

Close Printer Friendly Page

Applicant: VANDALIA C U SCH DIST 203

County: Fayette

ARP - LEA American Rescue Plan (ESSER III) v

Application: 2021-2022 ARP - LEA American Rescue Plan (ESSER III) - E3

Cycle: Original Application

Click to Return to Application Select

Project Number: 22-4998-E3-03-026-2030-26-ARP-ESSER III

Safe Return Plan	Funds Use Plan	Use Of Funds Pages	Estimated Jobs	Subcontracting
----------------------------------	--------------------------------	------------------------------------	--------------------------------	--------------------------------

Use of ARP-ESSER III Funds Plan

Instructions

The LEA must develop a plan for its use of ARP-ESSER funds and submit the plan to ISBE within 90 days.

A. Provide the URL to access the Use of ARP-ESSER III Funds plan:

vandals203.org

B. Describe how the LEA will include the information below in the Use of ESSER Funds Plan and how the LEA will gain public input. The budget detail in IWAS will be our plan regarding how we will use our ARP-ESSER III funds in alignment with our strategic plan goals. Public input has been part of the strategic planning process that started prior to March of 2020 and has continued throughout.

Space was an issue prior to COVID and was amplified during COVID. The expansion and renovation to address these needs will be a major part of our expenditures. We must do this for pandemic preparation now and in the future as we have learned our students need to be in school with their teachers.

Vertical and horizontal alignment of curriculum is another goal. We are implementing a core curriculum that is fully aligned as well as enhancing MTSS to close equity gaps.

Use of ARP-ESSER III Funds Plan Contents

Indicate which information below will be included in the Use of ARP-ESSER III Funds plan. Check all that apply.*

- 1. use ARP-ESSER III Funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning
- 2. use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based Interventions, such as (check all that apply):
 - summer learning or summer enrichment,
 - extended day,
 - comprehensive afterschool programs, or
 - extended school year programs.
- 3. spend the remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (check all that apply):
 - Focusing on student groups most impacted by the pandemic
 - Interventions and strategies for consideration
 - Summer learning and enrichment
 - Support educators and other school staff
 - Other (specify within the plan)
- 4. ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including (check all that apply):
 - students from low-income families,
 - students of color,

- English learners,
 - children with disabilities,
 - students experiencing homelessness,
 - children and youth in foster care, and
 - migratory students.
5. engage in meaningful consultation with stakeholders. Meaningful consultation must occur with the following (check all that apply):
- students;
 - families;
 - Tribes (if applicable);
 - civil rights organizations (Including disability rights organizations);
 - school and district administrators (Including special education administrators);
 - teachers,
 - principals,
 - school leaders,
 - other educators,
 - school staff, and their unions;
 - and stakeholders representing the interests of children with:
 - disabilities,
 - English learners,
 - children experiencing homelessness,
 - children in foster care,
 - migratory students,
 - children who are incarcerated,
 - and other underserved students.
6. provide the public the opportunity to provide input in the development of the district plan for the use of ARP ESSER funds and take such input into account.
7. use ARP-ESSER III funds to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time on student learning.
8. allocate funding both to schools and for districtwide activities based on student need.
9. implement an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out- of-school suspensions) and creating a positive and supportive learning environment for all students.
10. describe its overall plans and policies related to district support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction.
11. describe how the district will use its ARP-ESSER III funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students.
12. describe how the district will use its ARP-ESSER III funds to sustain and support access to early childhood education programs.

*Required Field

Close Printer Friendly Page

Applicant: VANDALIA C U SCH DIST 203

County: Fayette

ARP - LEA American Rescue Plan (ESSER III) ▼

Application: 2021-2022 ARP - LEA American Rescue Plan (ESSER III) - E3
 Cycle: Original Application

[Click to Return to Application Select](#)

Project Number: 22-4998-E3-03-026-2030-26-ARP-ESSER III

Safe Return Plan	Funds Use Plan	Use Of Funds Pages	Estimated Jobs	Subcontracting
Loss of Learning		Use of Funds	Reservations	

Use of Funds

Instructions

A. Funds may be used for any purposes listed in section 18003(d) of the CARES Act, Section 313 of the CRRSA and the ARP, 2021. Respond to the questions below, and complete the table with specific fund uses.

1. Describe how the applicant will determine its most important educational needs as a result of COVID19.*

We must understand both where the district was before COVID and as a result of COVID19. Tier 1 EBF districts have been historically underfunded for years and proration hit those same districts the hardest. We were beginning to turn things around in IL with the passage of EBF in 2017 and then the pandemic came. Old and outdated buildings, an outdated core curriculum, and a lack of supports for our most disadvantaged students remain and we must begin to break the cycle and lead with equity based outcomes across IL. This is the reality of how we determined the most important educational needs. The needs did not change but COVID brought them to light in a manner that we can no longer ignore.

2. Describe how the applicant intends to assess and address student learning gaps resulting from the disruption in educational services.*

We are working with Vela Institute to track our gaps that existed before COVID, looking at expected growth compared to current growth, and will continue this research this school year. We are using the MAP data as our benchmark assessment to do this.

3. Provide the proposed timeline for providing services and assistance to students and staff in public schools.*

We began interventions in March of 2021 including after school tutoring for grades K-12. Summer school was offered K-12. We will continue to enhance our curriculum, supports, and extended learning opportunities.

4. Describe the extent to which the applicant intends to use ARP-ESSER III funds to promote remote learning. If funds will NOT be used to promote remote learning, enter NA.*

NA

5. Describe how the applicant will address the needs of students who require devices and connectivity in order to access remote learning. If funds will NOT be used for this purpose, enter NA.*

NA

6. Describe briefly the program(s) to be carried out with these funds. This description and the detailed amounts below should be consistent with the Budget Detail page.*

See budget detail page that will serve as our ARP LEA Plan submitted to ISBE within 90 days.

B. Digital Divide

The use of funds by LEAs or other entities in compliance with Section 18003(d) of the CARES Act, Section 313 of CRRSA, and the ARP includes activities that address the digital divide. Such activities include securing access to home-based connectivity and remote-use devices and related issues in supporting remote learning for all students, including disadvantaged populations.

1. Indicate how ARP-ESSER III funds will be used to combat the digital divide across Illinois by selecting one or more of the following (check all that apply):*

- Remote-use devices acquisition and distribution
- Home-based connectivity acquisition
- Support remote learning for all students, including disadvantaged populations
- Other related issues in supporting remote learning (describe below)

Not Applicable - Funds will be used for purposes other than combatting the digital divide

2. Indicate the number of items provided with grant funds. If these items will not be provided, please enter zero.*

Wireless Networking Device(s)	<input type="text" value="0"/>
Technology Device(s)	<input type="text" value="0"/>
Technology Device Management License(s)	<input type="text" value="0"/>

C. Select one or more allowable uses of funds listed below. Provide amount(s) to be budgeted in each category. Total should

be consistent with the Budget Detail page.*

Uses of Funds	Salaries	Benefits	Contractual	Supplies	Equipment	Total
1. <input type="checkbox"/> Any activity authorized in ESSA, IDEA, Perkins or McKinney Vento, Adult Education and Family Literacy						0
2. <input type="checkbox"/> Coordination of preparedness and response with local units of government						0
3. <input type="checkbox"/> Activities to address the unique needs of:						
<input type="checkbox"/> Low-income children or students						0
<input type="checkbox"/> English Learners						0
<input type="checkbox"/> Children with disabilities						0
<input type="checkbox"/> Racial and ethnic minorities						0
<input type="checkbox"/> Homeless						0
<input type="checkbox"/> Foster care youth						0
4. <input type="checkbox"/> Developing and implementing procedures for preparedness and response efforts						0
5. <input type="checkbox"/> Training and professional development on sanitation						0
6. <input type="checkbox"/> Supplies for sanitation						0
7. <input type="checkbox"/> Planning for and coordinating long-term closures including providing:						
<input type="checkbox"/> Meals						0
<input type="checkbox"/> Technology						0
<input type="checkbox"/> Guidance for carrying out IDEA						0
<input type="checkbox"/> Other educational services						0
8. <input type="checkbox"/> Technology						0
9. <input type="checkbox"/> Mental Health Services						0
10. <input checked="" type="checkbox"/> Repairing and Improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards					2895132	2895132
11. <input type="checkbox"/> Develop strategies and implement public health protocols, to the greatest extent practicable, policies in line with guidance from the CDC on reopening and operating schools to effectively maintain the health and safety of students, educators, and staff						0
12. <input type="checkbox"/> Repair and upgrade projects to improve air quality in school buildings						0
13. <input type="checkbox"/> Other (specify)						0
Totals By Column	0	0	0	0	2895132	2895132
Total from Loss of Learning page						723783
Indirect cost amount (should match the indirect costs claimed on the Budget Detail page)						
Total Funds Budgeted						3618915
TOTAL FUNDS AVAILABLE						3618915

*Required field

Close Printer Friendly Page

Applicant: VANDALIA C U SCH DIST 203

County: Fayette

ARP - LEA American Rescue Plan (ESSER III) ▼

Application: 2021-2022 ARP - LEA American Rescue Plan (ESSER III) - E3

Cycle: Original Application

Printer-Friendly

[Click to Return to Application Select](#)

Project Number: 22-4998-E3-03-026-2030-26-ARP-ESSER III

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

Instructions

The application has been approved. No more updates will be saved for the application.

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 teacher's retirement. 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"/>	Curriculum Coach for the ARP grant cycle as a continuation of ESSER 1 (FY22-FY24) to assist with curriculum alignment and instruction for learning loss and acceleration including providing professional development on sustainable systems to include the core, MTSS, data driven instruction, and PLCs. 2 FTE at 70,000 each for 3 fiscal years. (LEA 20% Learning Loss allocation)	420000	<input type="checkbox"/>
1000 ▼	100 ▼	<input type="checkbox"/>	MTSS Administrator to scale up for sustainability, building internal capacity post ESSER funds. (2 years only- FY 22 and FY23) (SEA Reserve Learning Loss) 179,000 total	179000	<input type="checkbox"/>
1000 ▼	100 ▼	<input type="checkbox"/>	Salaries for after school tutoring for early learners Grades K-3. Pay current staff to tutor after contractual hours beyond the CBS at their hourly rate. Approx 1,000 hours of tutoring. (SEA Reserve Afterschool programs).	35000	<input type="checkbox"/>
1000 ▼	200 ▼	<input type="checkbox"/>	Benefits for curriculum coach TRS @ 10.6% 7462 insurance benefit x 2 FTE x 3 fiscal years= \$85812 (LEA 20% Learning Loss allocation)	85812	<input type="checkbox"/>
1000 ▼	200 ▼	<input type="checkbox"/>	Benefits for MTSS Administrator TRS and insurance= \$31,680 (SEA Reserve Learning Loss)	31680	<input type="checkbox"/>
1000 ▼	200 ▼	<input type="checkbox"/>	Benefits for after school tutoring for early learners Grades K-3. TRS, THIS, NEC 11,352 (SEA Reserve After-School Programs)	15406	<input type="checkbox"/>
1000 ▼	300 ▼	<input type="checkbox"/>	iReady Core series in reading and math for grades K-8. This is aligned to our strategic plan and included in our top 3 goals based on a historical review of our math assessment data. 3 years over the ARP allocation years- \$70,000 annually. \$210,000 total (LEA 20% Learning Loss allocation)	210000	<input type="checkbox"/>
1000 ▼	400 ▼	<input type="checkbox"/>	Instructional supplies for, extended/enhanced learning, enrichment during the school day, tutoring and after school programs. (LEA 20% Learning Loss allocation)	7971	<input type="checkbox"/>
2220 ▼	500 ▼	<input type="checkbox"/>	Computer labs at the elementary and junior high leveraging technology to provide embedded assessments. The iReady assessment provides a my path for students in ELA and math to work at their own levels and provides frequent quick checks for mastery. Dell desktops @ 617.50 each x 67 total= \$41352 (SEA Reserve Learning Loss)	41352	<input type="checkbox"/>
2530 ▼	500 ▼	<input type="checkbox"/>	Renovation and expansion of the elementary and junior high grades PreK-8. Social distancing and student cohorting were difficult to achieve with limited and shared spaces. The expansion allows 4 additional classrooms for special education focusing on LRE and	2895132	<input type="checkbox"/>

		Integration into the regular education setting, a multi-purpose room so students do not have to eat and have recess in their classrooms, and an additional set of bathrooms. The elementary office will be relocated to the front of the building and expanded to include a nurses office and rooms for small group instruction via Title I, MTSS, and social emotional supports for learning renewal. (Our building design team has been meeting this summer to develop the scope of the project. This is estimated at a 5 million dollar project with multiple revenue streams being used including ESSER II and III to partially fund.) The LEA will follow all procurement procedures prior to obtaining this contract.		
3000 ▾	300 ▾	<input checked="" type="checkbox"/>	Community Partnership with the YMCA for summer enrichment for the summers of FY21-FY23. The YMCA focuses on the whole child focusing on mental health, social emotional, academic, and overall wellness through integrated weekly themes. The summer program runs all summer and students can enroll week by week or for the entire summer. These funds will be targeted to the underserved population to provide scholarships to the YMCA summer learning program. \$50,406 (\$16,802 per fiscal year). (SEA Reserve-Summer Enrichment).	50406 <input type="checkbox"/>

Total Direct Costs	3971759
Less Functions 2530 and 4000, Capital Outlay Costs, Contract amounts over \$25,000	2961890
Modified Total Direct Costs	1009869
Indirect Cost Rate %	6.85
Maximum Indirect Cost *	69176

Indirect Cost

Total Allotment

Grand Total
 Allotment Remaining

NOTE: READ BEFORE IMPORTING - Data Import Instructions

[Data Import Template](#)

No file chosen

*If expenditures are budgeted in Functions 2510, 2520, 2570, 2640, or 2660 by an LEA, the indirect cost rate cannot be used
 ** Contracts over \$25,000 must be entered in a separate line items and the Exclude from MDTC box selected. (Modified Total Direct Cost)