

# SUSTAINABILITY PLANNING FOR AFTER ESSER FUNDING

November 30, 2022

# AGENDA

01

## INTRODUCTION

Meeting norms, ACT Now, facilitator, recap

02

## SUSTAINABILITY CONSIDERATIONS

What is important to keep in mind when planning

## SUSTAINABILITY PLANNING

Structure breakdown and best practices

## CAPACITY BUILDING

What is this and tools to engage

03

04

# MEETING NORMS

01

## ENGAGE!

Actively engage with us and one another.  
When you feel comfortable, keep your camera on

02

## LISTEN!

Actively listen to and respect each others' experiences and shares

03

## SHARE!

Interact and share using the the Zoom platform (i.e., unmute, reactions, chatbox)



# ACT NOW

Afterschool for Children and Teens Now (ACT Now) is a statewide coalition that works to ensure there are high-quality, affordable afterschool/OST programs available for youth across the state of Illinois.



Advocacy



Connecting  
Stakeholders



Professional  
Development



Technical Assistance

# FACILITATORS



**NIKKI GILLANI**

she/her

Afterschool Resources  
& Support Specialist  
(School Partnerships)



**SUSAN STANTON**

she/her

Network Lead



**RAMONA DIXON**

she/her

Director of Grants,  
Accountability, and  
Assessments –RIMSD41

# MENTI



01

RECAP

---

## PURPOSE

Alert and inform school districts of the opportunities available to expand afterschool using COVID relief funding.

Network and share best practices or opportunities to collaborate in the youth development field.

---



# SERIES GOALS

01

## ESTABLISH A BASELINE

Understand the current state of afterschool in Illinois

02

## LEARN HOW TO LEVERAGE RESOURCES

Utilize available community partners and funding to expand afterschool

03

## CREATE SUSTAINABLE OPPORTUNITIES FOR YOUTH

Prepare for programming post ARP funding

# SERIES OVERVIEW

AUGUST 31, 2022

The Scope of Afterschool  
in Illinois

SEPT. 22, 2022

Designing Programming  
with a Needs Assessment  
and Asset Mapping

OCT. 25, 2022

Connecting With  
Community Partners

NOV. 30, 2022

Sustainability Planning for  
After ESSER Funding

JANUARY 4, 2023

Curricula and Activities

FEB. 23, 2023

Program Assessment

# COVID RELIEF EDUCATION FUNDING



- School districts must spend **20%** of ARP funds on learning loss
  - Afterschool is an allowable use!
- ISBE's projects through ESSER II & III:
  - High impact tutoring; community schools; bridge programs; assessment
- ISBE granted funding to EBF districts for learning loss, summer enrichment, and afterschool

# OVERALL ESSER SPENDING

## ESSER Funds Summary - State of IL – LEA (90%) – As of 9/28/22

Fund	\$ Allocated	\$ Expended	\$ Unexpended	% Expended	Obligation By	Liquidation By
ESSER I	\$ 512,520,496	\$ 504,400,321	\$ 8,120,175	98.4%	9/30/2022	1/28/2023
ESSER II	\$ 2,025,724,402	\$ 1,583,690,907	\$ 442,033,495	78.2%	9/30/2023	1/28/2024
ESSER III*	\$ 4,856,233,714	\$ 944,910,483	\$ 3,911,323,231	19.5%	9/30/2024	1/28/2025
<i>Total</i>	\$ 7,394,478,612	\$ 3,033,001,711	\$ 4,361,476,901	41.0%	---	---

# District Lens

Overview	Applicant Information	Amendments	FFATA	Program Specific	Budget Pages
Allotment		Indirect Cost Calculation			

## Allocation Calculation

Under ARP ESSER, the SEA must allocate at least 90 percent of the ESSER funds it receives as subgrants to LEAs for the current fiscal year.

Section 2001(e)(1) of the ARP Act requires an LEA to reserve not less than 20 percent of its ARP ESSER allocations for evidence-based interventions.

Section 2001(f) requires ISBE to set aside ARP ESSER funds for State-level reservations to address evidence-based interventions that address the disproportionate impact of COVID-19 on students from low-income families, students of color, and migratory students. The intent and purpose must address the three required use of funds; Learning Loss.

22414725	ARP -ESSER III Allocation (at least 20% of which must be used to address Learning Loss)
1012274	State-level reservation - Learning Loss
202455	State-level reservation - Summer Enrichment
202455	State-level reservation - After-School
23831909	Total Funds Available

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

Overview	Applicant Information	Amendments	FFATA	Program Specific	Budget Pages	PRA - ISBE	GATA Pages	Assurance Pages	Submit	Application History	
Safe Return Plan		Funds Use Plan		Use Of Funds Pages			Estimated Jobs		Reservations		
Loss of Learning				Use of Funds				Reservations			

## Loss of Learning

### A. LEA Reserve Calculation

An LEA must reserve not less than 20 percent of its total ESSER ARP allocation to address learning loss through the implementation of evidence-based interventions and ensure that such interventions address academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

22414725	ARP-ESSER III allocation
4482945	Minimum 20% learning loss reserve

### B. Learning Loss Use of Funds

Select at least one use of funds to address learning loss.\* For each use selected, provide amounts by objects.

	Salaries	Benefits	Contractual	Supplies	Equipment
<input checked="" type="checkbox"/> Summer School			1205000		180000
<input checked="" type="checkbox"/> Summer Enrichment					450000
<input checked="" type="checkbox"/> Extended Day	150000	36888	113112	50000	300000
<input checked="" type="checkbox"/> Comprehensive After School Program	150000	36888	50000	50000	650000
<input type="checkbox"/> Extended School Year Program					
<input checked="" type="checkbox"/> Other - 1 (Specify) Family Resources Contract/Ins	914382	305677	200000		
<input checked="" type="checkbox"/> Other - 2 (Specify) Partners In Education-Parent Involvement			75000	14000	14000
Learning Loss total funds budgeted	1214382	379453	1643112	114000	1594000

# SPENDING IN CONTEXT

## ESSER Funds Summary IN PERSPECTIVE – As of 9/30/22

Fund	\$ Allocated	\$ Expended	\$ Unexpended	% Expended	Obligation By	Liquidation By
ESSER III*	\$ 23,831,909	\$ 14,844,414	\$ 8,987,495	62.3%	9/30/2024	1/28/2025

# Why Invest in Out of School Programming?

## **The Need**

Well-rounded Programming is essential in helping meet the needs of both parents and students

## **The Research**

Offering programming in a safe and healthy environment is a supplement to school day programming helps increase achievement, attendance, and build relationships with adults and kids.

## **The Outcomes**

ACCESS and OPPORTUNITY for ALL!

---

02

# CONSIDERATIONS

---



# MENTI



# Considerations

1. Know & Market your Why
2. Understand Human Capital in your System
3. Capitalize on Existing Partnerships
4. Explore Potential for New Partnerships



03

# SUSTAINABILITY PLANS

---

# MENTI



How do we begin to engage in sustainability conversations when we are only half way through the grant cycle?



**Sustainability is defined as “the ability to be maintained at a certain rate or level.”**

Planning is key!!!

# What is Sustainability?

## What does it mean for a school district?

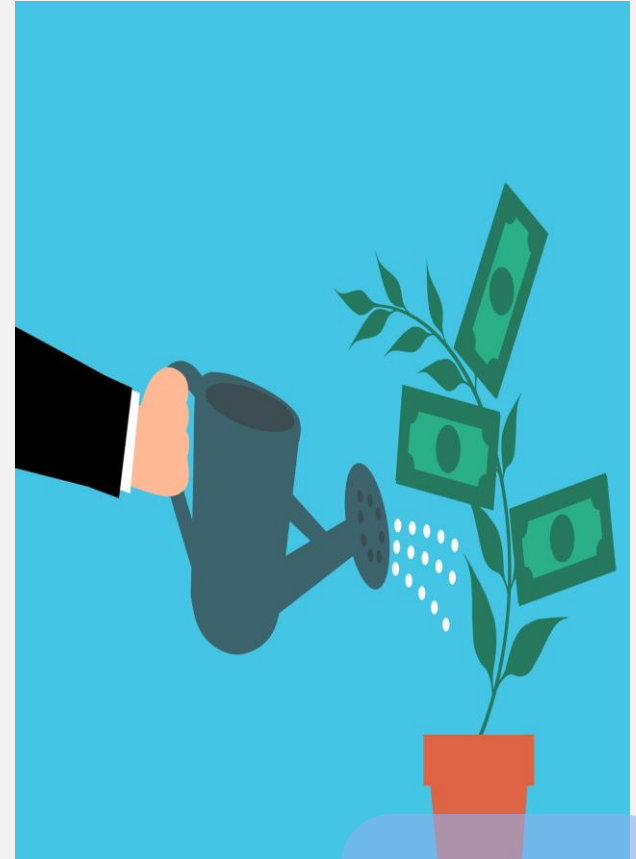
**Sustainability:** our ability to at least maintain programs, systems, and/or purchased services beyond grants or other temporary means of funding; **with an end goal to being to find a permanent funding solutions for these programs, systems, and/or purchased services**

### **Importance and Direct Impact of Sustainability Planning**

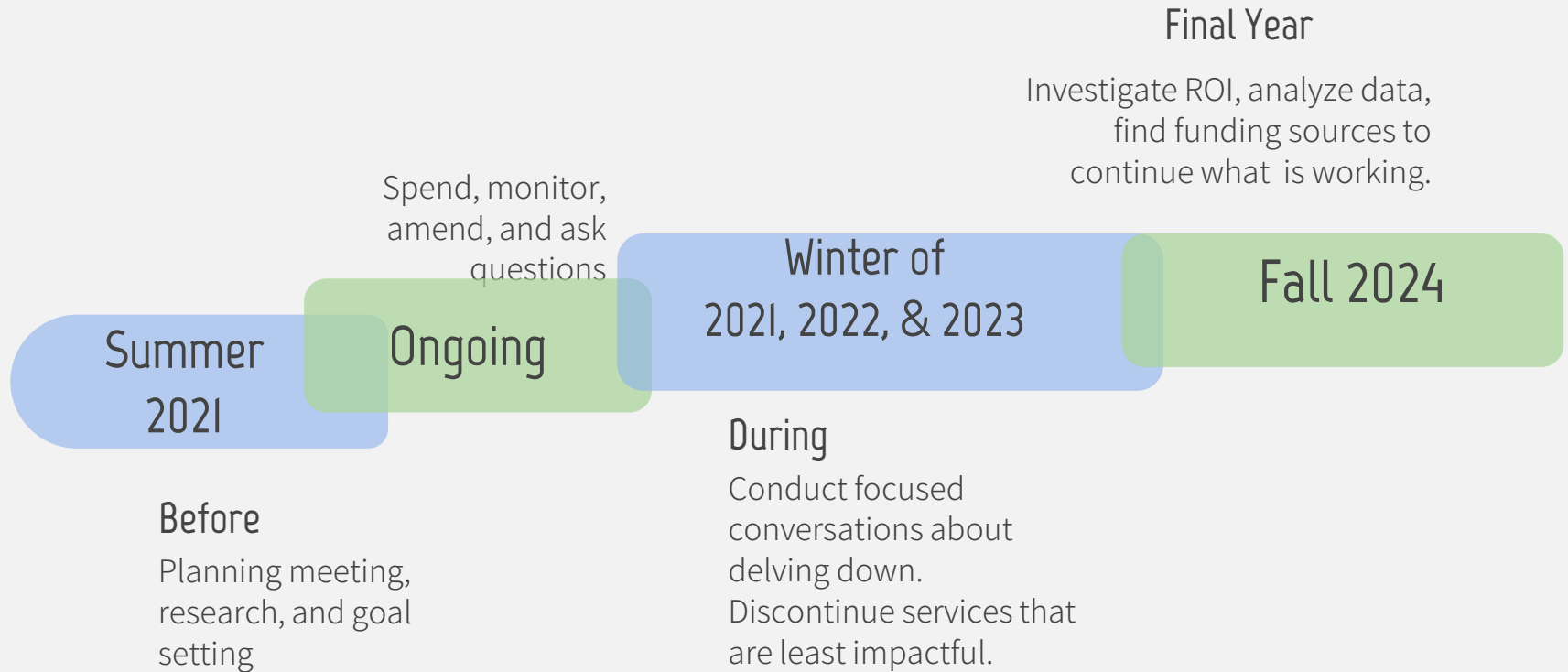
- Short & long range planning & budgeting steps and decisions
- Return on Investment (ROI) criteria that will result in sound decision making

# The III Phases of Sustainability

- **Before**
  - Pre-funding and planning meeting(s) should take in account the need, intended outcome, and data that will aid in measuring results
- **During**
  - Dip Sticks should be used to measure how and if intended goals are being achieved
- **Leading up to the final...**
  - Prioritizing the Return on Investment (ROI), decisions must be made whether to keep, refine, or forego programming



# Sustainability Timeline & Template

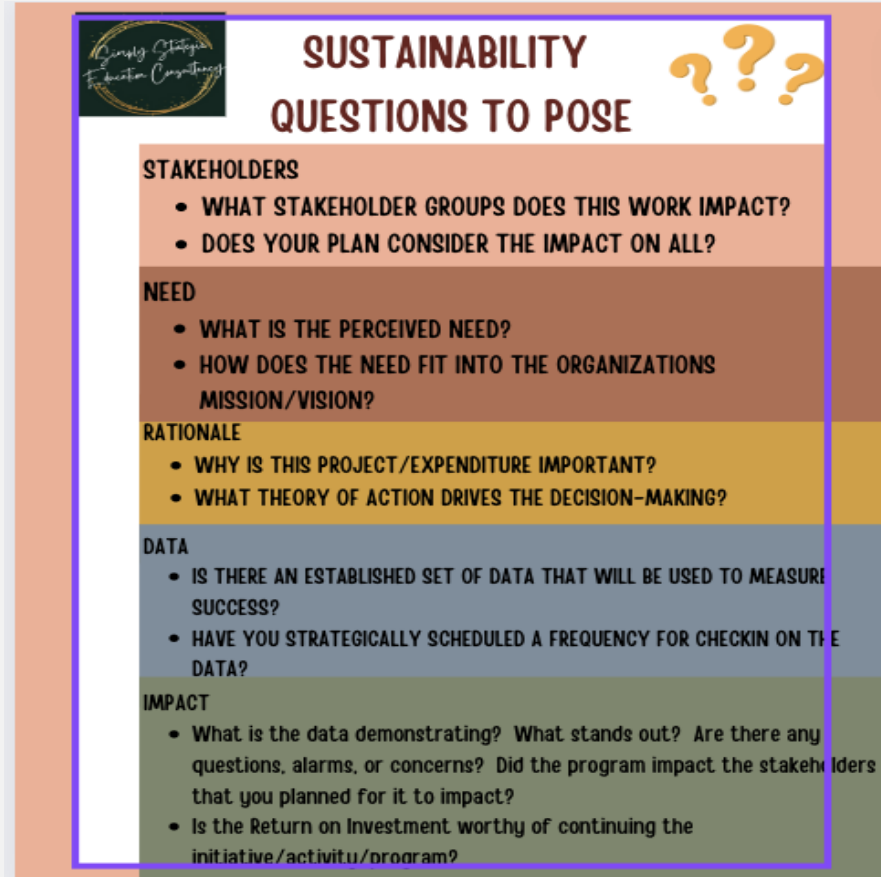




# Sustainability Planning Resources

## 5 Focus Areas & the Associated Sustainability Questions for Leaders

1. Stakeholders
2. Need
3. Rationale
4. Data
5. Impact



**SUSTAINABILITY QUESTIONS TO POSE** ???

**STAKEHOLDERS**

- WHAT STAKEHOLDER GROUPS DOES THIS WORK IMPACT?
- DOES YOUR PLAN CONSIDER THE IMPACT ON ALL?

**NEED**

- WHAT IS THE PERCEIVED NEED?
- HOW DOES THE NEED FIT INTO THE ORGANIZATIONS MISSION/VISION?

**RATIONALE**

- WHY IS THIS PROJECT/EXPENDITURE IMPORTANT?
- WHAT THEORY OF ACTION DRIVES THE DECISION-MAKING?

**DATA**

- IS THERE AN ESTABLISHED SET OF DATA THAT WILL BE USED TO MEASURE SUCCESS?
- HAVE YOU STRATEGICALLY SCHEDULED A FREQUENCY FOR CHECKIN ON THE DATA?

**IMPACT**

- What is the data demonstrating? What stands out? Are there any questions, alarms, or concerns? Did the program impact the stakeholders that you planned for it to impact?
- Is the Return on Investment worthy of continuing the initiative/activitu/program?

04

# CAPACITY BUILDING

---

# MENTI



## Capacity building...

Capacity building refers to activities that are designed to improve and enhance a nonprofit's ability to achieve its mission and **sustain itself overtime.**

Examples: organizational self assessment; consultants; workshops and training opportunities; partnerships and collaborations; funding streams

---

# Capacity Building Website

**Funding Streams** | **Grant Writing** | **GATA + IDHS Grant Resources** | **Trauma-Informed Care** | **Youth Programming** | **Violence Prevention** | **Connecting with Collaborators**

## Capacity Building Services

*For Youth Serving Organizations in Illinois*

**The goal of this project is to reduce community challenges by increasing community capacity.**

IDHS has commissioned a partnership between **ICOY (Illinois Collaboration on Youth)** and **ACT Now (Afterschool for Children and Teens Now)** to take a grass roots approach to supporting our hardest hit community programs. We will focus on supporting the work of organizations that are embedded and invested in their communities by helping to expand their funding streams and build their networks of support.

Simply put, we plan to:

- **Help organizations identify local and statewide funding opportunities**
  - » What funding sources best fit my program?
  - » How do I tell my program's unique story?
- **Help organizations apply for State funding**
  - » How do I navigate the IDHS website?
  - » Who do I reach out to for program specific questions?
- **Provide ongoing support during the application process**
  - » What do I do when I'm confused about the application process?

If you run a youth development program, we want to help you get and keep funding. Explore the resources on this site or click on the Technical Assistance tab to the left (the headset icon) to reach out to us directly.

Created and maintained by:  

# Resources

[Capacity Building Website](#)

[ISBE Instructions for Applying and Using ESSER Funding](#)

[Ideas on Partnerships](#)

[ISBE Title Grants Page](#)

# CURRICULA AND ACTIVITIES

January 4, 2023  
10am-11am

# EVALUATION

Fill this out by  
12:30pm today to  
be entered into a  
raffle for a \$10  
Target gift card!





# THANKS



[gillanin@actnowillinois.org](mailto:gillanin@actnowillinois.org)  
(312) 714 0182

[ramona.dixon@rimsd41.org](mailto:ramona.dixon@rimsd41.org)  
(309) 793 5900 ext. 10270

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**

Please keep this slide for attribution