

Chapter 3 - Application Process

A Page-by-Page Guide to Completing the NCLB Consolidated Grant Application

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Overview

To access the Consolidated Application, see instructions in Chapter 1. The screen shot below shows the first page of the document as you open it. In the top right corner of the very first page as you open the document; you will note a drop-down list beside the words: Consolidated Application. By default, this list initially says “NCLB Consolidated,” but when you click the down arrow, you will find these additional choices:

Title I - Basic

Title II-A - Teacher Quality

Title II-D - Technology Enhancing Ed Formula (not available in 2015)

Title IV-A- Drug Free Schools (not available in 2015)

Title V - Innovative Programs (not available in 2015)

NOTE: The last three grant choices (Title II-D, Title IVA, and Title V) are not available for funding in the 2014-2015 school year (FY15) and for the foreseeable future. Only the NCLB, Title I and Title II-A programs need to be completed.

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

Overview	District Information	NCLB Plan	Gun-Free	Allotment	Grant Summary	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Overview										
Program:	The programs included in the NCLB Consolidated Application are: Title I, Part A, Improving the Academic Achievement of the Disadvantaged Title II, Part A, Teacher and Principal Training and Recruitment Fund (Teacher Quality) Title II, Part D, Enhancing Education through Technology (Formula Allocation) (not funded in FY15) Title IV, Part A, Safe and Drug-Free Schools and Communities (not funded in FY15) Title V, Part A, Innovative Programs (not funded in FY15) The Flexible Use of Funds Provision for the Small, Rural Schools Program (Section 6211)									
Purpose:	The No Child Left Behind Act of 2001 (NCLB) redesigned the Elementary and Secondary Education Act (ESEA) programs to emphasize four pillars of reform. 1. Accountability for results 2. Doing what works based on scientific research 3. Local control and flexibility 4. Expanded parental options The overarching goal of NCLB is for every child to meet state academic achievement standards. Title I provides the programs and resources for disadvantaged students to meet this goal. It also requires states and LEAs to close the achievement gap, to place a highly qualified teacher in every classroom, and to improve the qualifications of paraprofessionals who work with disadvantaged students. The former JASA Title II and Class-Size Reduction grants were replaced by the NCLB Title II Teacher Quality grant that provides the resources for hiring, retaining, and recruiting highly qualified teachers and for training teachers and paraprofessionals. The NCLB Title IV grant removes obstacles to student achievement by providing a safe and drug-free environment. Throughout NCLB, the use of solid research to improve teaching is required and promoted, and parents are provided with information and options to improve the education of their children.									
Funding:	Allocations are preliminary, and payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.									
Program Type:	Federal Entitlement Grant									
Legislation:	Public Law 107-110, the No Child Left Behind Act of 2001									
Resources:	NCLB Handbook NCLB Grants (Titles I, II-A, II-D, and IV): Caps, Minimums, Set-Asides									

REMINDER and DISCLAIMER On each page of the application, there is a link to instructions which provide even greater detail on each stage of the application. The instructions are an important resource and should be reviewed prior to completion of the page. This toolkit is not meant to substitute for the instructions but to provide a quick reference of the components of the application. It is strongly suggested that this document be used while looking at the application available on IWAS.

NCLB Consolidated

1. Overview

- a. No action required - "Read Only;"
- b. Provides legislation and additional resource links you can use to determine the appropriateness of your programs.

2. District Information

- a. Contact information required;
- b. This may or may not be the District Superintendent;
- c. Click on "Save Page" before you leave this tab.
- d. Please pay close attention to the checkbox for "ONLY" district administration

3. NCLB Plan

- a. Numbers 1-3 provide guidance that will support you as you lead your district through the various components of NCLB programming.
- b. Needs Assessment: It is very important to check the boxes that reflect the results of your needs assessment! The use of your federal funds must be tied directly back to the needs identified in these checklists. If you have other needs that are not reflected in the checklist – include them in the narrative box at the bottom.
- c. General Education Provisions Act: This statement must specifically include the six types of barriers that can impede equitable access or participation – which are gender, race, national origin, color, disability, or age.

SUGGESTION: Use the language in the direction box to format your statement: EX: "Per Section 427 of the General Education Provisions Act, the Board, Administration and Staff of District ____ has adopted a policy which ensures equitable access to and participation

in NCLB programs for students, teachers and beneficiaries with special needs without regard to gender, race, national origin, color, disability, or age. All teachers and instructional staff will receive training on an annual basis to ensure that all students are included in every aspect of the curriculum including extracurricular activities. There are currently no barriers that prevent participation.”

- d. Click on “Save Page” before you leave this tab.

4. Gun-Free

- a. This information can be obtained from the Superintendent’s Office using the Student Information System (SIS) report which is submitted electronically to ISBE.
- b. Insure that a number is entered in #1. If the district reported no incidents, then place a “0” in the box.
- c. If there were any expulsions, provide the additional requested information.
- d. Click on “Save Page” before you leave this tab.

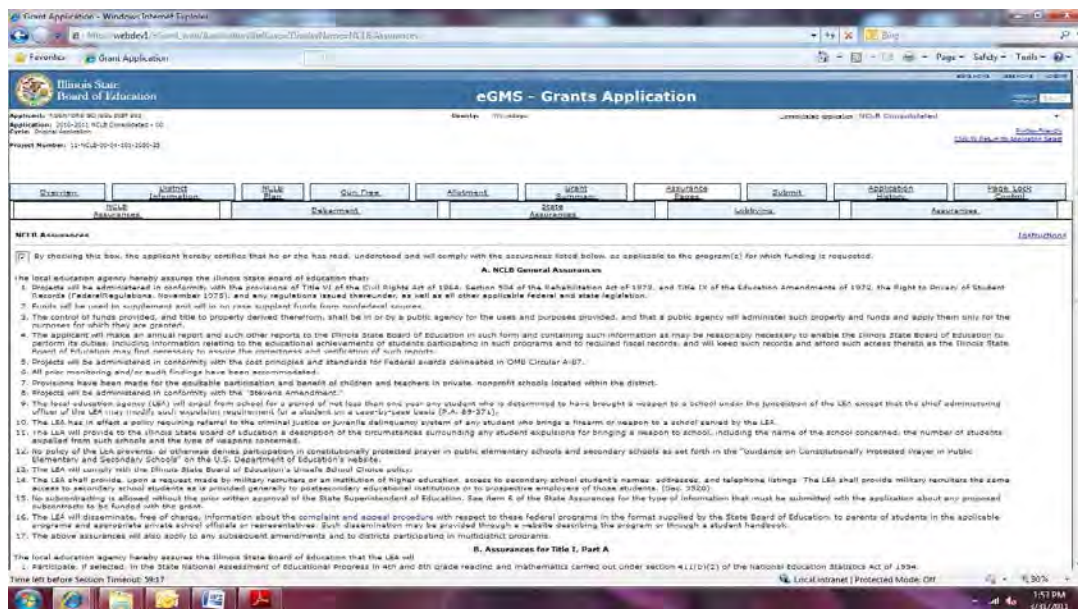
5. Allotment

- a. No action required UNLESS you want to transfer funds from Title II to Title I.
- b. You cannot transfer funds from Title I to Title II.
- c. Funds transferred become subject to the rules and regulations of the receiving fund source. (In other words, if you transfer funds into Title I, those funds must be used in compliance with all Title I rules and regulations, such as rules concerning private school share and the calculation of set-asides.)
- d. Note that you cannot transfer more than the amount designated in line: *Funds Available for Transfer*. Due to the current NCLB waiver, all districts may transfer all title IIA funds into Title I with limited restrictions.
- e. If you transfer funds, then you must click “Save Page” at bottom of page.

6. Grant Summary

- a. No action required - “Read Only”
- b. This page provides you a summary of how you plan to spend the funds by function code, but is populated after all budget pages are completed and saved.

7. Assurance Pages



- a. The five tabs of Assurance Pages will be “Read Only” for everyone except for the Superintendent, who will have a small box to click to indicate their commitment to the assurances as outlined in each document.
- b. The grant can be submitted after the Superintendent has gone into the grant and clicked the box on the Assurances Tab for each of the following sections:
 - ✓ NCLB Assurance
 - ✓ Debarment
 - ✓ State Assurance
 - ✓ Lobbying

The Superintendent must also click on the button next to his/her name on the Assurances tab and click on “Organization Approves.” This may also be done by staff with Board-certified delegated authority who must also provide his/her name.

8. Submit

DO NOT CLICK THIS BUTTON UNTIL YOU HAVE COMPLETED THE PAGES/TABS FOR TITLES I AND IIA. When all program pages have been completed, return to the Submit page and run the Consistency Check. If error messages display, return to the noted pages and provide corrections. After correcting all errors, rerun the Consistency Check and submit through the district chain-of-command for the Superintendent to sign the Assurances. Once the Assurances have been signed, the application may be sent to ISBE.

9. Application History

- a. No action required - “Read Only.”
- b. This page allows you to check to determine the status of your grant as it goes through the ISBE approval process and lets you know the names of the consultants who have reviewed, and approved or returned your grant for further action.

10. Page Lock Control

- a. This page is used when you are ready to revise or amend your grant application after it has been initially approved by ISBE or returned for changes.
- b. It is in your best interest to open only the pages that you are required to change.
- c. To open a page that is locked, click in the Expand All checkbox for a listing of all individual pages. Click in the checkbox(es) next to the page(s) to be opened.
- d. Remember to click the “Save” button at the bottom of the page or you will not be able to make and save the changes you require throughout the grant.
- e. HINT: If you start making changes on any page throughout the grant application but do not see a “Save” button at the bottom of the page, it is because you did not unlock the page for editing. You would then have to go to the Page Lock Control tab, open the required pages for editing, return to those pages, and re-enter the data.
- f. You are not able to unlock the FFATA after initial submission of the grant. Only ISBE can unlock this page.

Title I – Basic

Illinois State Board of Education		NCLB Consolidated Application		SESSION TIMEOUT 58:56	
Applicant: ROCKFORD SCHOOL DIST 203		County: Winnebago	Consolidated Application Title I - Basic		
Application: 2014-2015 NCLB Consolidated - 00					Printer-Friendly
Cycle: Original Application					Click to Return to Organization Select
Project Number: 15-4300-00-04-101-2050-25					Click to Return to Application Select
The application has been approved. No more updates will be saved for the application.					
Overview	District Information	FFATA	Program Specific	Goals	Budget Pages
Page Lock Control					
Overview					
Program:	Title I, Part A, Improving the Academic Achievement of the Disadvantaged				
Purpose:	To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on state academic achievement standards and assessments.				
Funding:	<p>Federal funds are allocated through four statutory formulas that are based primarily on census poverty estimates adjusted for the cost of education in each State. Basic Grants provide funds to LEAs in which the number of children counted in the formula is at least 10 and exceeds 2 percent of an LEA's school-age population. Concentration Grants flow to LEAs where the number of poor children exceeds 6,500 or 15 percent of the total school-age population. Targeted Grants are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or percentages of poor children receive more funds. Targeted Grants flow to LEAs where the number of poor children is at least 10 and at least 5 percent of the LEAs school-age population. Education Finance Incentive Grants (EFIG) distribute funds to States based on factors that measure (1) a State's effort to provide financial support for education compared to its relative wealth as measured by its per-capita income and (2) the degree to which education expenditures among LEAs within the State are equalized. Once a State's EFIG allocation is determined, funds are allocated to LEAs in which the number of poor children is at least 10 and exceeds 5 percent of the LEA's school-age population.</p> <p>NOTE: Allocations are preliminary, and payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.</p>				
Program Type:	Federal Entitlement Grant				
Legislation:	Public Law 107-110				
Guidance:	Title I Targeting Paraprofessionals Services for Private School Children Report Cards Serving Preschool Children Schoolwide Programs Calculating Equitable Allocations for Private Schools				
Application Due Date:	June 30 if a July 1 start date is required, and no later than November 7, 2014. Note that no activities can occur until a substantially approvable application is received by ISBE, and no funding will be disbursed until final approval is received.				
Amendment Due Date:	Prior to obligation of funds and no later than 30 calendar days prior to the ending date of the program.				
Grant Period:	July 1st - June 30th each year (Summer programs may request August 31st end date.)				
Fiscal Information:	Grant Administration and Fiscal Requirements and Procedures Handbook				
Expenditure Reports:	Cumulative expenditure reports and a final completion report are required.				

1. Overview

- No action required - "Read Only".
- Provides legislation and additional resource links you can use to determine the appropriateness of your programs.
- Note the specific guidance links available on this page are to answer questions about Targeting, Non-public, and other NCLB areas of importance.

2. District Information

- If the contact person for this grant is the same person identified under the NCLB Consolidated tab, then click the box at the top of this page. Otherwise, complete information as requested.
- Experience level of the administrator must be checked
- Title I plan ISBE approval date must be entered. This information can be found in IIRC.
- Application Status
 - Most applicants will select the "District is applying for this grant" checkbox
 - If the applicant is eligible for this grant, but has chosen not to apply, check the second box and save the page. It is not necessary to complete any other information on this or any other Title I pages.
 - If the applicant has a Title I allocation, but does not complete the Title I pages, and does not check this box, the consistency check on the NCLB Submit page will display error messages indicating that Title I information is missing
 - Be sure you have not checked the "NOT APPLYING" button if in fact you are applying for the grant. The FRIS system will not recognize your application and your grant application will not be funded

- e. Activity Period box(es) must be checked.
 - i. Click “Regular Grant Period” box if budget reflects just regular year programming of 6/30/20XX.
 - ii. Click just the “Extended Grant Period” box if budget reflects just summer programming beyond June 30th date.
- f. Grant Period will auto populate based on the selection for activity period.
- g. District Comment Box: This is an important place for you to provide ISBE consultants with additional information that will aid them as they work with you to approve your grant and facilitate funding. For example:
 - i. If the district had building closures or grade span changes – note it here!
 - h. Click on “Save the Page” before you leave this page.

3. Federal Funding Accountability and Transparency Act (FFATA)

- a. New federal requirements are now in effect under the Federal Funding Accountability and Transparency Act (FFATA). These new requirements pertain to all prime recipients (e.g. ISBE) that make “first tier” federal subawards and contracts (e.g. to a local education agency).
- b. LEAs that receive grant awards of \$25,000 or more must report the following new data element:
 - i. Title and description of the purpose of the funding action. This narrative should capture the overall purpose of the subaward and, if there are multiple funding actions, sufficient description to define the need for each funding action.
 - ii. LEAs must report the following new data element: the Executive Compensation Data which includes the name and total compensation of the five most highly compensated officers if that LEA received \$25 million or more in annual gross revenues from federal awards in the preceding fiscal year, the entity received 80% or more of its annual gross revenue in federal awards during the preceding fiscal year and if the public does not have access to this information through other federal reports.

4. Program Specific

4.1 Targeting Step 1

Applicant: ROCKFORD SCHOOL DIST 205
Application: 2014-2015 NCLB Consolidated - 00
Cycle: Original Application
Project Number: 15-4300-00-04-101-2050-25

County: Winnebago

Consolidated Application: Title I - Basic

[Printer-Friendly](#)
[Click to Return to Organization Select](#)
[Click to Return to Application Select](#)

Overview	District Information	FFATA	Program Specific	Goals	Budget Pages	Page Lock Control
Targeting Step 1	Targeting Step 2	Targeting Step 3	Targeting Step 4	Private School Share	Schoolwide Programs	

Title I Targeting [Instructions](#)

Application has been approved. No changes are allowed.

[NOTE: READ BEFORE IMPORTING - Data Import Instructions](#) [Data Import Template](#)

Choose File | No file chosen
[Validate File](#)

Step 1:
Enter the details for all attendance centers then click a save page button. Use most recent data for student counts. (Unduplicated Count)

Check the appropriate source box(es)

- ☒ FREE/REDUCED LUNCH
- ☐ TANF (formerly AFDC)
- ☐ MEDICAID
- ☐ Direct Certification

Month: Year:

Please indicate below whether the numbers you will be entering will be based upon students enrolled in your district or students residing in your district.
☒ Enrollment ☐ Residing

Attendance Center	Select Category	Grade Span	Feeder Pattern Used	CEO	Grandfather or Waiver	Public Enrollment	Non-Public Enrollment	Public # Low Income	Non-Public # Low Income
0001 - AUBURN HIGH SCHOOL	High School	9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1762	0	1221	0
0002 - ROCKFORD EAST HIGH SCHOOL	High School	9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1792	0	1347	0
0003 - GUILFORD HIGH SCHOOL	High School	9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1665	0	1173	0
0004 - JEFFERSON HIGH SCHOOL	High School	9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1664	0	1374	0
1001 - WEST MIDDLE SCHOOL	Middle School	6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	837	87	757	18

A. Poverty Data Source

- Select method used to determine poverty in the district (Free/Reduced Lunch, TANF, Medicaid, or Direct Certification) – this will become the method used to identify Title I schools in the district.
- Identify the month and year of data used to identify the Title I schools in the district. NOTE: must use recent data available (Districts should select the month that is most representative of their low-income distribution over the majority of the year, but this should reasonably be within 6 months of the application date. District will not need to adjust this information as it makes amendments throughout the year.

HINT: Most districts use Free/Reduced Lunch count as this information is most readily available to district staff. This data should be available for Federal and State Monitoring to review.

B. Enrollment Description: Explain the source of the enrollment data by indicating whether it:

- Is actual public school and private school enrollments; OR
- Is the number of public school students residing within the attendance area, regardless of whether or not they are actually enrolled in that attendance center, plus private school students within the attendance center.

C. Attendance Center information

- This portion is extremely important as it determines the Title I allocations for each public and private school building.
- Be certain that all public schools in the district are listed – even those that will not receive Title I programming services. (This information is automatically prepopulated, so if the listing is not correct or if any of the populated information is

incorrect, e-mail Janet Allison at <mailto:jallison@isbe.net> or Denise Burge at <mailto:dburge@isbe.net> before entering any data on the application.) If for any reason the requested changes cannot be made, make a note in the Comment Box on the District Information Page. The District is required to inform ISBE of school changes (opening, closing, consolidating, and/or grade span changes) through the Entity Profile System and follow the CDS Codes: Guidelines and Procedures for Changes document.

- D. Feeder Pattern** - Check this box for a middle school or high school **only** if low income numbers appear to be underreported and a feeder pattern has been used to qualify the school.
- a.** Feeder pattern calculations must be maintained at the district for audit documentation.
 - b.** For information on calculating low income numbers by using a feeder pattern, see question 10 of the Title I guidance (page 12) at <http://www.ed.gov/programs/titleiparta/wdag.doc>.
- E. CEO information** - Beginning in the 2011-2012 school year, the United States Department of Agriculture and the United States Department of Education implemented a new program for providing reimbursements to LEAs for providing free (no cost to the student) breakfasts and lunches to all students in schools with significantly economically disadvantaged populations. This new program is known as the Community Eligibility Option (CEO).
- Districts with approved CEO programs have the CEO box automatically checked as a method of low-income data on the Targeting Step 1 page of the Title I portion of the NCLB Consolidated Application.
 - Districts with both CEO and non-CEO schools will need to check one or more measures of poverty to account for the non-CEO schools.
 - Since not all schools within a District may qualify for CEO, the District must mark which schools are participating.
 - The poverty rate for those CEO schools will automatically be multiplied by 1.6 and ranked accordingly in Targeting Steps 2-4.
 - For more information on CEO, please read the e-bulletin available at: <http://www.isbe.net/e-bulletins/pdf/02-12.pdf>
- F. Grandfather or Waiver.**
- a.** Grandfather: This applies if the school building had qualified for Title I services in the preceding fiscal year but can no longer qualify. The Grandfather clause permits a building to receive Title I services for one additional year when qualification criteria drops below eligibility. However, the Grandfather or Waiver exception cannot be used for more than one consecutive year.
 - b.** Waiver: Note that any waiver reflected in this box must be previously approved by the U. S. Department of Education (ED) – and a copy of the approval must be filed with ISBE.
- G. Public Enrollment**
- a.** If the district selected **enrollment** as the basis for ranking schools, enter the **actual enrollments** for each school as of the date specified on this webpage for the selected

low-income data sources.

- b. If the district selected **residing** as the basis for ranking schools, enter the number of children **residing** in each attendance area. Include all children who, by reason of age, are eligible to attend that school:
 1. All children enrolled in public schools;
 2. All children enrolled in private schools;
 3. Students with disabilities who reside within the attendance center boundaries, regardless of where they are enrolled;
 4. Homeless children who reside within the attendance center boundaries, regardless of where they are enrolled;
 5. Children eligible to attend but who are not attending school (dropouts and home schooled).
- H. Private Enrollment: Enter the number of children residing in each attendance area who are enrolled in private schools.
- I. Public # Low Income: Enter the number of public school children from low-income families determined by the count from the data source(s) indicated on this webpage.
- J. Private # Low Income
 - a. Enter the number of private school children from low-income families determined by the count from the data source(s) indicated on this webpage or from comparable measures.
 - b. Steps to follow to obtain data for private enrollment and private low income:
 - i. Obtain listing of all local district students attending private schools. Private schools are not required to provide the names but must provide at least the addresses of the district eligible students enrolled in their school.
 - ii. List must include addresses to verify residency and to place students in the appropriate attendance areas. Use the list to determine the private enrollment for each attendance area.
 - iii. From the list, identify private students that qualify for free or reduced lunches. If free/reduced data is not available, comparable poverty measures may be used. Use this information to determine the number of private, low-income students residing in each attendance area.

HINT: ask private schools to provide:

 - A list of student addresses,
 - Whether each student qualifies for Free/Reduced Lunch, TANF, or Medicaid (dependent upon which category selected as data source at top of page).
 - This information then will need to be sorted to determine the number and low-income percentage of students attending private schools residentially eligible for each public school building.
 - See Targeting Step 1 instruction for more information on Generating Funds for Services to Eligible Private School Children.
 - c. Click on “Save Page” or “Next Step” before you leave this page in order to save all data.
 - Be careful about **warnings**, such as “category selected for attendance center doesn’t match the default value,” that may display if, for example, the grade

span does not match the system defaults.

- Warnings do not prevent the application from being submitted, but they are intended to make sure targeting has been done correctly.

4.2 Targeting Step 2

- a. Ranking: Select the basis to be used to determine ranking of schools for Title I programming, either:
 - i. Use public and private values for ranking (this combines the public and private data from Targeting Step 1 Page); OR
 - ii. Use only public values for ranking.
- b. Click on “Proceed to Ranking” or “Next Step” before you leave this page.

4.3 Targeting Step 3

- a. This portion is very important as this step determines which schools will be eligible for Title I funding. Funds available may not be sufficient to serve all identified attendance centers.
 - b. NOTE: Choices made on this tab will determine which schools will be listed on Targeting Step 4 to qualify to receive Title I funding.
 - c. NOTE: All attendance centers with 75% or greater low-income students **must** be served, unless the district has a waiver approved by ED.
 - d. EXEMPTION NOTE: If the district meets one of the following two criteria, mark the appropriate box as indicated below:
 - i. *Mark Box 1:* if total district enrollment is less than 1000 students
 - ii. *Mark Box 2:* if district has one school per grade span
 - e. *LOW INCOME NOTE:* If district is not exempt (as noted by #1 or # 2 above) it must identify how it plans to rank Title I eligible schools for service by marking the appropriate box as indicated below.
 - i. *Mark Box 3:* If district plans to qualify for services only those schools from elementary, junior high, or high school with a low income count above the average for the grade span.
 - f. If district plans to qualify only schools with low income count equal or greater than the district low income average, district must indicate which form of ranking will be used:
 - i. *Mark Box 4a:* ranking schools in district (with low income count equal to or greater than district low income count average)
 - h. *Mark Box 4b:* ranking schools in district by grade spans (then by low income count equal to or greater than district low income count average)
 - a. EX: Choosing to serve all eligible elementary schools before expanding to include middle or high school grade levels.
 - b. This is usually used by districts that have schools with less than 35% poverty.
 - c. If district plans to qualify all eligible schools having low income count greater than 35%, district must indicate which form of ranking will be used:
 - i. *Mark Box 5a:* ranking within entire district.
 - j. *Mark Box 5b:* ranking by same or similar grade spans.
- REMEMBER: Districts must serve any school with a poverty rate of 75% or higher.

4.4 Targeting Step 4

Step 4:

1. Input all necessary set asides for your district and then click the "Calculate Distribution Amount" button.
2. Note that the set asides are based on the current year Title I allocation only. Prepayments and carryover are not part of these set aside amounts.
3. Select eligible schools that will not be served.
4. Click the "Distribute Amount Evenly" button to distribute the same per pupil amount to each school being served.
5. Adjust the resulting allocations, if needed, to put higher per pupil amounts in higher ranked schools. Click the "Check Distribution" button.
6. If the distribution amounts are correct click the "Save Distribution" to accept the distribution. [Return to step 3](#) to select an alternate ranking method.
7. If the chosen ranking method did not achieve the desired results, [return to step 3](#) to select an alternate ranking method.

Title I Allocation	\$14,164,852
+ Transfers In	\$0
+ Prepayment	\$0
+ Reallocation	\$0
+ Carryover	\$2,840,871
(+/-) Multi-District Transfers	\$0
- Released	\$0
= Total Title I Available for LEA	\$17,005,723

Set Asides * See Instructions for Set Aside Clarifications and other page instructions.			
Private School Noninstructional Costs	0	Parent Involvement (District Wide)	141647
		Prior Yr Unexpended Parent Involvement	0
		Total Amount for Parent Involvement	141647
Administration	474530	Preschool (District Wide)	0
Homeless Children	197025		
		Professional Development (District Wide)	0
		Priority School	953718
Limited English Proficient (LEP)	0	Focus School	0
Neglected/Delinquent Children	0		
Other	0		
Other Tech Support	63262		
Other Assessment	69815		
Other Indirect Costs	474923		
Other Summer Suppl. Prog.	1288624		
		Total Distribution Amount:	\$13,341,779
		Minimum Per Pupil Amount (if applicable)	0

- NOTE:** In order to complete this tab correctly, the district must have developed a budget that will reflect the planned use of their Title I allocation. The information on this tab must match the budget detail tab.
- The Title I Allocation table at the top of this page is Read Only, providing a district with the amount of funds allocated for Title I.
- Set-Asides table (must match the Budget Detail Page)
 - Note:** A district may reserve funds for certain reasonable and necessary services before allocating funds to schools. Funds set aside are deducted from the Total Title I (Allocation) available to the LEA. Because the reservation of funds by an LEA will reduce the funds available for distribution to participating public schools as well as private schools, consultation with teachers, principals, parents, and private school officials must include discussion on necessary reservations.
 - Enter the amount of funds to be set aside, if any, for the purposes noted below. Please see Targeting Step 4 instructions for more details about each of the set asides. Functions provided are not exclusive, other function codes may be appropriate.
 - Private School Non-instructional Cost:** Costs for noninstructional expenses for private school services, such as transportation. (Function Code 3000)
 - Administration:** Any funds in budget for administration (Function Code 2300) must be set aside. Note the general limit of 5% of Title I allocation to be used for administrative purposes. Prepayment and carryover are not to be included in this 5% calculation.
 - Homeless:** Homeless set aside is mandated by the McKinney Vento legislation. Homeless students attending a non-Title I building may receive services through a tutor (Function Code 1000); funds may also be used for medical or dental work, school uniforms and/or a winter coat (Function Code 2900), for example. There are no guidelines regarding the amount that must be placed in the Title I budget for homeless students and families, only that funds be reserved "as needed." Private schools do not receive an equitable share of this

set-aside.

- d.** Limited English Proficient (LEP): LEP set aside may be used to transition students from LEP to regular classroom. (Function Code 1000) Private schools do not receive an equitable share of this set-aside.
 - e.** Neglected / Delinquent Children: funds must be reserved to work in local institutions or community day school programs for neglected and/or delinquent children if such are located in the district residential area. Private schools do not receive an equitable share of this set aside. (Function Code 3000 or Function Code 4000 if paid to public governmental institution).
 - f.** Other: Other set aside could include any funds for summer school, Indirect Costs, salary differentials, rewards for staff in Title I schools in status, etc. With the exception of Indirect Cost, Private schools will most probably be entitled to an equitable share of these costs.
 - g.** District-wide Parent Involvement: 1% of any Title I allocation greater than \$500,000 is mandated with 95% of the amount set aside distributed to Title I Schools. Private schools are entitled to an equitable share of these costs. (Function Code 3000 – or 2560 if providing meals for parents, 2550 if providing transportation for parents and children to activity).
 - h.** Preschool: District may set-aside funds to run a preschool in the district for eligible children. Private schools will not receive an equitable share of these funds. (Function Code 1000).
 - i.** District-wide Professional Development: The District wide professional development set aside may be used in districts where all schools participate in title I and all schools operate schoolwide programs.(Function Code 2210) Private schools will receive an equitable share of this amount – If the district does not meet this requirement, then professional development funds can be set aside in the “other” category. Private schools would also receive an equitable share of these funds.
 - j.** Priority Schools – those schools identified as priority schools should set aside an appropriate amount with which who provide services for instructional improvement
 - k.** Focus Schools - – those schools identified as focus schools should set aside an appropriate amount with which who provide services for instructional improvement
- d.** Calculate: when this box is checked, the software will calculate the amount of the Title I allocation that is not reflected in the set-asides – which will then be available to be distributed among the attendance centers.
- e.** Equitable distribution: The district has the option of distributing funds based on low-income numbers and building needs, or to provide equitable distribution of Title I funds across all eligible buildings based on low-income counts. When checked, equitable distribution will automatically distribute the funds remaining from set-asides based on number of low-income students.
- f.** Estimated Number of Students who will participate:
 - i.** Public:
 - a.** If Targeted Assistance program – this will be the estimated number of students planned to be served.

- b. If Schoolwide program – this will be the total enrollment of buildings receiving Title I funds.
 - ii. Non-Public– this will be an estimated number based on projected level of services to the private schools.
- g. Attendance Center:
 - i. This is a generated list of buildings based upon ranking method selected in Targeting Step 3.
 - ii. Indicate if any buildings have done the requested year of planning, met poverty requirements, and are operating as Schoolwide Title I programs. A check must appear in these boxes in order to allow the district to budget activities based upon all students. Otherwise, the district may only fund targeted assistance activities focused on identified at-risk students and cannot fund activities for all students. Any buildings checked as schoolwide here will be listed as such on the Schoolwide Program Page.

NOTE: when amending your grant, pay careful attention that this button remains selected if operating a Schoolwide Program.
 - iii. Indicate if any of the buildings listed will not receive any Title I services. The district may elect not to serve an eligible school that has a higher low income percentage rate if the school meets all of the following:
 - a. The school meets the comparability requirements of section 1120A.
 - b. The school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 (Schoolwide Programs) or section 1115 (Targeted Assistance Programs).
 - c. The funds expended from such other sources equal or exceed the amount that would be provided under this part.
 - d. **NOTE:** when a school is not served, please list items a, b & c above in the comment box.
 - iv. Public Low-income, Non-Public Low-income, and Low-income percentage are automatically populated based upon information provided in Targeting Step 1.
 - v. Attendance Center Allocation: District may determine Attendance Center Allocations based upon one of two methods:
 - a. Equitable distribution: If the district checks the Equitable Distribution box (beside the set-aside calculation box) – then the software will automatically populate the allocation for each school based on low-income count multiplied by the minimum per pupil allotment.
 - b. Manual distribution: The district may choose to provide allocation to buildings based upon identified needs.
 - 1. An LEA must allocate Part A funds to participating school attendance areas or schools, in rank order, based on the total number of children from low-income families in each area or school. An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order.
 - 2. If an LEA serves any areas or schools below 35% poverty, the LEA must allocate to all its participating areas or schools an amount for each low-income child in each participating school attendance area or school that is at

least 125% of the LEA's allocation per low-income child.

3. In determining what per-child amount to allocate, the LEA should bear in mind the purpose of such funding – to enable children who are most at risk to meet the State's challenging student academic achievement standards. The per-child allocation amount must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose.
4. An LEA is not required to allocate the same per-child amount to each area or school. However, the LEA must allocate a higher per-child amount to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.
5. An LEA that opts to serve schools below 75% poverty using grade span groupings may determine different per-child amounts for different grade spans so long as those amounts do not exceed the amount allocated to any area or school above 75% poverty. Per-child amounts within grade spans may also vary so long as the LEA allocates higher per-child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

NOTE: See Targeting Step 4 instructions for more information on ranking schools.

- c. Either method will then automatically populate the next two columns (Per pupil amount and Non-Public allocation).
REMINDER: Remember that the per pupil amount (PPA) must not be less than the Minimum Per Pupil amount as noted at the bottom of the set-aside table, if applicable.
- d. NOTE: the Total Non-Public Allocation is designated as a total at the bottom of this table.
- e. If you are serving buildings with less than 35% poverty, you must serve those building at 125% of the PPA, except for the last building due to the district running out of funds. If you get a warning message, make sure that all buildings get 125% of the PPA if ANY building with a poverty rate of less than 35% is served, regardless of the poverty rate of all higher ranked buildings) except for the last building. For example, if the minimum PPA is \$990 (calculated at the 125% level), schools A, B, C in order of poverty would need to get \$990 until there is insufficient funds which would go to school D .
- f. Error messages prevent applications from being submitted. Examples of error message are when set-asides for parent involvement are not sufficient or when attendance center difference must equal 0.

4.5 Private School Share

Applicant: ROCKFORD SCHOOL DIST 205 County: Winnebago Consolidated Application Title I - Basic

Application: 2014-2015 NCLB Consolidated - 00 Cycle: Original Application

Project Number: 15-4300-00-04-101-2050-25

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

Overview	District Information	FFATA	Program Specific	Goals	Budget Pages	Page Lock Control
Targeting Step 1	Targeting Step 2	Targeting Step 3	Targeting Step 4	Private School Share	Schoolwide Programs	

Private School Share [Instructions](#)

☒ Yes ☐ No Are private, nonprofit schools participating in this grant program? If yes, complete this page. If no, save page and continue to next page.

This information is pulled from the Targeting Step 4 page, except for Item 9, which must be entered manually.

- 252 The number of low-income private school students in participating public school attendance areas
- 20185 The number of low-income public school students in participating public school attendance areas
- 20437 Total number of low-income students in participating public school attendance areas (Line 1 + Line 3)
- 0.012331 Private school proportion of low-income students (Line 1/Line 3)
- 141647 The districtwide Parent Involvement reservation from Targeting Step 4
- 1747 **Equitable private school share of Parent Involvement reservation**
(This amount should be entered in Function 3000 on the Budget Detail page)
(Line 4 x Line 5 rounded to whole dollar)
- 0 The amount reserved on Targeting Step 4 for professional development activities
- 0 **Equitable private school share of Professional Development reservation**(This amount should be entered in Function Codes 3000 or 4000 on the Budget Detail page as appropriate)
(Line 4 x Line 7 rounded to whole dollar)
- 1421701 **The total summed amount of all Other instruction set-aside amounts entered on Targeting Step 4**
NOTE: THE SUM ABOVE SHOULD INCLUDE ALL ITEMS LISTED IN THE OTHER DESCRIPTIONS ON TARGETING STEP 4
- 17531 **Equitable private school share of all Other instruction set-asides**
(Line 4 x Line 9 rounded to whole dollar)

- Check “Yes” or “No” as appropriate – depending upon whether private schools are participating in this grant.
- NOTE: Districts must submit to ISBE the Private Schools Participation Form to ISBE as hardcopy – with administrative signatures of the participating private schools.
 - The number of low-income private school students in participating public school attendance areas is prepopulated. NOTE: This will match the number in Targeting Step 1.
 - The number of low-income public school students in participating public school attendance areas is prepopulated. NOTE: This will match the number in Targeting Step 1.
 - This field automatically populates based on data provided by the district in steps 1 and 2 when the page is saved.
 - This field automatically calculates based on data in lines 1 and 3.
 - Enter the amount set aside for Parent Involvement in Targeting Step 4 into the district’s Parent Involvement cell on the Private School Share tab.
 - This field automatically populates when page is saved but note that this amount must be reflected specifically as Private Parent Involvement Equitable Share in the Budget Detail Page in addition to the total private allocation as identified in Targeting Step 4.
 - Private schools are due equitable shares of Professional Development funds. If the district is choosing to set-aside funds for this purpose, enter the amount set aside for Professional Development in Targeting Step 4 into the district’s Professional Development cell on the Private School Share tab.
 - This field automatically populates when the page is saved–note that private equitable share for Professional Development is based on the amount beyond the minimum required for a district in status.

- ix. Please enter the summed amounts of the other set asides from targeting step 4.
- x. This field automatically populates when page is saved—but note that this amount must be reflected specifically as Other Equitable Share in the Budget Detail Page in addition to the total private allocation as identified in Targeting Step 4.

4.6 Schoolwide Programs

- a. SCHOOLWIDE: Any schools for which the Schoolwide box is checked on Targeting Step 4 Page will automatically be listed under the Approved Schoolwide Programs box. For each Schoolwide site:
 - i. Please check yes or no indicating whether the district will utilize schoolwide funding flexibility
 - ii. Please calculate the per pupil base amount
- b. TARGETED ASSISTANCE: The remaining Title I schools will be listed in this box.

5. Goals

- a. For every Goal there must be correlating activities and evaluation.
- b. IMPORTANT NOTE: every item in the Budget Detail Page must relate to at least one goal and every set-aside on Targeting Step 4 should have a corresponding goal
- c. HINT: A district could limit its goals to three or four specific areas (for instance, Reading, Math, Parent Involvement, Preschool, LEP, Attendance, etc.), state the goals in broad language (Ex: By March, 2015, 77.5% of Title I students will meet or exceed State Standards in Reading), and let the activities reflect the various components of the program and budget (such as homeless, private, etc.).
- d. The **Goal Statement** should be stated in measurable terms of expected student outcomes and when appropriate (as in Targeted Assistance Programs) must specifically identify and focus on Title I students.
 - i. Format for goal statement: *By (date or amount of time), (percent or number) of (participants or clients) will (specific achievement).*
 - ii. EX: *By end of year, 2015, 77.5% of Title I students will read at or above appropriate grade level of achievement.*
- e. The **Activity Statement** should be a broad listing of the overall activities that will be implemented through Title I funds that will lead to achievement of the stated goal. District should specify if these activities are Schoolwide or specific to identified students in a Targeted Assistance Program.

Example for a Schoolwide program:

Students will be screened at beginning of year to determine entrance level of reading using DIBELS, with those students scoring in the at-risk category targeted for progress monitoring every week. Reading Coach will work with classroom teachers to review student outcomes on a weekly basis, providing support to differentiate instruction to meet the needs of all students, but especially those students who fail to show expected growth and continue to read below expected level of achievement. The size of reading classes will be reduced by the provision of a Reading Specialist who will provide direct instruction in reading to students identified as in greatest need. The provision of a flex-period each day will allow for differentiation of instruction – with a focus on reteaching and preteaching.

- f. The **Evaluation Statement** should tell how the district will know if the goal was met and

include the benchmark / assessment used to determine the success / failure of the goal.

Example:

77.5% or more students will read on or above appropriate grade level of achievement as determined by the DIBELS (gr.K-2) or ISAT (gr.3-5).

- g.** For more information on Goals, see Chapter 7.

6. Budget Pages

6.1 Budget Detail

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

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: If teacher's retirement is not budgeted, indicate how it will be paid. Click on the "Create Additional Entries" button to enter additional information.

Description of Function Codes and Object Codes

Function Code	Object Code	Expenditure Description and Itemization	Title I-4300 Funds	Delete Row
1000	100	Tutors to work with students living in shelters before and after school (1000 hours @ \$22.50)	22500	<input type="checkbox"/>
1000	100	Regular School Day stipends at the Building level for 95 certified tutors k-8th grade (35,500 hours @ 22.50 per hour)	792000	<input type="checkbox"/>
1000	100	Targeted Assistance School - Legacy Academy - Regular school day tutors k-6 grade @300 hours	6750	<input type="checkbox"/>
1000	200	Federal TRS (25.12) TRS (9.98), THIS, Medicare for Homeless program tutors	8000	<input type="checkbox"/>
1000	200	Federal TRS (25.12), State TRS (9.98) IMRF, FICA, THIS, Medicare for certified tutors at the building level	316450	<input type="checkbox"/>
1000	200	Federal TRS (25.12) TRS (9.98) IMRF, FICA, THIS, Medicare for certified tutors at the building level for Legacy Academy	2697	<input type="checkbox"/>
1000	300	Software licenses for schools (e.g. Read 180, Study Island, Accelerated Reader)	10500	<input type="checkbox"/>
1000	400	Supplemental supplies and materials to support literacy and math instruction with unit costs under \$500 (math manipulatives @ \$1500 per grade level; classroom libraries @ \$1200 per grade level; reading intervention kits @ \$3000 per set; classroom calculators @ \$200 per classroom; supplemental paper @ \$30 per ream and printing supplies)	423260	<input type="checkbox"/>
1000	400	Targeted Assistance School - Galapagos (Supplemental supplies to support literacy and math instruction such as math manipulatives @ \$1500 per grade level; classroom libraries @ \$1200 per grade level, etc)	9000	<input type="checkbox"/>
1000	400	Targeted Assistance School - Legacy Academy (Supplemental supplies to support literacy and math instruction such as math manipulatives @ \$1500 per grade level; classroom libraries @ \$1200 per grade level, etc)	17348	<input type="checkbox"/>
1000	500	Capital outlay - Update classroom computers/Elmos for student use (Eisenhower 10,000; Flinn 10,000; Gregory 1000; Auburn 10,000; Conklin 2000; East 30,000; Ellis 5000; Hillman 2000; Jackson 3000; Jefferson 5000; Kennedy 5000; King 1500; Lewis Lemon 5000; Lincoln 3500; Marsh 2500; Nashold 1000; Nelson 1000; BFS-10,000; Rolling Green 1000; Springcreek 1000; Stiles 1000; Summerdale 1000; Thompson 1000; West 5000; Westview 1000)	119500	<input type="checkbox"/>

- The Title I Budget must be consistent with the Title I Plan on the Illinois Interactive Report Card.
- The *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* available at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf should be used to ensure compliance with NCLB rules and regulations.
- Please ensure activities are programmatically approvable and reasonable and necessary according to OMB Circular A-87 to carry out programmatic goals. (see http://www.whitehouse.gov/omb/circulars_a087_2004)
- Provide enough detail in the Budget description cells to demonstrate appropriate use of funds and compliance with program rules and regulations.
 - Staff:** provide full-time equivalents (FTEs) for each position, salary, and building and position assignments. NOTE: please do NOT include names, social security numbers or FEIN numbers for staff. (EX: 5 Reading specialists @ \$155,000: 1@Fairview, 2@Hill, 2@Washington. 3 Reading paraprofessionals @ \$62,000: 1@Fairview, 2@Hill, 2@Washington).
 - Benefits:** List the percentage rate used to determine benefits as well as the total cost per benefit. (EX: Medicare @ .0145 = \$11,342, ITRS @ .2580=\$192,116, IMRF @

.1565 = \$57,345, Insurance @ \$5040 = \$146,160,
TRS@ .12638 = \$93,550, FICA @ .0765 = \$28,299).

- iii. Purchased Service: This includes Workman's Compensation and Unemployment as well as any other kinds of purchased services that might be appropriate (license fees, on-line subscriptions programs, field trip entrance fees and related travel costs, consultant fees, etc.).
- iv. Materials: provide list of materials with descriptors (supplementary books, classroom libraries, videos, etc.), quantity, per unit costs, grade level/span to be used, where materials will be housed, etc. Note: when considering items to purchase with Title I funds, please refer to the guidance on Supplementing vs. Supplanting funds and guidelines for each school's "program type" (Targeted Assistance or Schoolwide). If in doubt, please discuss with your Principal Consultant as some items may not be allowable and would result in an audit finding.
- v. Homeless: 1000/400 would include INSTRUCTIONAL supplies such as pens, pencils, paper, notebooks, calculator, etc. (You will need a narrative description in each separate cell.) 2900/400 would include clothes, coats, etc. NOTE: Homeless funds must not be used for district consumable costs.
- vi. Capital Outlay: purchase of equipment over \$500 per unit. Narrative must include descriptor of item, quantity, per unit cost, where equipment will be maintained. Object 700 - Items that would be classified as capital assets except that they cost less than the capitalization threshold adopted by the school board but more than the \$500 minimum value. IF (and ONLY IF) the LEA has a BOARD-APPROVED, ENTITY-WIDE threshold for non-capitalized equipment of >\$500 should an item be listed in object 700. IF there are items listed in object 700, the BOARD-APPROVED, ENTITY-WIDE threshold must be included in the description
- vii. Professional Development: list the participating buildings, topics, names of particular workshops/conferences when known, number of hours, participants and rate of stipend pay for in-district workshops, number of days and rate of pay for substitute costs incurred as a part of professional development, etc.
- viii. If district has both Schoolwide and Targeted Assistance programs, then separate the costs into different budget narrative cells and label the cell according to the kind of Title I program to ensure compliance with the restrictive use policy of NCLB.
Example Schoolwide:
7 computers @ \$500 per unit for Cannon Elementary School, to be placed in 7 primary grade classrooms.
Example Targeted Assistance:
7 computers @ \$500 per unit for Cannon Elementary School, 3 to be placed in Primary Title I classroom, 4 to be placed in Intermediate Title I classroom.
- ix. NOTES
 - a. In a Targeted Assistance program, all materials and equipment must be maintained in the Title I classroom.
 - b. If district places funds in the Indirect Cost cell, this same amount should be included in the "Other" set-aside on Targeting Step 4 Page.

6.2 Budget


- a. This is a “Read Only” page – this summarizes district spending.
- b. Reader can use this page to check percentage mandates in the grant – such as 5% cap for Administration or 1% minimum for parent involvement (if total allocation is greater than \$500,000).

7. Page Lock Control

- a. This page is used when you are ready to revise your grant application after it has been returned for changes.
- b. It is in your best interest to open only the pages that you are required to change.
- c. See earlier directions on Page Lock Control section of the NCLB portion of this grant. Remember to click the “Save” button at the bottom of the page or you will not be able to make and save the changes you require throughout the grant.

HINT: If you start making changes on any pages throughout the grant application but do not see a “Save” button at the bottom of those pages, it is because you did not unlock the page for editing. You will then have to go to the Page Lock Control tab, open the required pages for editing, return to those pages, and re-enter the data.

Title IIA – Teacher Quality



Illinois State
Board of Education

NCLB Consolidated Application

EDS HOME | ISBE HOME | LOGOUT

SESSION TIMEOUT 59:56

Applicant: ROCKFORD SCHOOL DIST 205
 Application: 2014-2015 NCLB Consolidated - 00
 Cycle: Original Application
 Project Number: 15-4932-00-04-101-2050-25

County: Winnebago

Consolidated Application: Title IIA Teacher Quality

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

Overview	District Information	FFATA	Title II-A Needs Assessment	Program Specific Pages	Goals	Budget Pages	Page Lock Control
Overview Program: Title II Teacher and Principal Training and Recruiting Fund (Teacher Quality) Purpose: To provide funds to increase student academic achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies and to hold local educational agencies and schools accountable for improvements in student academic achievement. Funding: The projected allocation includes the LEA's hold harmless (the sum of the FY02 allocation for the IASA Title II, Dwight D. Eisenhower Professional Development Program and the FY02 allocation for the IASA Class-Size Reduction Program). Funds above the hold harmless level are calculated based on the low-income census count (80%) and on public and private, nonprofit K-12 enrollment (20%) using numbers provided by the U.S. Department of Education. NOTE: Allocations are preliminary, and payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program. Program Type: Federal Entitlement Grant Legislation: Public Law 107-110 Guidance: Title II Nonregulatory Guidance Revised Items in Title II Nonregulatory Guidance - August 2005 Application Due Date: June 30 if a July 1 start date is required, and no later than November 7, 2014. Note that no activities can occur until a substantially approvable application is received by ISBE, and no funding will be disbursed until final approval is received. Amendment Due Date: Prior to obligation of funds and not later than 30 calendar days prior to the end of the program Grant Period: July 1 - June 30 each year Begin Date: July 1 OR the submission date of the original application, whichever is later End Date: June 30 unless an extension is approved on the District Information page Fiscal Information: Grant Administration and Fiscal Requirements and Procedures Handbook Expenditure Reports: Cumulative expenditure reports and a final completion report are required.							

1. Overview

- No action required - "Read Only."
- Provides legislation and additional resource links you can use to determine the appropriateness of your programs.

2. District Information

- If the contact person for this grant is the same person identified under the NCLB Consolidated tab, then click the box at the top of this page. Otherwise, complete information as requested.
- Application Status: districts will check the correct box if they are or are not making an application for the Title IIA grant at this time.**
- Activity Period – select either regular or extended
 - Click "Regular Grant Period" box if the budget reflects only regular year programming.
 - Click both the "Regular Grant Period" and "Extended Grant Period" boxes if budget reflects regular year and summer programming beyond the June 30th date.
 - Click just the "Extended Grant Period" box if budget reflects only summer programming beyond the June 30th date. NOTE: if "Extended Grant Period" box is clicked, the district must enter an end date of 8/31/20XX.
- Grant Period: the box will prepopulate based on the activity period selection.
- District Comment Box: This is the place to inform ISBE of any unusual or changed circumstances regarding your Title IIA grant application.

3. FFATA

The Federal Funding Accountability and Transparency Act requires the Office of Management and Budget to "ensure the existence and operation of a single searchable website" for Federal

awards. The Transparency Act's definition of "awards" includes not only prime awards of grants and contracts (in this instance Federal awards made to ISBE), but also includes sub-award recipients. Sub-award is defined by the Office of Management & Budget as a monetary award made as a result of a Federal award to a grant recipient or contractor to a sub-recipient or subcontractor respectively. The data collected on the FFATA page will be reported to <http://www.usaspending.gov/>.

- A Project Description is required. In the text area, provide a description for each funding activity and action that will help you meet the goal of the grant being funded. Sufficient details should be provided to describe each funding action. Example: "Funds will be used for professional development to train teachers in the use of technology to improve instructions." You are limited to 255 characters, so be concise. Your project description must also match what you have entered on your budget page as well as your needs assessments.
- Complete the 9-digit DUNS number. Use the hyperlink for additional DUNS information. <https://mycredit.dnb.com/get-a-duns-number/>
- Agency's Annual Gross Revenues: Either the "Yes" or "No" radio button is required. Most districts in Illinois are able to select "NO" because of funding levels. If the "Yes" radio button is selected, additional text fields will show. The names and total compensation of the top five highest paid individuals within your organization are to be reported in these additional text areas. Further clarification for "Reporting Executive Compensation and First-Tier Subcontract Awards" is available at: <ftp://help.isbe.net/webapps/eGMS/FFATA Fed Regis 7 8 2010.pdf>

4. Needs Assessment

- a. Data Sources
 - At least one data source must be selected
 - Additional data sources may be selected as appropriate
 - If an "Other" data source is selected, identify the source
- b. Needs Assessment Results
 - Include a summary of needs assessment results, consistent with the data source(s) identified above
 - Include a description of strategies for closing any achievement gaps
 - Include a description of key professional development opportunities for teachers and/or principals
 - Include any other relevant information related to the needs assessment data and review results
- c. Use of Funds Related to Results
 - Describe how Title II-A funds will be used to meet the needs identified from the data source(s) identified above
 - Make sure that any use of funds noted here is included on the Budget Detail page

5. Program Specific Pages

5.1 Private School Share

Illinois State Board of Education **NCLB Consolidated Application**

Applicant: ROCKFORD SCHOOL DIST 205 County: Winnebago Consolidated Application Title IIA Teacher Quality

Application: 2014-2015 NCLB Consolidated - 00 Cycle: Original Application Project Number: 15-4932-00-04-101-2050-25

Session Timeout: 59:52

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

Overview	District Information	FFATA	Title II-A Needs Assessment	Program Specific Pages	Goals	Budget Pages	Page Lock Control
Private School Share				Program Activities			

Private School Share [Instructions](#)

☒ Yes ☐ No Are private, nonprofit schools participating in this grant program? * If yes, complete this page. If no, save page and continue to next page.

1.	1552669	Title II-A Total Allocation (current year + carryover - transfers)
2.	60787	Enter any administrative cost charged to this grant.
3.	0	Enter public district expenditures for class-size reduction, recruitment, and retention.
4.	1491882	Remaining funds for professional development (Line 1 - Line 2 - Line 3)
5.	6465	Enter the enrollment of participating private schools from the Nonpublic Participation List
6.	28998	Enter the public district enrollment from the allocation page.
7.	35463	Sum of public and participating nonpublic enrollment (Line 5 + Line 6)
8.	0.182303	Proportion of participating nonpublic school enrollment compared to total enrollment (Line 5/Line 7)
9.	271975	Equitable private school share (Line 8 X Line 4 rounded to whole dollar)
10.	47106	Nonpublic hold harmless: enter amount received by private schools in FY02 for the IASA Title II and IASA Class-Size Reduction grants.
11.	271223	Enter the larger of Line 9 or Line 10. This is the amount to be budgeted for private school services.

* Required field

a. **Yes or No:** Indicate whether Private Schools will participate in Title II-A.

i. If "No" – then check the box and move to next page.

ii. If "Yes" – then...

1. Enter the Title IIA allocation (must be amount from NCLB, Allotment Page).
Note: this figure does include prepayment/carryover, but should include funds transferred INTO (or OUT OF) Title IIA (if the district has chosen to do so).
2. Enter any administrative charges in the budget (Function Code 2300 from proposed budget).
3. Enter any costs for public school class size reduction, recruitment, and/or retention in the proposed Title IIA budget.
4. Click on the Save Page button and this line will be automatically calculated. This is the amount to be used for professional development.
NOTE: this amount must match the professional development costs in the proposed budget (Function Code 2210 or 3000).
5. Enter enrollment of participating private schools. This amount must match the Enrollment data taken from the FY15 Private School Participation Form provided by ISBE which includes enrollment figures.
NOTE: the enrollment figures supplied by ISBE are the ones to be used (which are taken from private reports submitted to ISBE)–private schools cannot arbitrarily adjust their enrollment figures for the Title IIA grant application.
6. This line will be automatically calculated (will be the sum of public and private enrollment data) when page is saved.
7. This line will be automatically calculated (will reflect the percent of total enrollment attending private schools) when page is saved.
8. This line will be automatically calculated (will reflect equitable private school

share for professional development) when page is saved.

9. Private Hold Harmless: enter the amount that private school received in FY2002 through the Title IIA grant. This can be found by searching in FRIS
10. Enter the larger of the two amounts from Lines 9 and 10 and save page. This is the amount that must be included in the proposed Title IIA budget for private schools.

5.2 Program Activities

- a. Equitable Participation of Private Schools: No Action Needed: software will automatically enter amount from Line 11 of previous page (Private School Share)
- b. Highly Qualified Teachers: check “Yes” or “No” to indicate whether district has shortage of highly qualified teachers. (Note: if you indicate “yes”, then 40% of your Title IIA funds MUST be used for recruitment/retention of highly qualified teachers.)
- c. Proposed Title IIA Activities:
NOTE: these amounts must match the Budget Detail Page.
 - i. Professional Development for Public Schools: enter amount allocated in proposed budget for professional development (Function Code 2210).
 - ii. Professional Development for Private Schools: enter amount allocated in proposed budget for private school professional development (Function Code 3000) This amount MUST match the figure generated at the bottom of the Private School Share tab.
 - iii. Total for Professional Development: This line is automatically calculated when page is saved.
 - iv. Class Size Reduction Teachers (salaries and benefits): enter amount allocated in proposed budget (Function Codes 1000/100-Salaries, 300-Work.Comp1000/200-Benefits, and 1000/300-Work.Comp and Unemployment).
 - v. Recruitment Of Highly Qualified Teachers: enter amount allocated in proposed budget for teacher recruitment purposes (Function Code 2640).
 - vi. Recruitment Of Highly Qualified Principals: enter amount allocated in proposed budget specific to recruitment of highly qualified principals (Function Code 2640).
 - vii. Retention Of Highly Qualified Teachers: enter amount allocated in proposed budget specific to retention of highly qualified teachers (Function Code 2640).
 - viii. Retention Of Highly Qualified Principals: enter amount allocated in proposed budget specific to retention of highly qualified principals (Function Code 2640).
 - ix. Administration Of Title IIA Program: enter amount allocated for administration – but remember that this must be supplementary administrative costs and cannot supplant regular administration of district programs (Function Code 2300).
 - x. Funds Used For REAP Purposes: note that any amount placed in this box ensures the flexibility of the REAP program, but must correlate to any goals marked for REAP flexibility on the Goals Page. For more information go to <http://www2.ed.gov/programs/reapsrsa/eligibility.html>
 - xi. Schoolwide Funding Flexibility: Enter the amount of Title IIA dollars to be used for Non-program purposes due to utilization of schoolwide funding flexibility. In the text box, explain how the purposes of Title II-A will be met when using the schoolwide funding flexibility to expend Title II-A funds on non-program purposes. If

a schoolwide building participating in this flexibility has an unusual budget request, the district should indicate the building is using the schoolwide flexibility within the budget detail descriptor. In Title IIA, funds available thru schoolwide consolidation can be used for more than just professional development, recruitment, retention, and class-size reduction. For these types of expenditures, use the appropriate function and object code and include in the budget detail description, "schoolwide consolidation funds".

xii. Other: any funds not already listed above will be included in this cell but must be labeled in the narrative box (Ex: indirect cost).

xiii. Be sure to save the page before moving to the next page.

6. Goals

a. REAP Flexibility: Small Rural School Grants, Rural Education Achievement Program, REAP

i. Program Description: The purpose of this program is to provide financial assistance to rural districts to assist them in meeting their state's definition of adequate yearly progress (AYP). Applicants do not compete but rather are entitled to funds if they meet basic eligibility requirements. Eligibility is restricted by statute. Awards are issued annually directly to eligible LEAs on a formula basis.

ii. Types of Projects: Recipients may use program funds to conduct activities under the following ESEA programs: Title I, Part A (Improving the Academic Achievement of the Disadvantaged); Title II, Part A (Improving Teacher Quality State Grants, # 84.367).

For more information go to <http://www2.ed.gov/programs/reapsrsa/eligibility.html>

Note: districts eligible for REAP flexibility must check the box at the top of the goals page.

b. IMPORTANT NOTE: every item in the Budget Detail Page must relate to at least one goal.

c. Goal Statement: should be stated in measurable terms of expected student outcomes.

Format for goal statement: *By (date or amount of time), (percent or number) of (participants or clients) will (specific achievement).*

Example: *By end of year 2012, 77.5% of students in third grade reduced size classroom will read at or above grade level of achievement.*

d. Activity Statement: should be a broad listing of the overall activities that will be implemented through Title IIA funds that will lead to achievement of the stated goal.

Example: *A fourth classroom of third grade students will be opened, thereby reducing the student teacher ratio in third grade from 33:1 to 25:1.*


e. Evaluation Statement: should tell how the district will know if the goal was met and include the benchmark/assessment used to determine the success/failure of the goal.

Example: *77.5% or more students in the third grade reduced size classroom will read on or above appropriate grade level of achievement as determined by the DIBELS and/or ISAT.*

More information on Goals can be found in Chapter 7.

7. Budget Pages

7.1 Budget Detail



**Illinois State
Board of Education**

NCLB Consolidated Application

EDMS HOME | ISBE HOME | LOGOUT

SESSION
TIMEOUT 59:45

Applicant: ROCKFORD SCHOOL DIST 205
Application: 2014-2015 NCLB Consolidated - 00
Cycle: Original Application
Project Number: 15-4932-00-04-101-2050-25

County: Winnebago

Consolidated Application: Title IIA Teacher Quality

[Printer-Friendly](#)
[Click to Return to Organization Select](#)
[Click to Return to Application Select](#)

Spell Check

Overview

District Information

FFATA

Title II-A Needs Assessment

Program Specific Pages

Goals

Budget Pages

Page Lock Control

Budget Detail

Budget

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.

temize 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	Expenditure Description and Itemization	TitleII-4932 Funds	Delete Row
2210	100	.30FTE Ashleigh Van Thiel(Director of Professional Development) \$22,883; conducts professional development for principals and teachers.	22883	<input type="checkbox"/>
2210	100	1.0 FTE Connected Schools Trainer (non-Cert.) - To oversee and conduct professional development training for Connected Schools.	72000	<input type="checkbox"/>
2210	100	Substitute pay for professional development for teachers @ \$100.64 x 100 days= \$10,064	10064	<input type="checkbox"/>
2210	200	Benefits - Ashleigh Van Thiel (Director of Professional Development) State TRS(9.88=\$2,521), Federal TRS (33=\$8,335), THIS (1.54=427), Medicare (1.45=\$332), and health insurance (\$13185x.3=\$3,956)= 15,571.	15571	<input type="checkbox"/>
2210	200	Benefits-1.0 FTE Connected Schools Trainer (non-cert.) IMRF/11.22 (8,114); FICA/6.20 (4,464); Med/1.45 (1,044); Health/\$13,185=26,807	26807	<input type="checkbox"/>
2210	200	Benefits for Substitute pay for professional development for teachers above: TRS State/9.98 = \$1,109; Federal TRS/33= \$3,666; THIS 1.54= \$188 ; Med/1.45 = \$146; total= \$5,109.	5109	<input type="checkbox"/>

- The *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook available at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf should be used to ensure compliance with NCLB rules and regulations. Gray cells available only to Title I school wide and REAP districts.
- Provide enough detail in the Budget description cells to demonstrate appropriate use of funds and compliance with program rules and regulations.
 - Staff:** provide FTE for each position, salary, and building and position assignments. NOTE: do not include social security numbers or FEIN numbers (EX: 5 class size reduction teachers @ \$155,000: 1@Fairview, 2@Hill, 2@Washington).
 - Benefits:** List the percentage rate used to determine benefits as well as the total cost per benefit. (EX: Medicare @ .0145 = \$11,342, [\\$17,136](mailto:TRS@.2578) [\\$17,136](mailto:TRS@.2578) [\\$192,116](mailto:TRS@.2578), IMRF @ .1565 = \$57,345, Insurance @ \$5040 = \$146,160, TRS@ .12638 = \$93,550, FICA @ .0765 = \$28,299).
 - Purchased Service:** This includes Workman's Compensation and Unemployment as well as any other kinds of purchased services that might be appropriate (consultant fees for professional development, etc.).
 - Materials:** Materials are not typically allowed in 1000/400 unless:
 - funds are being used to support a Title I Schoolwide Program in a supplementary manner or
 - district is REAP eligible and chooses to use the flexibility with use of Title IIA grant funds.

- v. Capital Outlay: purchase of items and equipment over \$500 per unit are not typically allowed in Title IIA unless equipment is required for professional development. Narrative must include descriptor of item, quantity, per unit cost and where equipment will be maintained.
- vi. Professional Development: list the participating buildings, topics, names of particular workshops/conferences when known, number of hours, participants and rate of stipend pay for in-district workshops, number of days and rate of pay for substitute costs incurred as a part of professional development, etc.

7.2 Budget

- a. This is a “Read Only” page – this summarizes district spending.
- b. Reader can use this page to check percentage mandates in grant – such as 5% cap for Administration.

8. Page Lock Control

- a. This page is used when you are ready to revise your grant application after it has been returned for changes.
- b. It is in your best interest to open only the pages that you are required to change.
- c. To open a page that is locked, click in the Expand All checkbox for a listing of all individual pages. Click in the checkbox(es) next to the page(s) to be opened.
- d. Remember to click the “Save” button at the bottom of the page or you will not be able to make and save the changes you require throughout the grant.

HINT: If you start making changes on any page throughout the grant application but do not see a “Save” button at the bottom of the page, it is because you did not unlock the page for editing. You will then have to go to the Page Lock Control tab, open the required pages for editing, return to those pages, and re-enter the data.

- e. FFATA pages can only be unlocked by ISBE. Please contact your consultant if you need to revise these pages after initial submission.

Review Checklist

Select an Application

Illinois State Board of Education

eGMS - Grants Application

District Name: ROCKFORD SCHOOL DIST 205 RCDT: 04-101-2010-25 County: Winnebago

Application Select

Select an application from the list(s) below and press one of the following buttons:

Open Application Cancel Application Delete Application/Amendment Review Checklist Print All

Print requests may take up to several hours depending on demand for conversion to a PDF.

Printed Applications:

Application / Amendment	Original Submit Date	ISBE Final Approval Date	Status	Status Date	Consult
11-NCLB-00 Amendment 4	02-25-2011	03-16-2011	Not Submitted	03-16-2011	
11-NCLB-00 Amendment 3	01-19-2011	01-19-2011	Final Approved	01-19-2011	
11-NCLB-00 Amendment 2	12-03-2010	12-28-2010	Final Approved	12-28-2010	
11-NCLB-00 Amendment 1	07-07-2010	10-14-2010	Final Approved	10-14-2010	
11-NCLB-00 Original Application					
10-NCLB-00 Amendment 6	07-06-2010	07-13-2010	Final Approved	07-13-2010	
10-NCLB-00 Amendment 5	05-13-2010	05-18-2010	Final Approved	05-18-2010	
10-NCLB-00 Amendment 4	04-05-2010	04-26-2010	Final Approved	04-26-2010	
10-NCLB-00 Amendment 3	02-12-2010	03-08-2010	Final Approved	03-08-2010	
10-NCLB-00 Amendment 2	11-23-2009	01-14-2010	Final Approved	01-14-2010	
10-NCLB-00 Amendment 1	09-28-2009	10-20-2009	Final Approved	10-20-2009	
10-NCLB-00 Original Application	07-15-2009	08-24-2009	Final Approved	08-24-2009	

Time left before Session Timeout: 50:16

Local intranet | Protected Mode: Off

2:44 PM 5/31/2011

What do I do when my grant/amendment is returned as disapproved?

- ISBE reviewers may return applications and/or amendments for needed corrections.
- To find out the issues that need to be addressed first click on the radio button on the NCLB application opening page next to the returned application/amendment and then click on the review checklist box to the right of the application select box. This will open the review checklist window in front of the application or amendment.
- HINT:** If the review checklist does not appear, a pop-up blocker may need to be disabled or can sometimes be bypassed by holding down the Control (Ctrl) and Alternate (Alt) keys (at the same time) while clicking on the review checklist box. (To turn off the pop-up blocker - go to tools menu at the top of the page, then go to options where it will allow you to disable the pop-up blocker.)
- The general comment box that comes up on the review checklist may have comments.
- The district would then need to click on one of the two other tabs to access the reviewer's comments. If returned by the first program reviewer the district would click on the Titles I, II-A tabs. If returned by the quality control reviewer the district would click on the Quality Assurance tab to view needed corrections.
- HINT:** The checklist may be minimized to provide access while making corrections or, if a district has many needed corrections, it is a good idea to use the printer friendly link in the upper right hand corner of the checklist to print off all needed corrections.