

ESSER III Funds  
ALLOCATION PLAN  
for  
Hartsburg-Emden C.U.S.D. #21

Per ISBE (Illinois State Board of Education), each school district that receives American Rescue Plan (ARP) ESSER (Elementary and Secondary School Emergency Relief) funding must develop an allocation plan for its use of ESSER III Funds and submit it to ISBE. The ARP ESSER III spending plan was discussed in open session on the September Board Meeting and made public on the districts website.

ARP ESSER Allocation Plan for FY22-FY24  
ESSER III Projected Allocation = \$272,584

ESSER III Expenditures:

- Curriculum and Instructional Materials\*
- Increased Social Emotional Supports for Students
- Increased Academic Achievement Supports for at Emden Elementary Students\*
- Online educational resources\*
- Cleaning materials/sanitation/PPE (Personal Protective Equipment)
- Improvement in Air Quality (Air purification units/AC Units)
- Technology (i.e., Newline Interactive Boards, laptops, desktops, software)
- Full-Time Teacher's Aide\*

\* 20% of the ESSER III funds must be allocated to address learning loss . . . Hartsburg-Emden is using closer to 75% to address learning loss.

See Budget Detail Page of Grant Application . . . attached.

From our plan . . .

Per ISBE (Illinois State Board of Education), each school district that receives American Rescue Plan (ARP) ESSER (Elementary and Secondary School Emergency Relief) funding must develop an allocation plan for its use of ESSER III Funds and submit it to ISBE. The ARP ESSER III spending plan was discussed in open session on the September Board Meeting and made public on the districts website. We also included the Hartem Teachers Association in this process.

ESSER III Plan:

The funds will be used to implement prevention and mitigation strategies that are, to the extent practicable, consistent with CDC guidance are:

- - Cleaning materials and sanitation supplies
- - PPE Supplies (masks, disinfectant, thermometers, hand sanitizer, paper towel, etc.).
- - Improvement in Air Quality (Air purification units, filters, etc. )
- - All State requirements were implemented and followed (from social distancing to isolations)
- - Our hope is to keep a clean and safe environment for students and staff while providing the best education possible

The funds reserved under Section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time are:

- - Curriculum and Instructional Materials including resources and a data base resource for our students to learn from
- - Increased Academic Supports for at Emden Elementary Students by hiring an additional full-time Teacher . . . allowing us to have an additional person to co-teach and provide individual targeted reading instruction for students
- - In addition we hired a Full-Time Teacher's Aide to assist in classes which have a large number of students who are performing below level
- - Our hope is to keep curb learning loss for students by providing additional targeted instruction to improve reading scores

We will ensure the interventions we implement will respond to the social, emotional, mental health, and academic needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic by:

- - Increased Social Emotional Supports for Students (hired a Social Worker an extra day a week through Tri-County)
- - The Guidance Counselor implemented a social-emotional learning (SEL) programs: Integrate evidence-based SEL curriculum to teach students important skills such as self-awareness, self-management, social awareness, relationship building, and responsible decision-making.
- - We are maintaining a positive school climate: Fostering a safe and inclusive environment where students feel respected, valued, and supported. We encourage positive behavior, address bullying and harassment, and promote a sense of belonging through activities such as school-wide assemblies, peer mentoring programs, or student-led initiatives.
- - Our hope is to cultivate a positive learning environment where kids can feel safe and secure . . . allowing them to develop into confident individuals

We are engaging in meaningful consultation with all stakeholders, including students; families; school and district administrators by:

- - We have established open lines of communication with parents, community members, staff, and students. We provide regular updates through newsletters, emails, school website and social media. The District's Plan was made public for all to see, as well as, contact information to seek their input and give feedback on school policies, programs, and initiatives. Initially a committee of over 20 stakeholders was formed at the start of the pandemic.
- - We created opportunities for student voice and participation through the student council.
- - We created opportunities for Teacher's Union through discussion in meetings.
- - The School Board and district administration work to align goals, share progress, and discuss challenges. Board Updates provide frequent reports.
- - Our District Special Education Administrator is involved and a key member of our administrative team.
- - Our have established and hope to continue have a positive working relationship all stakeholders
- - We make everyone feel welcome and that their input and feedback is welcome

The meaningful consultation with each of the following to the extent present in or served by the LEA: tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing

homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students by:

- - We have culturally responsive practices to develop a deep understanding and appreciation of the cultures, traditions, and histories of tribes and underserved communities. We do our best to adapt teaching practices, curriculum, and support services to be culturally responsive and inclusive. Discussions are conducted to ensure that educational practices are respectful and relevant.
- - Our District Special Education Administrator is involved and a key member of our administrative team. We provide robust supports for students with disabilities by engaging in meaningful collaboration with families, special education staff, and other relevant professionals to address individual student needs and ensure their educational rights are upheld.
- - At this point in time, we remain a small rural school with no English Learners. However, we are prepared to develop effective language support program once it is needed in the same fashion as we do any other subclasses that have a particular need.
- - Our hope is to establish an environment where everyone is welcome and served . . . based on their individual needs and backgrounds.

Take public input into account.

- - We provide contact information on our district website and social media accounts.
- - We send school reach (telephone messages) when we are seeking input and asking for feedback.
- - As our mission statement state Hartsburg-Emden is a "collaborative environment". We encourage input and review that input during the decision making process.
- - Our hope to look into everyone's input and consider that input in any decision making process.
- - We welcome input from everyone

How it will use its remaining ARP ESSER funds.

- - Online and other educational resources to hit targeted needs of students to support them reach grade level. We mainly use AimsWeb to determine where students are academically and target those students to ensure academic success. Moby Math and other targeted software is used as well.
- - Technology (i.e., Newline Interactive Boards, laptops, desktops, software). We look to be one-to-one have a new server, a wireless system to support all the new technology. We also have hot spots to provide internet at home for the students who don't have it (about 5% of our student body).
- - Our hope to look into provide all technology needed for any type of remote learning situation and to become a one-to-one district
- - Having established up-to-date (modern) technology in our small rural school . . . allows our students to be exposed to use technology that they might not otherwise see . . . and it prepares them for the future.

Investing ESSER III money in academic programs, technology, and staffing needs is a top priority with initiatives aimed at improving student achievement and learning outcomes. In addition the funds will help us allocate funds to provide support services for students. This may include counseling, social worker, and other programs for social, emotional, and mental health needs of students. Additionally, funds are being used to provide support for students with special needs or learning disabilities regardless of background. We have prioritize financial stability and long-term planning for students. Allocating ESSER III funds for financial management, budgeting, and planning ensures that resources are utilized effectively and sustainably to meet our needs.

Close Printer Friendly Page

Applicant: HARTSBURG ESDEN CUSD 31  
Application: 2021-2022 ARP - LEA American Rescue Plan (ESSER III) - E3  
Cycler: Original Application  
Project Number: 22-4998-E3-17-034-0210-26-ARP-ESSER III

County: Logan

ARP - LEA American Rescue Plan (ESSER III) ▼

Export-Excel  
Click to Return to Application Setup

Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., \$2536)

Instruction

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 Teachers' Retirement System (TRS). 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		Delete Row
1000 ▼	100 ▼	<input type="checkbox"/>	(State-level reservation . . . SEA use of . . . Learning Loss >\$3,731, Summer Enrichment >\$746, and After-School >\$746) FY 23 to FY 24 Certified Reading Teacher (staff expansion) 2022-2024 school year (\$61,691 - Learning Loss) . . . to help assist teachers with instruction . . . to close any learning gaps with students due to the learning loss during COVID-19. Paraprofessional 2022-2023 school year (\$64,500 - Learning Loss) . . . 6.5 hour per day for 175 days @ \$13.50 per hour . . . to help assist teachers with instruction (Teacher Aides) to close any learning gaps with students due to the learning loss during COVID-19. Summer school staff salaries (\$2,600 - Summer Enrichment) . . . looking at summer school 6.5 hour a day . . . 4 days a week . . . for 2 weeks . . . summer 2022 . . . at a rate of \$25.00 per hour . . . for 2 teachers . . . to close any learning gaps (K-5). State Information System person to help with Grants (\$25 per hour) \$10,000	138691	<input type="checkbox"/>
1000 ▼	200 ▼	<input type="checkbox"/>	Reading Teacher benefits . . . Fed TRS - 10.31% (\$7,619), NEC - .58% (\$429), ETHIS - .92% (\$680) and TRS - 9.8901% (\$7,309) . . . Total \$16,037.	16037	<input type="checkbox"/>
1000 ▼	400 ▼	<input type="checkbox"/>	School Supplies . . . to include Plastic School Box, Play-Doh, Construction Paper, Primary Composition Book, Pencils/Pens, Scissors, Glue, Water Based Markers, 3 Ring Binders, Loose Leaf Lined Paper, Composition Books or Spiral Notebooks, 3-Hole Pocket Folder, Highlighters, Post It Notes or Index Cards, Index Cards, etc.	2500	<input type="checkbox"/>
1000 ▼	500 ▼	<input type="checkbox"/>	Frontline wall mount large screen computers for classrooms (11 for \$40,377 . . . approx. \$4,000 each) . . . 5 at Grade School and 6 at Jr./Sr. High School. New Server to handle wireless and Frontline Boards . . . (approx. \$5,223) . . . ours is almost 10 years old and the newer technology is slowed down . . . use at both buildings. Upgrades to our cabling system to remove large amount of switches and replace CAT 5 cable with CAT 6 (approx \$4,000) at both buildings	53500	<input type="checkbox"/>
1000 ▼	500 ▼	<input type="checkbox"/>	Chromebook charging carts at about \$1,500 each (\$3,000) . . . to be used at the Jr./Sr. High School Building.	3000	<input type="checkbox"/>
2130 ▼	400 ▼	<input type="checkbox"/>	PPE Supplies (masks, disinfectant, thermometers, hand sanitizer, paper towel, etc.).	1000	<input type="checkbox"/>
2210 ▼	300 ▼	<input type="checkbox"/>	Fees paid for in-services training, im plementations of strategies, coaching, and evaluation of training for literacy, technology, differentiated instructions, good practices, and school safety. Staff will be provided with in-services on best practices for general teaching for In-Person and Remote Learning	7650	<input type="checkbox"/>
2220 ▼	300 ▼	<input type="checkbox"/>	Hot Spots for students to have internet at home (\$3,000 for the year) . . . Verizon	3000	<input type="checkbox"/>
2220 ▼	300 ▼	<input type="checkbox"/>	Data Research Base to assist students #3,500 . . . Gale Resources	3500	<input type="checkbox"/>
2220 ▼	400 ▼	<input type="checkbox"/>	20 Google Chromebooks (approx. \$250 each)	5000	<input type="checkbox"/>
2220 ▼	500 ▼	<input type="checkbox"/>	10 Dell Laptop computers (approx. \$750 each) Computer station for State Information Person System (approx. \$1,500)	9000	<input type="checkbox"/>
2540 ▼	400 ▼	<input type="checkbox"/>	Touch-less water faucets, Touch-less paper towel dispensers, Touch-less soap dispensers, and batteries to work them (all units are under \$500).	1397	<input type="checkbox"/>
2540 ▼	500 ▼	<input type="checkbox"/>	A disinfectant fogging machine with disinfectant supplies	500	<input type="checkbox"/>
4000 ▼	300 ▼	<input checked="" type="checkbox"/>	FY 23 to FY 24 School Social Worker 2022-2024 school year (\$25,000) . . . the district will contract this with Tri-County Special Education Association for services of \$12,500 for each day of service (this person is a Tri-County employee).	25000	<input type="checkbox"/>

	Total Direct Costs	272775
Less Functions 2530 and 4000, Capital Outlay Costs, Contract amounts over \$25,000	94397	
	Modified Total Direct Costs	178378
	Indirect Cost Rate %	22.86
	Maximum Indirect Cost *	40777
	Indirect Cost	0
Total Allotment	272775	
	Grand Total	272775
	Allotment Remaining	0

NOTE: READ BEFORE IMPORTING - Data Import Instructions

Data Import Template

Choose File | No file chosen

Upload/Validate File