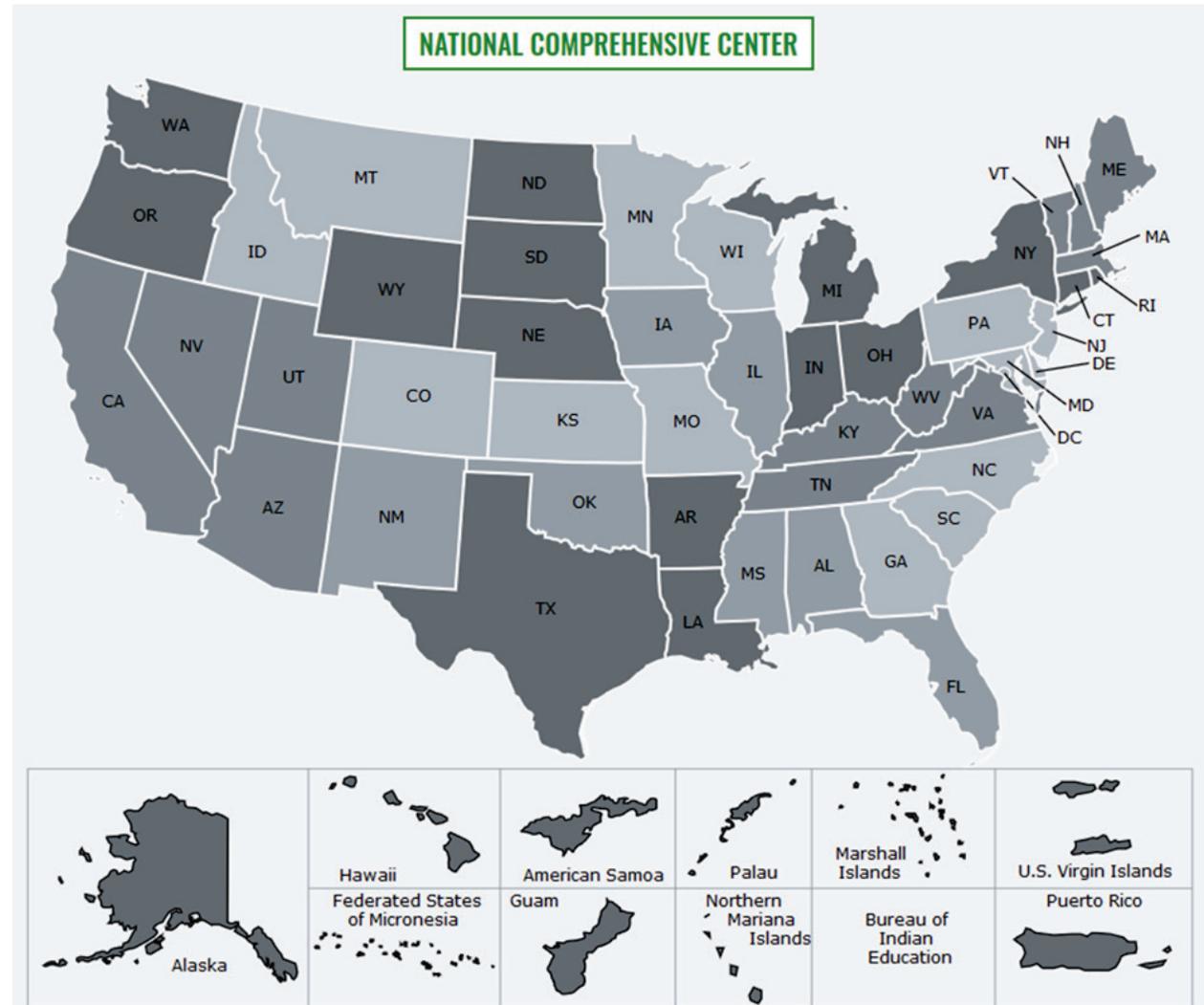
What Is the Region 9 Comprehensive Center?

- » 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:
 - > **Explore practices** pertinent to funding that are essential for student learning and recovery.
 - > **Learn from peers** about how they are utilizing their ESSER funding at this time.
 - > **Identify actionable steps** for effective and impactful spending in your districts.



Registration 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.

What are your pain points regarding funding decision-making? What are your primary concerns?

Federal COVID-19 Allocations

ESSER I, ESSER II, ESSER III



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Summary of Federal COVID-19 Relief Fund Allocations

	ESSER I (CARES)	ESSER II (CRRSA)	ESSER III (ARPA)
State Total	\$569,467,218	\$2,250,804,891	\$5,054,988,054
Available through	Sept. 30, 2022	Sept. 30, 2023	Sept. 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 – Total \$252,749,403 – Learning Loss (5%) \$50,549,881 – Summer Enrichment (1%) \$50,549,881 – Afterschool(1%) \$126,374,701 – Address Impact of COVID-19
Directed to ISBE admin costs	\$2,847,336	\$11,254,024	\$25,274,940



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Allowable Expenses-Student Learning

- The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and addresses the disproportionate impact of COVID-19 on underrepresented student subgroups (ESSER III only)
- Addressing learning loss; and
- Planning and implementing activities related to summer learning and supplemental after-school programs;
- Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
- Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students;
- Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;
- Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff



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Allowable Expenses- Operational

- Coordinating with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
- Developing and implementing procedures and systems to improve response efforts of LEAs;
- Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
- Training and professional development on sanitizing and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize/clean the LEA's facilities;
- Repairing and improving school facilities to reduce risk of virus transmission improving indoor air quality



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Allowable Expenses- Operational

Item	ESSER I	ESSER II	ESSER III
Non-Title I Entities	1,026,822	2,595,308	3,491,979
Digital Divide	45,276,125	52,500,000	52,000,000
Remote Learning PD	1,296,439		
Assessments		35,000,000	9,000,000
Assessment PD		68,000,000	
Curriculum Evaluation Tool PD		250,000	250,000
Priority Learning Standards PD		250,000	250,000
High Impact Tutoring*		25,000,000	12,500,000
Bridge/ Transitions*		15,000,000	
Must be used for learning loss; after school; extended day to schools using EBF calculation.			300,000,000
Special Education Cooperatives for learning loss; after school, extended day to schools			40,849,166

Learning Conditions

Item	ESSER I	ESSER II	ESSER III
SEL Hubs (REACH)*		10,000,000	
REACH Universal Webinars*		60,000	
Trauma Designation*		1,000,000	
SEL Community Partnership Grants*		56,000,000	50,000,000
SEL External Evaluation*		500,000	

Evaluating Educators

Item	ESSER I	ESSER II	ESSER III
Teacher Mentoring	6,500,000	6,500,000	
Leadership Mentoring		1,200,000	1,200,000
Educator Recruitment			9,682,720
Affinity Groups		1,000,000	1,000,000

Looking Ahead

Provide extraordinary supports to close gaps caused by COVID-19.

2-3 year effort to close gaps.

Further direction forthcoming on new maintenance of equity requirement for ESSER III.



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Illinois Funding Panel Discussion

» Robert Wolfe
ISBE

» Michael Jacoby
IASBO

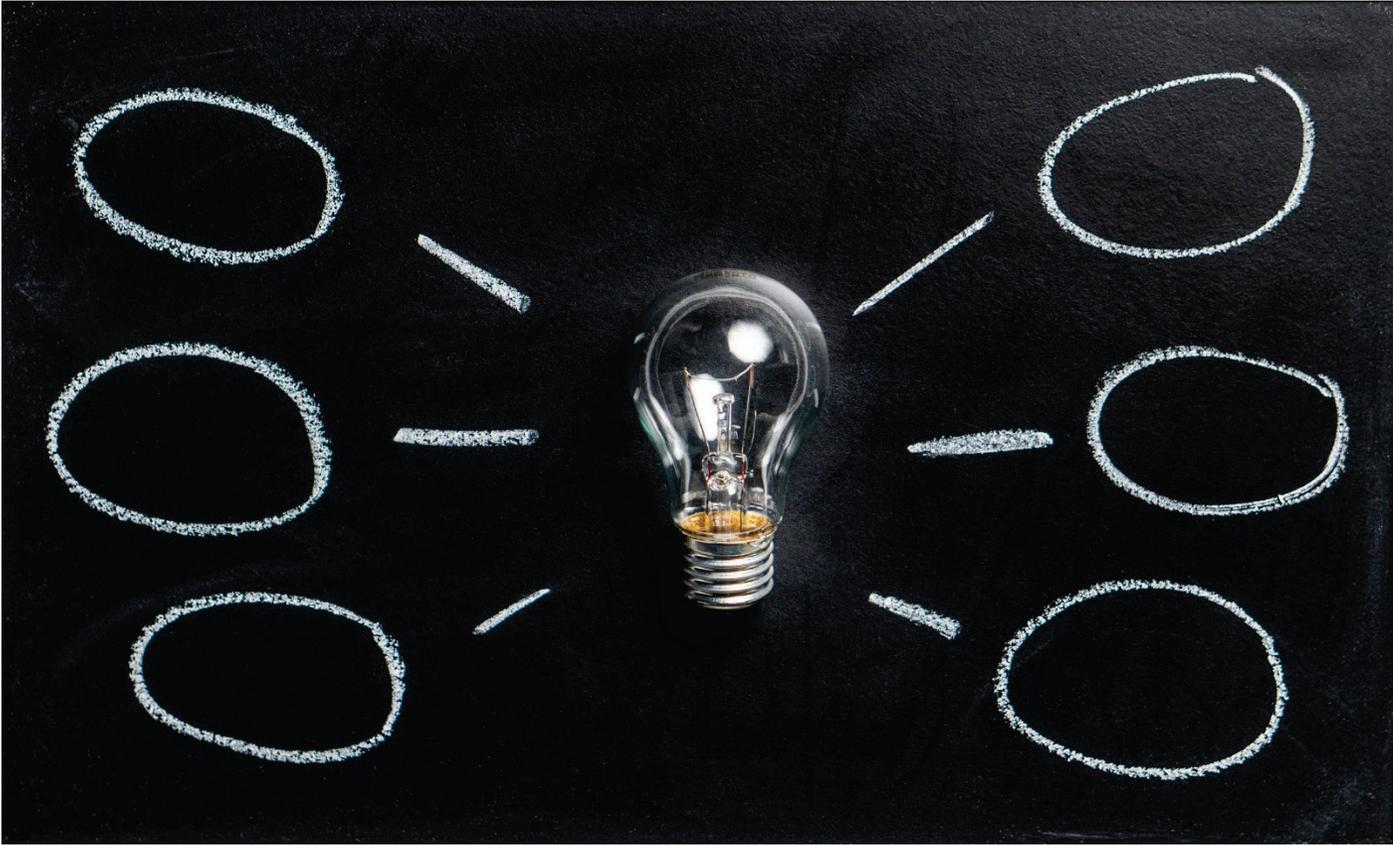


» Jennifer Norrell
Superintendent
Aurora East USD 131

Illinois ESSER Funding Panel



Funding Conversations

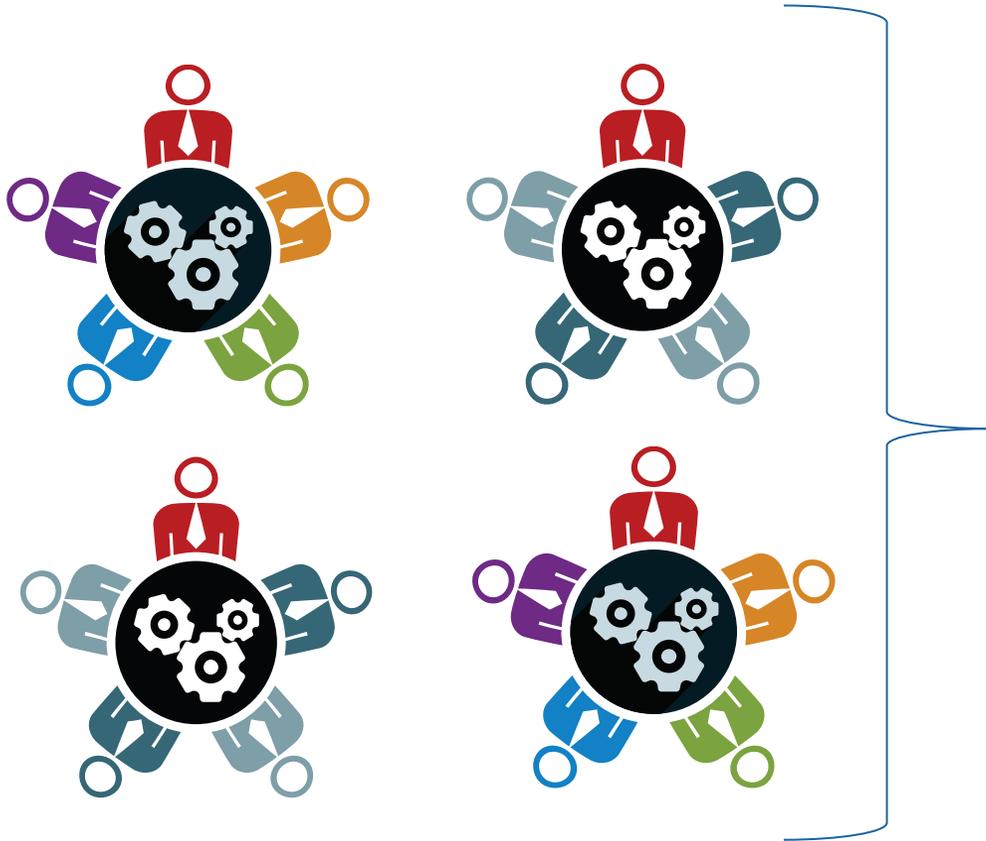


Guiding Questions

1. What questions do you have regarding ESSER funding, that you would like to discuss with your peers?
2. What are your priority areas for ESSER funding and how did you come to that decision?
3. How did or will you engage stakeholders during the process?
4. What is the order/sequence that you are thinking about spending your money in?



Debrief Discussion – Whole Group



Reflection on Your Breakout Room Conversations

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

Next Steps

- Next Session will take place June 24
- 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!

Web:

region9cc.org

Twitter:

[@region9cc](https://twitter.com/region9cc)

Newsletter:

[region9cc.org/
content/newsletter](http://region9cc.org/content/newsletter)



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