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How to Access CARES Funding to Support IB Programs in US Public Schools

Bob Poole, Robert Kelty



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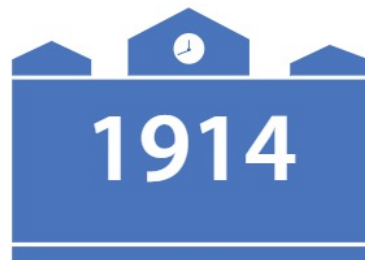
Association Support and a Collective Voice

Bob Poole

Quick Overview: IB in the United States:

First teaching of the IB

There has been an IB World School in this country since:



IB World schools

currently offer one or more of four IB programmes.

IB World schools

currently offer one or more of four IB programmes.



offered by **621** schools



offered by **719** schools



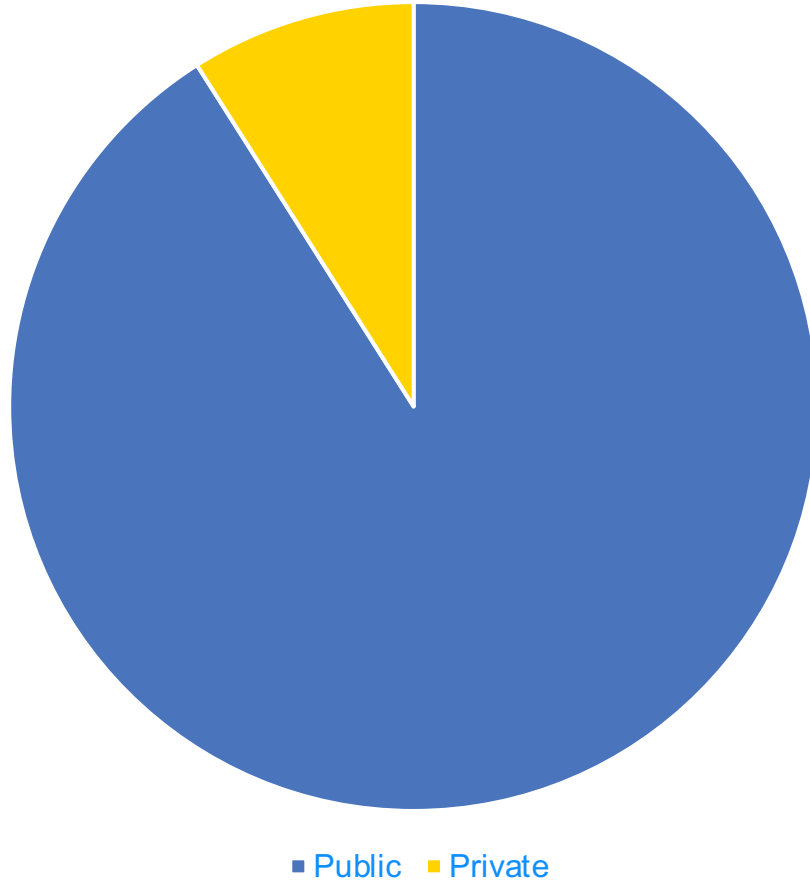
offered by **966** schools



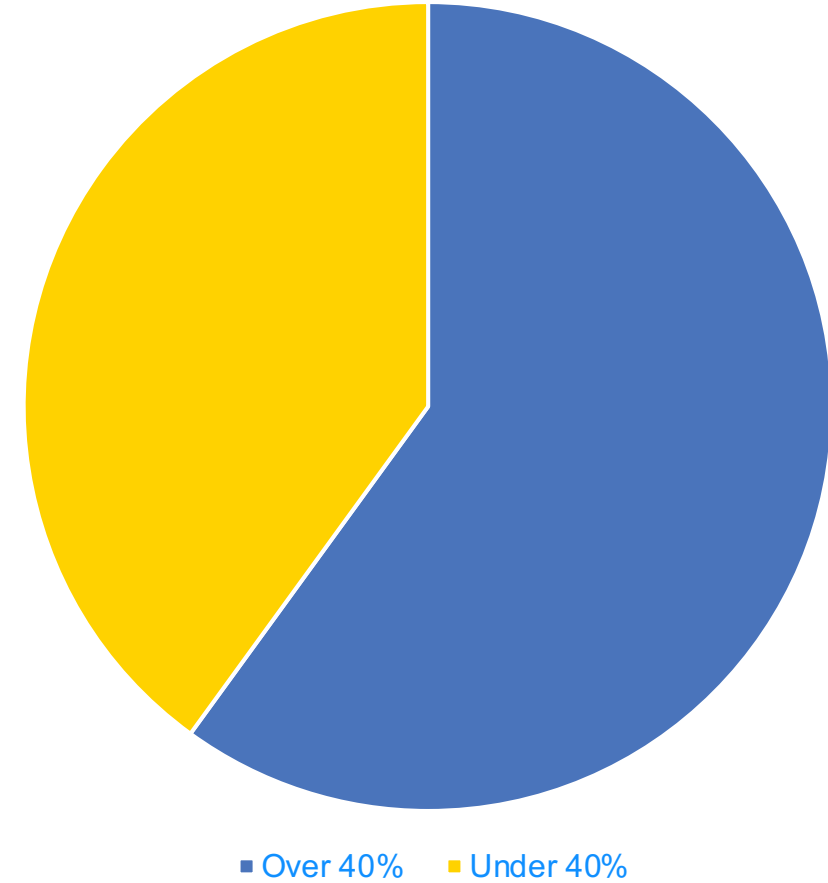
offered by **147** schools

IB Schools in the United States

IB Schools in the US



Qualify for Federal Funds



Federal Funding & US Schooling: A Historical Root

Elementary and Secondary Education Act (ESEA), 1965



Equal Opportunity & Outcomes

- Was a direct intervention by the Johnson Administration's "War on Poverty" campaign and to further solidify the newly created Office of Civil Rights (1964) and uphold *Brown v Board* (1954)
- Original goal- which remains today - was to improve educational opportunity and outcomes for students from lower-income families by providing federal funds to schools serving impoverished students
- *"As the son of a tenant farmer, I know that education is the only valid passport from poverty."*

Federal Funding Response to C19

I. Coronavirus Aid, Relief, and Economic Security (CARES) Act (enacted March, 2020): \$30B for Education

II. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (enacted December, 2020): \$81B for Education

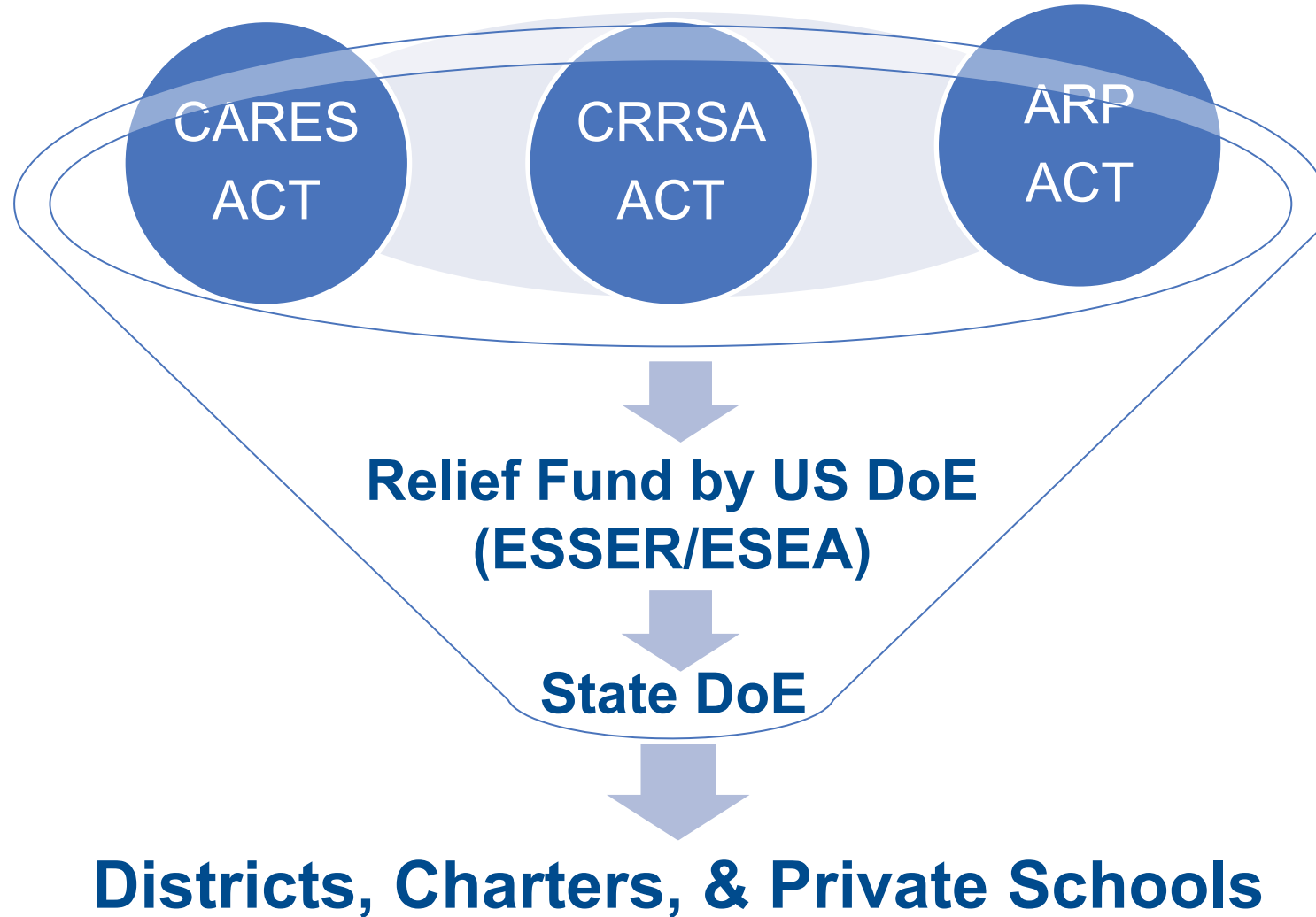
III. American Rescue Plan (ARP) Act (enacted April, 2021): \$168.75B for Education

Due to these Acts, significant federal funds are distributed to LEAs/Districts/Schools through the **Elementary and Secondary School Emergency Relief (ESSER) Fund** predominately, but not exclusively, for schools qualifying for federal Title funds (ESEA/ESSA)

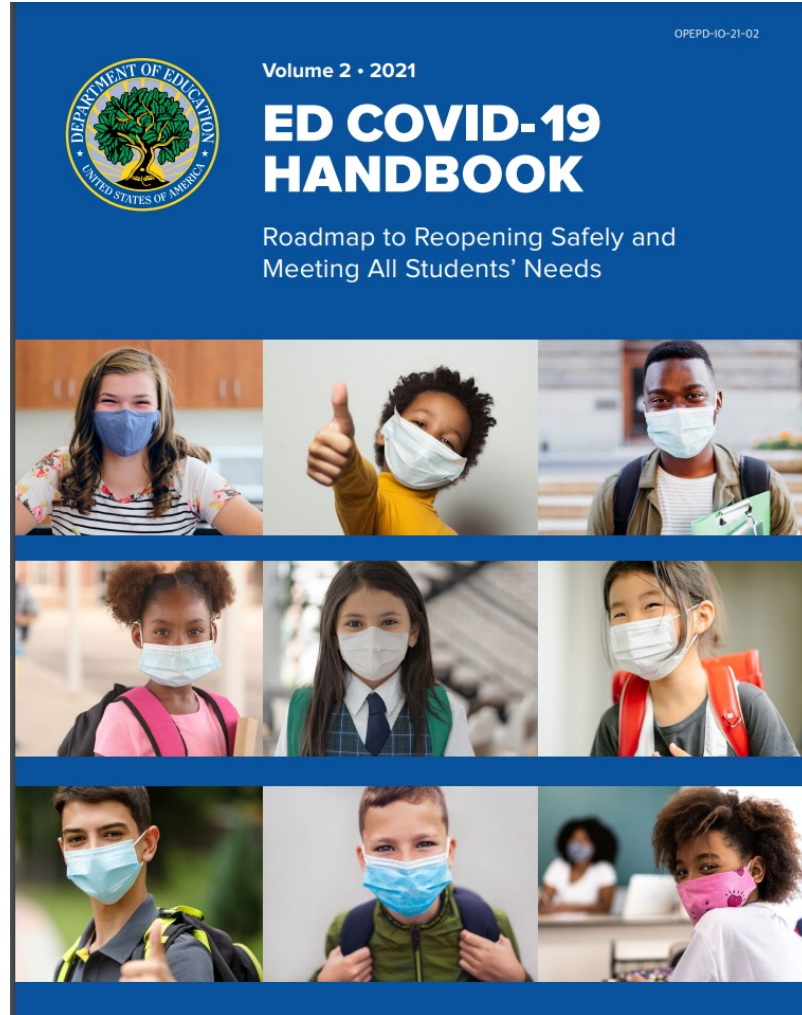
How it works:

Under ESSER (Elementary & Secondary Emergency Relief Fund), established in the Coronavirus Aid, Relief, and Economic Security **(CARES) Act**, Pub. L. No. 116-136 (March 27, 2020), **and further funded under** the Coronavirus Response and Relief Supplemental Appropriations **(CRRSA) Act**, 2021, Pub. L. No. 116-260 (December 27, 2020) **and the** American Rescue Plan **(ARP) Act** of 2021, Pub. L. No. 117-2 (March 11, 2021), **the U.S. Department of Education (Department) awarded grants** to State educational agencies **(SEAs) for the purpose of providing** local educational agencies **(LEAs) that receive funds under part A of title I** of the Elementary and Secondary Education Act of 1965 **(ESEA)**, including charter schools that are LEAs, **with emergency relief funds to address the impact the COVID-19 pandemic has had, and continues to have, on elementary and secondary schools across the Nation.**

A Visual



ARP and the Elementary & Secondary School Emergency Relief (ESSER) Fund



Breakdown:

- \$123 billion for K–12 state education agencies (including \$800 million for homeless children)
- 40 billion for institutions of higher education
- \$2.75 billion to governors for private schools
- \$3 billion for the Individuals with Disabilities Education Act

ESSER, IB, & Equity

- Learning Loss

**What does the research really say?*

- Inquiry

- Rigor & Relevancy

- Social & Emotional

Bottom line for IB Schools:

Any allowable use of funds under ESEA/Every School Succeeds Act (ESSA, 2015) is allowable under ESSER

American Rescue Plan Act Summary of K–12 Education Provisions



Funding for Education

- \$123 billion for K–12 state education agencies (including \$800 million for homeless children)
- \$40 billion for institutions of higher education
- \$2.75 billion to governors for private schools
- \$3 billion for the Individuals with Disabilities Education Act

Distribution of K–12 Funding (Elementary and Secondary School Emergency Relief Fund)

The amount of funding allocated to each state and district will be based on the relative amount of Title I funding the state or district receives. States are required to subgrant at least 87.5 percent of their funding to school districts (including charter schools that are considered school districts).

State Set-Asides

States are required to set-aside funds from their grants for the following purposes:

- 5% to address learning loss
- 1% for evidence-based, comprehensive afterschool programs
- 1% for evidence-based summer enrichment

Local Educational Agency Use of Funds

Within 30 days of receiving funding, school districts must publish a plan to reopen schools for in-person instruction. In addition, at least 20% of funds must be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs. The remaining funds can be used for any allowable use under the Elementary and Secondary Education Act, Individuals with Disabilities Education Act; Carl D. Perkins Career and Technical Education Act; and Adult Education and Family Literacy Act. Funds also can be used for such purposes as

- coordinating with public health departments;
- conducting activities to address the needs of students 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, and connectivity as well as assistive technology or adaptive equipment);
- summer learning, and supplemental after-school programs;
- mental health services;
- addressing learning loss;
- school facility repairs to reduce risk of virus transmission and support student health;
- implementing public health protocols including policies in line with guidance from the Centers for Disease Control and Prevention for school-reopening; and
- implementing activities to maintain the operation and continuity of services and to employ existing staff.

Maintaining State Funding

To receive funding, states must provide at least as much funding for K–12 and higher education in fiscal



MAY 2021

RECOMMENDATIONS FOR STATE LEADERS TO ADVANCE EQUITY USING FUNDS FROM THE AMERICAN RESCUE PLAN ACT

The COVID-19 crisis has disrupted education for all students, but has hit students from vulnerable and systemically neglected populations — students living in poverty, students with disabilities, students learning English, students experiencing homelessness, students in the foster care system, students who are incarcerated, undocumented students, Black and Brown students, Native students, and students who identify as LGBTQ — hardest. Beyond interruptions to instruction, many of these students face food insecurity, unreliable access to remote learning technology, reduced access to student supports and education services, and housing uncertainty. Racial inequities caused by long-standing racial violence and exacerbated by the COVID-19 pandemic cause further stress and anxiety for students of color and expose some of the additional daily challenges they face.

In response to these crises, the federal government is providing an additional \$125 billion to states and school districts through the [American Recovery Plan Act \(ARP\)](#). ARP requires states and school districts to use at least 5% and 20% of the funding they receive, respectively, to implement evidence-based interventions to address unfinished learning and to address students' academic, social, and emotional needs. This package includes \$3 billion for the Individuals with Disabilities Education Act and \$800 million for [supporting students experiencing homelessness](#), which state leaders must use to support these student groups (along with other federal and state funding which can — and should — be used for this purpose as well). The U.S. Department of Education (ED) [has already begun sending](#) these resources out. In April, ED released a [state application](#) for the remaining funds.

This unprecedented investment in education provides states and school districts with a chance to close opportunity gaps that existed prior to COVID-19. For perspective, the total investment in K-12 schools through ARP, the [Coronavirus Aid, Relief and Economic](#)













1



Volume 2 • 2021

ED COVID-19 HANDBOOK


Roadmap to Reopening Safely and Meeting All Students' Needs



OPEPD-10-21-02

American Rescue Plan Act

Summary of K–12 Education Provisions



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Maintaining State Funding

To receive funding, states must provide at least as much funding for K–12 and higher education in fiscal years 2022 and 2023 as expenditure of the state's general fund for the same fiscal years 2017–2019.


Support Tools for Sustaining & Growing IB Programmes

Funding the IB Resource Guide



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The IB Journey

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IB Cost Planner

PD Offering Guide



Primary Years Programme


PYP Cost Estimate



Middle Years Programme

MYP Cost Estimate


MYP Partner Cost Estimate



Diploma Programme

DP Cost Estimate

DP/CP Cost Estimate



Career-related Programme

CP Cost Estimate

IB CP Perkins Brochure

For more information about the International Baccalaureate, visit www.ibo.org

Resources

The IB Journey: Becoming an IB World School

The IB journey is one of reflection, inquiry, and growth as a school. However, your school will not walk the journey alone. We work together throughout your school's journey - with a shared vision and passion - to deliver our mission of creating a better world through education; to grow our diverse community of schools; to increase access to excellent education for students of all backgrounds, everywhere; and to have a positive impact on the lives of millions worldwide.



Consider the IB

- Read out to the IB in learning more about becoming an IB World School
- Learn about IB programmes - the **Primary Years (PYP)**, **Middle Years (MYP)**, **Diploma (DP)**, and the **Career-related Programme (CP)**
- Analyze and reflect on the IB's philosophy and structure alongside the Guide for Authorization for the **PYP, MYP, DP, CP or DP/CP**

Apply to become an IB candidate school

- Schools work with the IB Development Team to open an Application for Candidacy and project an **authorization readiness timeline**
- School leadership registers for **professional development***
- Schools project a five-year budget, pay Application Fee, and submit an Application for Candidacy
- IB works with the school to issue a decision on candidacy

*required for candidacy

Application phase

You have done the homework. Now it is time to apply.

Congratulations!



You are an IB candidate school

Putting the pieces in place

Candidacy is the period of time where a school puts the pieces in place to become an IB World School

- Schools begin Category 1 trainings designed for inquiry-based teaching and learning experiences
- IB assigns a consultant to guide school during candidacy while programme pieces are initiated
- School pays Candidacy/Consultation Services Fee
- The school and the IB schedule consultant visit
- IB issues consultant visit report
- School determines that it meets the requirements for authorization, including completion of professional development and receives end of consultancy report

The pieces are in place: It is time to apply

- School informs the IB to open the Application for authorization
- School pays Candidacy /Application for Authorization Fee

Apply to become an IB World School

Your school is an IB World School



Become an IB World School

- IB issues response to the Application for authorization and a verification visit is scheduled
- School continues training, deepens teaching and learning, and refines programming
- IB visits school and issues verification visit report
- School resolves matters to be addressed, if any
- IB issues decision on authorization
- School submits signed authorization agreement
- IB **awards authorization!**

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Funding the IB: Did You Know?

Funding the IB is easier than it seems. Below is an overview of funding opportunities frequently used by IB schools to expand access, grow programming, or start the IB journey.



Let's begin...



Identify

- the IB programmes you seek to create or expand
- your eligibility for federal funding
- your local philanthropic community
- state-based possibilities

Federal Funding

Title I
Title II
Title IV

The federal Every Student Succeeds Act identifies the IB as an appropriate use for these Title funds:

Title I: Provides funds to meet state academic standards for eligible students; execute evidence-based educational strategies; increase the skills and performance of underachieving students

Title II: Provides funds to Professional Development and the Charter Schools Program may be used to train IB course teachers or eligible students

Title IV: Provides funds for a well-rounded education integrating career and university preparation; improve student health, safety, and long-term economic stability; support effective use of technology

Perkins V



The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides nearly \$1.3 billion annually for career and technical education (CTE) programs for youth and adults in the United States. Perkins funds are not only authorized to purchase supplies and equipment, they can also fund innovative program costs such as annual fees, professional development, and in some cases, staffing. Perkins V funding is an excellent fit for the IB Career-related Programme.

Philanthropy



We recommend schools approach state and local philanthropic foundations (community foundations) looking to support exemplary schooling for all and/or businesses/corporations looking to invest in the future workforce. **Community Foundations**, **philanthropic organizations** oriented toward world-class schooling, and **Chambers of Commerce** are great resources for grants or identifying businesses/companies looking to support exemplary schooling and workplace-education developments.

State Funding



Inquire and Research

- State tax credit programs
- Department of Education Innovation and CTE block grants
- District Foundations
- City and County Grants for Schools
- Other State-Based Revenue Sources Unique to Your State

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Start-Up Cost Estimate - Diploma Programme (DP)


Year of consideration	Application for Candidacy fee* (and required <i>Professional Development (PD)</i> for the <i>Head of School</i>)	\$4,000* (+\$450-\$1,600 for initial PD)	Copy of check, or purchase order and workshop completion certificate are uploaded into documents section of the application.
Year 1	Candidacy and consultation services Y1 fee Includes remote consultation, 2-day on-site visit, consultant visit report, end of consultancy report, access to the IB's Programme Resource Center, direct support from the authorization department via programme relationship manager	\$9,500*	Once a school has been awarded candidacy, a non-refundable candidacy and consultation services fee will be charged to the school on the 1st of the month following the granting of their candidacy.
All teaching DP courses must be trained, including TOK and CAS	Training Costs per participant Option 1: Online - approx. \$450* Option 2: Face-to-face - starting at \$744* (Travel and accommodation are additional expenses) Other Options: Refer to PD Offerings PDF and/or https://www.ibo.org/professional-development/find-events-and-workshops/ NOTE: Some schools choose to spread training costs across both years of candidacy. Training requirements must be met for authorization.		
Year 2	Candidacy and application for authorization services Y2 fee Candidacy and consultation services fee will no longer be charged. This service fee will be billed yearly from this point until the school is authorized: covers cost of assessing and processing the application for authorization, a 2-day verification visit to the school (only one visit per candidacy is covered), a verification visit report, final authorization of the school, access to the IB's Programme Resource Center, direct support from the authorization department via your programme relationship manager.	\$9,500*	Once a school notifies the IB that it would like to apply for authorization, a non-refundable candidacy and application for authorization services fee will be charged to the school on the 1st of the month following this request.
Year 3	Annual school fee (Post authorization)	\$11,650*	July (Invoiced in June, US schools)
Year 8	Evaluation visit (Every 5 years)	Approx. \$4000	

Primary Years Programme Costing Guide (18A)									
		Consideration Phase		Candidacy		Authorized IB World School			
		Pre-Candidacy Trainings & Application Fee	Year 1	Year 2	Year 3	Year 4	Year 5		
Standard Fees									
Application for Candidacy Fee		\$4,000.00							
Candidacy and Consultation Services Phase/Fee			\$9,500						
Candidacy and Consultation Services Phase/Fee									
Candidacy and Authorization Services Phase/Fee				\$9,500					
Annual Authorized School Fee					\$8,520				
Annual Authorized School Fee						\$8,520			
Annual Authorized School Fee							\$8,520		
Annual Authorized School Fee								\$8,520	
Annual Authorized School Fee									\$8,520
Grand Total at the end of 5 years USD									49,460
Workshop	Type of workshop	Cost Per Workshop (USD)	Enter n° of participants						
Mandatory Workshop for Application for Candidacy (Head of School)									
Category 1: Head of School	Online	\$450	1	\$450.00					
Category 1: Head of School	In-School	\$550							
Category 1: Head of School	Face-to-Face	\$744							
Category 1: Head of School	HO: Adding a Programme	Free: No Charge	1						
IB Coordinator Workshop									
Category 1: Coordinators	Online	\$450	1	\$450					
Category 1: Coordinators	In-School	\$550							
Category 1: Coordinators	Face-to-Face	\$744							
Category 1, 2 and 3 Workshops									
Professional Development Yr 1	Refer to PD Offerings								
Professional Development Yr 2	Refer to PD Offerings								
Professional Development Yr 3	Refer to PD Offerings								
Professional Development Yr 4	Refer to PD Offerings								
Professional Development Yr 5	Refer to PD Offerings								
Total in USD for each stage				\$4,900.00	\$9,500	\$9,500	\$8,520	\$8,520	\$8,520

Guide Overall Budget PYP MYP MYP Partner DP CPwithDP CP


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Call to Action



Ways to Help

- Spread the Word about ESSER & the IB
- Distribute the *Funding the IB Resource Guide*
- Your ideas concerning Associations, ESSER, & the IB?



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Questions and Dialogue

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