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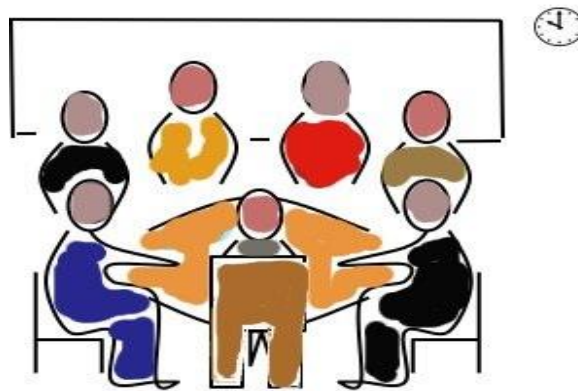


Consolidated District Plan (CDP) Fiscal Year 2020



Objective

Address common questions and issues that we have received from districts about completing the CDP.





Consolidated District Plan

The CDP allows grantees to answer one set of planning questions to meet requirements for 12 federal formula grants.

| | |
|---|--|
| Title I Part A – Improving Basic Programs | Title III – Language Instruction Education Program |
| Title I Part D – Neglected | Title III – Immigrant Education |
| Title I Part D – Delinquent | Title IV Part A – Student Support and Academic Enrichment |
| Title I Part D –Neglected/Delinquent | Title V Part B – Rural and Low-Income Schools |
| Title I School Improvement 1003(a) | IDEA Part B Flow-Through |
| Title II Part A – Preparing, Training and Recruiting High-Quality Teachers, Principals, and Other School Leaders | IDEA Part B Preschool |



GEPA Statement - Contact Information tab

- The General Education Provisions Act (GEPA) statement needs to be like the GEPA statement that is found in the FY19 ESEA of 1965 as Amended grant application.**
- It needs to "describe the steps that will be taken to overcome the six barriers (gender, race, national origin, color, disability, or age) to equitable program participation of students, teachers, and other beneficiaries with special needs."**



Coordinated Funding

| | | | | | | | | | |
|--------------------------|-------------------------------------|----------------------------|-------------------------------------|--------------------------------|---------------------------------|------------------------|-------------------------------------|-----------------------------------|-----------------------------------|
| Overview | Contact Information | Amendments | Coordinated Funding | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
|--------------------------|-------------------------------------|----------------------------|-------------------------------------|--------------------------------|---------------------------------|------------------------|-------------------------------------|-----------------------------------|-----------------------------------|

Coordinated and Aligned Funding

[Instructions](#)

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2019-2020.* [1]

NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003(a)
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Education Program
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low Income Schools
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2]

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

[Save Page](#)

*Required field, applicable for all funding sources



Nonpublic Participation

| | | | | | | | | | |
|---|-------------------------------------|---|--|-------------------------------------|------------------------------------|--|---|--|--|
| Overview | Contact Information | Amendments | Coordinated Funding | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
| Needs Assessment Impact | Stakeholders | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | Foster Care Transportation |

Private School Participation

[File Upload instructions are linked below. Click here for general page instructions](#)

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

NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the district's boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

| Private School Name | Consultation Date | | | School Closing |
|---------------------|-------------------|-------------------|----------------|--------------------------|
| | Titles I, II, IV | IDEA Flow-Through | IDEA Preschool | |
| | | | | <input type="checkbox"/> |
| | | | | <input type="checkbox"/> |
| | | | | <input type="checkbox"/> |
| | | | | <input type="checkbox"/> |
| | | | | <input type="checkbox"/> |

Title Programming Nonpublic Consultation

In addition to private schools within the district boundaries, ESEA also requires timely and meaningful consultation with private schools outside the boundaries of the district if students are known to attend them. Those schools can be added by selecting Create Additional Entries. For each school listed, provide the date of consultation for Titles I, II, IV. If a school has closed, select that option under School Closing. Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

For detailed instructions on how to upload and for naming conventions for uploaded files, [click on the link to Title Funding Upload](#) – NOTE: READ BEFORE IMPORTING link below.

[Title Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions](#)
[Nonpublic School Consultation Form](#)

IDEA Nonpublic Consultation

Only private schools WITHIN the district boundaries require consultation for IDEA Flow Through and Preschool programs. However, any home schools of which the district is aware should also be included. For home schools, click on the Create Additional Entries button to add a line for listing it and naming in an identifiable manner (for example, E. Jones Home School). Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For detailed instructions on how to upload information and for naming conventions for uploaded files, [click on the link to IDEA Funding Upload](#) – NOTE: READ BEFORE IMPORTING link below. At a minimum, upload the proof of advertisement. If a timely and meaningful consultation was held, also upload the attendee list, invitation letters, agenda, handouts and attestation form(s).

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



Well-Rounded Instructional Program

| | | | | | | | | | |
|---|-------------------------------------|---|--|-------------------------------------|------------------------------------|--|---|--|--|
| Overview | Contact Information | Amendments | Coordinated Funding | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
| Needs Assessment Impact | Stakeholders | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | Foster Care Transportation |

Student Achievement and Timely Graduation

[Instructions](#)

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

(0 of 7500 maximum characters used)

Response from the FY19 Title I District Plan.



Parent & Family Engagement

| | | | | | | | | | |
|-------------------------|---------------------|-------------------------------|------------------------|---------------------|--------------------|--------------------------|---------------------------|------------------------|----------------------------|
| Overview | Contact Information | Amendments | Coordinated Funding | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
| Needs Assessment Impact | Stakeholders | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | Foster Care Transportation |

Stakeholder Involvement [Instructions](#)

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations.** [2]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
 DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

(0 of 7500 maximum characters used)

Response from the FY19 Title I District Plan.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement.** [3]

NOTE: This is a new field for FY2020. There is nothing to re-display.

(0 of 7500 maximum characters used)



Comprehensive vs. Targeted

(Lowest Performing)

(Underperforming)

| | | | | | | | | | |
|---|-------------------------------------|---|---|-------------------------------------|------------------------------------|--|---|--|--|
| Overview | Contact Information | Amendments | Coordinated Funding | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
| Needs Assessment Impact | Stakeholders | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | Foster Care Transportation |
| Title I Specific | | | Title I Specific Part Two | | | | | | |

Title I Specific Requirements - Part Two

[Instructions](#)

If Title I funding was selected on the Coordinated Funding page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Coordinated Funding page and select Title I, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- All students are supported by highly prepared and effective teachers and school leaders.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))

[Section 1111\(d\)](#)

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

(0 of 7500 maximum characters used)



Board Approval Dates

| | | | | | | | | | |
|-----------------|---------------------|------------|---------------------|----------------|-----------------|--------|---------------------|-------------------|-------------------|
| Overview | Contact Information | Amendments | Coordinated Funding | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
| Plan Assurances | State Assurances | Debarment | Lobbying | GEPA 442 | Assurances | | | | |

Board Approval, Certification, and Assurances [Instructions](#)

By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable. Provide the date on which the District Board approved the Consolidated District Plan.

04/15/2019

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

- ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
- participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
- coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- collaborate with the State or local child welfare agency to—
 - designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - the local educational agency agrees to pay for the cost of such transportation; or
 - the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
- ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
- in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 941A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
- each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
- the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
- the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
- the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
- Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
- in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
- in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.

- The local school board must approve the Consolidated District Plan.
- A district doesn't have to get its CDP reapproved by the board every year if no changes are made to it.
- The district still needs to submit a CDP every year.
- The school wide plan board approval date does not refer to the CDP board approval date.



Foster Care Transportation

- Changes were made to Title I of the Every Student Succeeds Act to require greater educational stability for students in foster care.
- The district must have a foster care point of contact AND a uniform district transportation plan.



Division Contact Information

- Foster Care Transportation: (217) 782-5256
- Division of IDEA: (217) 782-5589
- Division of English Learners: (312) 814-3850
- Title Grants Division: (217) 785-1969



Resources

- ❑ CDP FAQs: <https://www.isbe.net/Documents/CDP-FAQ-application.pdf#search=CDP>
- ❑ ILePlan: www.isbe.net/ILePlan
- ❑ Step-by-Step Presentation: <https://www.isbe.net/Documents/CDP-Webinar-Presentation.pdf>
- ❑ CDP Webinar: <https://register.gotowebinar.com/recording/2124329429784461571>