ESEA of 1965 as Amended Toolkit

Title Grants Administration
Illinois State Board of Education

Illinois State Board of Education

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Chapter 1
New Director
What to do first?
Take a deep breath – it will be OK!

I. **Become familiar with the** Title Grants Website

    A. Go to www.ISBE.net to find Title Grant resources.
    B. Select the "Support & Accountability" box and then click the "Title Grants" button.
    C. Identify the principal consultant assigned to each region by clicking the hyperlink ("Principal consultants are assigned by regions…").
    D. Review the information for Title I, Part A, Title II, Part A and Title IV, Part A by selecting the hyperlinks in the Title Grants box.
    E. View the webinars and presentations by selecting the hyperlink in the Title Grants box.
    F. Discover newly released information in the "What's New?" box.
    G. Review the "RESOURCES" section for other relevant resources.
    H. Contact the Title Grants Administration at (217) 785-1969 or title@isbe.net with any questions.

II. **Gain Access to IWAS: ISBE Web Application Security**

    A. Go to www.ISBE.net.
    B. Click the drop-down tab "System Quick Links" at the top of the page.
    C. Select, "IWAS: ISBE Web Application Security".
    D. The Superintendent must approve access to IWAS for each system user.
    E. Select "Systems Listing" from the list on the left-hand side of the screen.
    F. Select, "Want to Sign Up for Other Systems".
    G. Add the systems found under "Active Grants":

        1. Elementary and Secondary Act (ESEA) of 1965 as Amended
        2. Consolidated District Plan

    H. Add the systems found under "Reporting":

        1. Grant Periodic Reports
        2. Electronic Expenditure Reports

    I. Note that the IWAS "Home" Page contains important messages from ISBE as well as required actions.

III. Review Previous ESEA of 1965 As Amended Application

A. Once login credentials have been created and IWAS access granted:

   1. Select "System Listing"
   2. Select "ESEA of 1965 as Amended" to access the grant application
   3. Use the drop-down window to move to each component of the ESEA application.

B. Note: Refer to Chapter 3 of this toolkit for a more in-depth explanation of the application and requirements.

IV. Consolidated District Plan

A. Refer to the [Consolidated District Plan Step-by-Step CDP Webinars and Presentations](#).

   1. Note: ESSA requires the submittal of the Consolidated District Plan. The specifics of the plan are defined in Section 1112. All districts requesting Title funding must have an approved Consolidated District Plan on file in IWAS.
   2. Additional information can be found using the links below:

      a. [Consolidated District Plan FAQ](#)
      b. [Consolidated District Plan Presentation](#)

B. Consultation: Consolidated District Plans must be completed after timely and meaningful consultation with teachers, principals, administrators, specialized instructional support personnel, charter and other school leaders, paraprofessionals, parents of children in the schools served under Title I, and other appropriate school personnel, including those involved with other programs defined under ESSA.

C. Consultation with Non-Public Schools: Timely and meaningful consultation must occur between the LEA and nonpublic school officials prior to making any decisions that affect the opportunities of eligible nonpublic school children, teachers, and other educational personnel participating in the Title IA, Title IIA, and Title IVA programs.

   1. Title I requires consultation with private schools both within and outside the district boundaries where students from the district attend. The schools should be added manually by clicking on the "Create Additional Entries" button and completing a line for each school.
   2. To complete the consultation form click the link titled "Nonpublic Consultation Form."
   3. Save a form for each school listed in the table.
   4. Read the "Title I Upload" instructions linked on the page.
   5. Upload the document(s) and save the page.

V. ESEA of 1965 as Amended Application

    A. The ESEA of 1965 Application includes:

        1. Title I, Part A: Improving Basic Programs
        2. Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
        3. Title IV, Part A: Student Support and Academic Enrichment

    B. Note: Refer to Chapter 3 of this toolkit for an in-depth explanation of the application and requirements.

VI. Reporting

    A. A district is responsible for three reports associated with grant reporting: Expenditure Reports, Grant Periodic Reporting System Reports (GPRS), and the ESEA Performance Report.

        1. Expenditure Reports are submitted via IWAS. The reports detail actual expenditures for the approved grants. More information on accessing and submitting reports can be found in Appendix E.
        2. Grant Periodic Reporting System reports are submitted via IWAS. The reports are intended to ensure compliance with the Grant Accountability and Transparency Act and to describe how performance aligns with the grant.
        Grant Periodic Reporting System Reports (GPRS) Helpful Links:

            a. Grant Periodic Reporting Calendar
            b. Templates for Title I and II: Title Grants Website

       3. The ESEA Performance Report is submitted each fall through IWAS. The annual report provides data to the state describing the implementation of the Title I program at the LEA level. This information is submitted to the United States Department of Education.

Chapter 2
Plans, Plans, and Planning

The Elementary and Secondary Education Act (ESEA) requires districts and schools to write, review, and/or revise a Consolidated District Plan and Title I Schoolwide Plan, if applicable, on an annual basis. The Illinois State Board of Education (ISBE) is required to monitor such plans.

I. Consolidated District Plan (CDP)

A. The CDP consolidates and streamlines the federal grant application and management process, which reduces the burden on grantees and supports holistic services to students.

B. The Every Student Succeeds Act (ESSA) requires submittal and approval of the Consolidated District Plan. (*Section 1112, et.seq.*)

C. All districts requesting funding for the following federal programs must have an approved CDP on file in the IWAS system:

- Title I, Part A – Improving Basic Programs
- Title I, Part D – Neglected
- Title I, Part D – Delinquent
- Title I, Part D –Neglected/Delinquent
- Title I School Improvement 1003(a)
- Title II, Part A – Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III – Language Instruction Education Program
- Title III – Immigrant Education
- 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

D. The CDP should reflect the priorities included in the grant application. For example, if the Consolidated District Plan focuses on reading or math instruction, then the grant application should have items budgeted in these subjects.

E. The Consolidated District Plan must be approved by the local school board, as well as reviewed and approved by ISBE, prior to the approval of the ESEA of 1965 as Amended consolidated application. Once a plan has been fully approved, it may be amended at any time throughout the year.

F. Guidelines on how to develop a CDP are available on the Title Grants website at www.isbe.net/ileplan. Additional CDP resources and information can be found on the ISBE website at Consolidated District Plan Webinar and CDP FAQs.

G. Plans must be developed in consultation with teachers, principals, administrators, parents, and family members of children in attendance centers, as well as any other applicable personnel and nonpublic stakeholders. Nonpublic consultation and participation forms must be documented and uploaded into the CDP on the Nonpublic School Participation tab.

H. Note: Remember to document consultation meetings with an agenda and sign-in sheet and keep minutes or a post-meeting document on file.

II. Title I Schoolwide Plans

A. ESSA authorizes two distinct program structures under Title I, Part A: Targeted Assistance School Programs and Schoolwide Programs.

B. Targeted Assistance School Programs: Funds must be used to provide services to specific students identified as failing or most at risk of failing, thereby having the greatest need for supportive assistance. Services are based on academic need, not poverty. Additional information is found at Targeted Assistance School Programs on the ISBE website.

C. Schoolwide Programs: Funds may be used to implement comprehensive strategies for improving the educational program of the whole school and providing services to all students. The school must meet the following eligibility requirements:

   1. Have a poverty rate of 40 percent or higher.
   2. Have completed a comprehensive needs assessment and adequately planned to transition from Targeted Assistance to Schoolwide.
   3. Have a written plan that incorporates the components required by federal regulations. (34 CFR 200.28)
   4. Have plan approved by the local school board.

D. Note: If a school is above 20 percent and below the 40 percent poverty threshold, it may apply for a schoolwide waiver.

E. Note: Schools with an approved waiver must complete all Schoolwide Program components as noted above. More information can be found at Schoolwide Programs. Submission is mandated yearly if the school does not exceed 40 percent poverty.

F. Resources are available on the ISBE website to assist with writing the plan.

G. See also Appendix F: Components of Targeted Assistance School Programs and Appendix G: Components of Schoolwide Program.

III. Consultation

A. Consultation to review the needs assessments for Title I, II, and IV is required each year. Summary results of the consultation and needs assessment must be recorded in the CDP annually. Relevant stakeholders must be included in the meetings and documentation, including agendas and dates, must be kept on file at the district level.
Such stakeholders must include, but are not limited to, the following:

- Parents, teachers, principals, students, and school leaders.
- Charter school teachers, principals, and other school leaders, when applicable.
- Specialized instructional support personnel.
- Indian tribes or tribal organizations, when applicable.
- Local government representatives.
- Others with relevant and demonstrated expertise.
- Community-based organizations and homeless liaisons.

B. A Local Education Agency (LEA) or consortium of LEAs must continue to consult throughout the program with stakeholders to review and improve activities. (*ESEA* section 1112(a)(1)(A), 4106(c)(2))

IV. Nonpublic Consultation

A. Title I equitable share is based on the number of low-income students attending nonpublic schools, regardless of where the schools are located. Services are based on the students in academic need who reside within the public school's boundaries. Equitable share in Title II and IV is based on the total population of the nonpublic school. The nonpublic school must be located within the public school's boundaries to receive Title II and/or Title IV services. The services provided must meet the intent of the grant. The Nonpublic consultation form is uploaded in the CDP.

B. Consultation must occur between the LEA and the nonpublic administrator if the district serves nonpublic schools. This consultation must be documented and the ISBE Nonpublic School Consultation Participation form completed for each nonpublic school.

1. To ensure meaningful consultation, the district must:
   - Set up a timeline with private school representatives.
   - Plan meeting(s) and receive input from private school representatives.
   - Create an agenda for the consultation.
   - Keep written notes and share with private school representatives.
   - Maintain "meaningful written assurance".
   - Complete the consultation document for Title I, II, and IV.

2. Conduct additional consultations if funds are transferred.
3. Provide Equitable Services-Equitable Share of Funding: Use proportion of low-income children to calculate:
   - Instructional services.
   - Professional development.
   - Parental involvement.
   - Share of services from districtwide instructional programs.

V. Spring/Summer Planning

A. Review the timeline below to assist with spring and summer planning. It may be beneficial to gather all documentation prior to beginning the ESEA application. Be sure to have an approved CDP and if applicable a Schoolwide Plan.

April/May

- Conduct consultation(s) with relevant stakeholders.
- Conduct parent engagement meeting(s).
- Review, complete, and submit the CDP.
- Conduct needs assessments necessary for plan/grant.
- Begin schoolwide planning and nonpublic consultations.

May/June

- Complete Schoolwide Plan, if applicable.
- Receive school board approval for Schoolwide Plan, if applicable.
- Submit waiver to ISBE, if necessary (>20% - <40%).
- Begin subsequent fiscal year grant application.
- Complete all grant purchases and activities, including summer school and/or professional development for the current school year.

June/July

- Consult with Title Grants Administration as needed and submit grant for approval.
- Complete and submit Grant Periodic Reporting System reports.

Chapter 3
Application Process

A Page-by-Page Guide to Completing the ESEA of 1965 as Amended Grant Application

ESEA of 1965 as Amended

I. Getting Started

The instructions on accessing the Elementary and Secondary Education Act (ESEA) of 1965 as Amended application are in Chapter 1: New Director. The screenshot below displays the first page of the document. Please note the drop-down menu labeled "Every Student Succeeds Act". When selecting the down arrow, the following additional choices are provided: Title I ESSA, Title II-A ESSA, and Title IV-A SSAE.

Helpful Tip: There is a link to the instructions on each page of the application that provides detail on each stage. The instructions are an important resource and should be reviewed prior to completion of the page. This toolkit is not a substitution for the instructions but are provided as a quick reference of the application components. It is strongly suggested that this document be used while completing the application, which is available in IWAS.

II. ESSA Overview

A. This is a read-only page.

B. This page provides legislation and additional resource links to determine program appropriateness.

III. Approval Status

A. If the ESEA of 1965 as Amended grant application was approved with conditions, information will appear in the text box. Any items noted must be corrected through an amendment and submitted in a timely manner.

IV. Allotment

A. No action required unless transferring funds between Title II and Title IV or into Title I.

B. Funds cannot be transferred from Title I.

C. Funds transferred from one fund source to another takes the identity of

the transfer and are subject to the rules and regulations of the receiving fund source. (In other words, funds transferred into Title I must be used in compliance with Title I rules and regulations).

    D.   Transferring more than the amount designated in the *Funds Available for Transfer* line is not allowed.

    E.   Carryover funds are not transferrable.

    F.   Once funds are transferred, click "Save Page" at bottom of page.

V. Assurance Pages

ESSA Overview	Allotment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Program Assurances		GATA Assurances			Assurances	

ESSA Program Assurances - needs to be updated   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 program(s) for which funding is requested.

Elementary and Secondary Education Act (ESEA), Title I, Part A: General Assurances

    A.   The superintendent must read and check the box on the Assurance Pages to indicate commitment to the assurances as outlined in each document.

    B.   The grant can be submitted after the superintendent checks the Assurances tab boxes for the following sections:
        1.   Program Assurances tab
        2.   GATA Assurances tab

    C.   The superintendent must also click the button next to his/her name on the Assurances tab and click "Organization Approves." This may be completed by a staff member with board-certified or delegated authority. An "Agreed to on this Date" will appear once completed.

VI. Submit

    A.   **DO NOT CLICK THIS BUTTON UNTIL YOU HAVE COMPLETED THE PAGES/TABS FOR TITLES I-A, II-A, and IV-A.** 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 to ISBE through the district chain of command.

VII. Application History

    A.   This is a read-only page.

    B.   This page allows the user to check the ISBE-approval status. It also provides user identification of who reviewed and approved or returned the grant for further action.

C.   Note: Only the superintendent or approved IWAS user can submit the grant application to ISBE.

VIII. Page Lock Control

A.   This page is used to open, revise, or amend pages in the grant application after the application has been approved or returned by ISBE.

B.   Open only the pages necessary for change.

C.   This page displays a listing of the individual pages. To open a locked page, click the "Expand All" checkbox. Click the checkbox(es) next to the page(s) to be opened.

D.   Remember to click the "Save" button. This allows changes to be saved throughout the grant.

E.   Pages that fall under the Federal Funding Accountability and Transparency Act (FFATA) cannot be unlocked after initial submission of the grant. Only ISBE can unlock these pages. Contact the Title Grants Administration to unlock the page.

Helpful Tip: The Page Lock Control tab allows the user to open the required pages for editing. Once this is unlocked, return to those pages, re-enter the data, and save the page.

IX. Application Print

A.   Allows the user to request an application print job. The print request can take up to 24 hours.

Helpful Tip: To print selected pages of the application, choose the printer-friendly option.

Title I

I. Title I Overview

    A.   This is a read-only page.

    B.   This page provides legislation and additional resource links to determine program appropriateness.

II. Title I Applicant Information

    A.   Application Status
Select the "District is applying for this grant" or "not applying" checkbox. If the "not applying" button is checked, then the FRIS system will not recognize or fund the application.

         1.   If the applicant is applying for this grant, select the "District is applying for this grant" radio button.

         2.   If the applicant is eligible for this grant but has chosen not to apply, select the "District not applying for this grant" radio button and save the page. It is not necessary to complete any other information on this or any other Title I pages.

    B.   Complete the program contact person information. If the Budget Contact is different from the Program Contact, complete the budget contact information section.

    C.   Check the experience level of the administrator.

    D.   Select the activity Period box:

         1.   "Regular Project Year" box if budget reflects regular year programming, July 1 through June 30; or

         2.   "Extended Project Year" box if budget reflects summer programming, July 1 through August 31.

    E.   Grant Period will auto populate based on the activity period selection.

    F.   Select the area affected by the project.

    G.   District Comment Box: Provide additional information that will aid in the grant approval process and facilitate funding. For example, note if the district experienced building closures or grade span changes.

    H.   Click "Save the Page" before leaving this page.

Helpful Tip: The contact listed on the Applicant Information page will be the individual communicating with ISBE for grant information, questions, and concerns.

III. Title I Amendments

    A.   Select the radio button indicating original or amended application.

    B.   Indicate amendment number.

    C.   If an amendment, provide a brief description of the changes and function/object codes.

IV. Federal Funding Accountability and Transparency Act (FFATA)

    A.   Provide a brief statement capturing the use of funds that supports the activities and actions that meet the purpose of the grant.

Helpful Tip: This statement should directly align with items included in Budget Detail.

V. Program-Specific Pages

Title I Overview	Title I Applicant Information	Title I Amendments	Title I FFATA	Program Specific Pages	Budget Pages	PRA - Program Risk Assessment	GATA Pages	Page Lock Control
Targeting Step 1	Targeting Step 2	Targeting Step 3-A	Targeting Step 3-B	Targeting Step 4	Targeting Step 5			

Title I Targeting **Instructions**

Application has been submitted. No changes are allowed.

NOTE: READ BEFORE IMPORTING – Data Import Instructions   Data Import Template

    Browse...

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)

		Month	Year
1.	☑ FREE/REDUCED LUNCH	May ▾	2019
2.	☐ TANF (formerly AFDC)	▾	
3.	☐ MEDICAID	▾	
4.	☐ Direct Certification		

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

Will Private Schools participate in the Program?
◯ Yes   ◉ No

USDE Waiver - see page 15 in the instruction link above for more information

Attendance Center	Select Category	Grade Span	Feeder Pattern Used	CEP	Grandfather or USDE Waiver	Public Enrollment	Non-Public Enrollment	Public # Low Income	Non-Public # Low Income
0001 - TRIOPIA JR-SR HIGH SCHOOL	High School ▾	7-12	☐	☐	☐	178	0	58	0
2002 - TRIOPIA GRADE SCHOOL	Elementary ▾	P-6	☐	☐	☐	189	0	54	0

A.   Targeting Step 1

1.   Poverty Data Source
   a.   Select the method used to determine poverty in the district (Free/Reduced-Price Lunch, Temporary Assistance for Needy Families, Medicaid, or Direct Certification). This will become the method used to identify Title I schools in the district.
   b.   Provide the month and year of data used for the identified Title I schools in the district. Note: Use the most recent data available. Districts should select the month that represents the low-income distribution, but also reasonably be within six months of the application date. Adjusting the information when creating amendments throughout the year is not necessary.

Helpful Tip: Most districts use Free/Reduced-Price Lunch count for poverty data information. This data should be available for review.

2.   Enrollment Description
   Explain the enrollment data source by indicating whether it:
   a.   Is actual public school and private school enrollments; OR
   b.   Is the number of public school students residing within the attendance area, regardless of where the student is enrolled. Also include private school students within the attendance center.

3.   Attendance Center Information
   a.   Determines the poverty percentages for each public and private school building.
   b.   Verify that all public schools in the district are listed – even those that will not receive Title I programming services. This information is automatically prepopulated. If the listing or populated information is incorrect, contact the eGMS development team at (217) 782-5256 before entering any data on the application. The district is required to inform ISBE of school changes (opening, closing, consolidating, and/or grade span) through the Entity Profile System. Follow the CDS Codes: Guidelines and Procedures for Changes document. A comment box is provided to note any discrepancies in attendance center enrollment.
   c.   Feeder Pattern: Check this box for middle or high school only if the low-income numbers appear to be underreported and a feeder pattern has been used to qualify the school.

i. Feeder pattern calculations must be maintained at the district for auditing purposes.

ii. See Question 10 of the Title I guidance (page 12) at http://www.ed.gov/programs/titleiparta/wdag.doc for information on how to calculate low-income numbers using the feeder pattern.

d.   CEP information: The Community Eligibility Provision (CEP), formerly known as the Community Eligibility Option, provides the opportunity for schools and LEAs in high-poverty areas to provide free breakfast and lunch to all students without collecting and processing meal applications. An LEA may elect CEP on behalf of a single school, a group of schools, or all schools in the district. More information on CEP is available at https://www.isbe.net/Pages/Guidance-for-HHFKA.aspx.

   i.   Districts with approved CEP programs have the Direct Certification box automatically checked as a method of providing low-income data.

   ii. Districts with both CEP and non-CEP schools must check one or more measures of poverty to account for the non-CEP schools.

   iii. The district has the option to insert a check mark for the schools participating since all schools within a district may not qualify for CEP.

   iv. The poverty rate for the CEP schools will automatically be multiplied by 1.6 and ranked accordingly in Targeting Steps 2, 3a, and 3b.

e.   Private School Participation

   i. Districts must select whether private schools will participate in the program. Select the appropriate "Yes" or "No" radio button.

f.   Grandfather Clause or Waiver

   i. The grandfather clause applies if the school building qualified for Title I services in the preceding fiscal year. The grandfather clause permits a building to receive Title I services for one additional year when qualification criteria drops below eligibility; or

   ii. Waiver approved by the U. S. Department of Education (ED), and filed with ISBE.

   Note: This is not in reference to schoolwide waivers.

g.   Public Enrollment

   i. If the district selects enrollment as the basis for ranking schools, enter the actual enrollment totals for each school based on the date specified.

ii. If the district selects residing as the basis for ranking schools, enter the number of children residing in each attendance area. Include:

(1) Children enrolled in public schools;

(2) 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 but do not attend school (dropouts and home schooled).

h.   Non-Public Enrollment

i. Enter the number of children residing in each attendance area who are enrolled in nonpublic schools.

i.   Public Number Low Income

i. Enter the number of public school children from low-income families determined by the data source(s) count.

j.   Nonpublic Number Low Income

i. Enter the number of nonpublic school children from low-income families determined by the data source(s) provided by the nonpublic school(s).

ii. See the private school section of the toolkit for information on obtaining data for nonpublic schools' low-income enrollment.

iii. Click "Save Page" or "Next Step" to save all data.

- Warnings, such as category selected for attendance center may display if the default value does not match, 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 the targeting steps have been completed correctly.

B.   Targeting Step 2

1.   Ranking: Select the basis used to determine ranking of schools for Title I programming, either:

a.   Use public and private values for ranking (this combines the public and private data from Targeting Step 1 section); or

b. Use only public values for ranking.

    2. Click "Proceed to Ranking" or "Next Step" before leaving this page.

C. Targeting Step 3a

1. This step determines and reflects eligible schools for Title I funding on Targeting Step 3b.

2. Select the preferred ranking method:

Exempt: If the district meets one of the following two criteria, select the appropriate radio button as indicated:

    a. *Select Button 1* if total district enrollment is fewer than 1,000 students.

    b. *Select Button 2* if the district has one school per grade span.

3. Low-income grade span: If the district is not exempt (as noted by 2a or 2b above), it must identify how it plans to rank Title I-eligible schools for service by marking the appropriate box as indicated:

    a. *Select Button 3* if the district plans to qualify schools, elementary, junior high, or high school with a low-income count equal or greater than the district's average for the similar grade span.

4. Low-income district average: If the district plans to qualify schools with a low-income count equal or greater than the district's low-income average. The district must indicate which form of ranking will be used:

    a. *Select Button 4a* to rank schools in the district (with low-income count equal to or greater than district low-income count average).

    b. *Select Button 4b* to rank schools in district by grade spans (rather than by low-income count equal to or greater than district low-income count average).

        i. Example: Choosing to serve all eligible elementary schools before expanding to include middle or high school grade levels.

        ii. This is usually used by districts that have schools with less than 35 percent poverty.

5. Low-income 35 percent: If the district plans to qualify all eligible schools having low-income count greater than or equal to 35 percent, it must indicate which form of ranking will be used:

    a. *Select Button 5a* to rank within entire district.

    b. Select Button *5b* to rank by same or similar grade spans.

    REMEMBER: Districts must serve any schools with a poverty rate of 75 percent or higher.

D. Targeting Step 3b

1. Indicate for each attendance center the status as Schoolwide or not served.

2. Explain not served status for attendance centers in comment box, if applicable.
3. Note: All attendance centers with 75 percent or greater low-income students must be served, unless the district has a waiver approved by ED.

E.   Targeting Step 4

Applicant:
Application:
Cycle:
Project Number

County:

Consolidated Application Title I - ESSA

Printer-Friendly
Click to Return to Application Select

Spell Check

Title I Overview	Title I Applicant Information	Title I Amendments	Title I FFATA	Program Specific Pages	Budget Pages	PRA - Program Risk Assessment	GATA Pages	Page Lock Control
Targeting Step 1		Targeting Step 2		Targeting Step 3-A		Targeting Step 3-B	Targeting Step 4	Targeting Step 5

Title I Targeting   Instructions

Step 4:

Title I Allocation	+ Transfers In	= Total Title I Available for LEA
$0	$0	$0

Title I Allocation	$0
+ Transfers In	$0
+ Prepayment	$0
+ Reallocation	$0
+ Carryover	$0
(+/-) Multi-District Transfers	$0
- Released	$0
= Total Title I Available for LEA	$0

Number of Low Income Students in Participating Schools   Public 0   Non Public 0   Proportional Percentage 0.00 %

Number of Low Income Students in Participating Schools   Public 305   Non Public 0   Proportional Percentage 0.00 %

Equitable Share	Public	Non Public	Total
Number of Low Income Students in Participating Title I School Attendance Areas	305	0	305
Percentage	100.00 %	0.00 %	100.00 %
Proportional Share Amounts	$241,967	$0	$241,967
REQUIRED SET-ASIDES			
Parent and Family Engagement (District-level) 1% if allocation > $500,000	0	0	$0
Homeless	500		$500
Neglected/Delinquent, if applicable	0		$0
OPTIONAL SET ASIDES			
District Administration Costs	0		$0
Indirect Costs	$0		$0
Salary Differential	0		$0
Comprehensive Improvement School Support	0		$0
Targeted Improvement School Support	0		$0
Professional Development (District wide)	7425		$7,425
Early Childhood Programs (District Wide)	0		$0
Summer School (District wide)	0		$0
Other	0		$0
Other	0		$0
Other	0		$0
Other	0		$0
Total Reservations	$7,925	$0	$7,925
Funds Available for Non Public Instruction and Professional Development		$0	
Funds Available for Instruction to Individual Public Schools	$234,042		

1. Note: The information on this tab must match the Budget Detail tab.
2. The Title I Allocation table is read only, and provides the district with the amount of funds allocated for Title I.

3. Set-Asides Table (must match the Budget Detail page)
   i. 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.
   b. Enter the amount of funds set aside for the purposes noted in ii. Required and iii. Optional Set-Asides. See Targeting Step 4 instructions for more details about each of the set-asides.
      i. Equitable Share: This portion is read only and displays the proportionate share for public and nonpublic schools. The nonpublic amount is current year allocation and does not include carryover funds.
      ii. Required Set-Asides:
         (1). Parent and Family Engagement: One percent of any Title I allocation greater than $500,000 must be set aside, with 90 percent of the amount set aside distributed to Title I schools. Private schools are entitled to an equitable share of the costs and the amount will be listed in the nonpublic set-aside column. See Chapter 4: Parent and Family Engagement in this toolkit for more information.
         (2). Homeless: The homeless set-aside is mandated by the McKinney-Vento Homeless Assistance Act. A minimum amount is not required for the homeless set-aside. The LEA has the discretion to list an "as needed" amount. Private schools do not receive an equitable share of this set-aside. See Chapter 7: Homeless in this toolkit for more information.
         (3). Neglected and Delinquent: Funds must be reserved in local institutions or community day school programs for neglected and/or delinquent children. The LEA has the discretion to list an "as needed" amount. Private schools do not receive an equitable share of this set-aside.
      iii. Optional Set-Asides
         (1). The LEA may elect to set aside funds for other activities, such as administration, indirect costs, salary differential, comprehensive or targeted improvement school support, professional development districtwide, early childhood programs districtwide, summer school districtwide, or others determined by the district.

Note: If the district determines administrative costs are a necessary expenditure, the costs should be noted as a set aside in Targeting Step 4.

4. Select "Save Page."

F. Targeting Step 5

Applicant:
Application:
Cycle:
Project Number:
County:
Consolidated Application Title I - ESSA
Printer-Friendly
Click to Return to Application Select
Spell Check

Title I Overview	Title I Applicant Information	Title I Amendments	Title I FFATA	Program Specific Pages	Budget Pages	PRA - Program Risk Assessment	GATA Pages	Page Lock Control
Targeting Step 1		Targeting Step 2		Targeting Step 3-A		Targeting Step 3-B	Targeting Step 4	Targeting Step 5

Title I Targeting   Instructions

Served Schools Allocations

Title I Allocation	+ Prior Year Funds	+ Transfers In	= Total Title I Available for LEA
$0	$0	$0	$0

Number of Low Income Students in Participating Schools   Public 0   NonPublic 0   Proportional Percentage 0.00 %

Projected Number of Students Served   Public [   ]   NonPublic [   ]

Minimum Per Pupil Amount

Total Distribution amount Available   0   [Distribute Amount Evenly]

Attendance Center	Grade Category	Approved Schoolwide	Public Enrollment	Public Low Income	Low Income Percent	Attendance Center Allocation	Per Pupil Amount
Total			0	0		$0	
Difference						$0	

Note: Amounts used for calculating PPA and Public Allocation amounts are the lesser of the Public Low Income or Public Enrollment Amounts.

Attendance Center	Grade Category	Approved Schoolwide	Public Enrollment	Public Low Income	Low Income Percent	Attendance Center Allocation	Per Pupil Amount
2008 - CENTRAL 3-4 MIDDLE SCHOOL	3-4	☑	133	70	52.63 %	53,597	$766
2003 - CENTRAL ELEMENTARY GRADE SCHOOL	P-2	☑	194	101	52.06 %	136,618	$1,353
1001 - CENTRAL JUNIOR HIGH SCHOOL	5-8	☑	273	134	49.08 %	70,833	$529
Total			600	305		$261,048	
Difference						$0	

Note: Amounts used for calculating PPA and Public Allocation amounts are the lesser of the Public Low Income or Public Enrollment Amounts.

The schools listed below were eligible based on the ranking selection, but were selected as not being served on the Targeting Served Schools page.

Attendance(Center)	Public Low Income	NonPublic Low Income	Low Income Percent	Grade Span
0001 - CENTRAL HIGH SCHOOL	97	0	40.59 %	9-12

The schools listed below were determined to be ineligible based on the Ranking Method chosen in Step 3:

Comments	

1. Estimated Number of Participating Students
    a. Public:
        i. Targeted Assistance Program: The estimated number of students to be served.
        ii. Schoolwide Program: The total enrollment of students from schoolwide attendance centers.
    b. Nonpublic: An estimated number based on private school students to be served.
2. Total Distribution Amount Available

a. The total Title I allocation available for distribution among the participating attendance centers. Note: This amount does not include the set-aside from Targeting Step 4.

b. Equitable Distribution: The district has the option of distributing funds based on low-income numbers and building needs or providing equitable distribution of Title I funds across all eligible buildings based on low-income counts. When checked, equitable distribution will automatically disperse the remaining funds from the set-asides. This is based on the number of low-income students.

3. Attendance Center

a. This is a generated list of attendance centers based upon the ranking method selected in Targeting Step 3a.

b. If applicable, confirm schoolwide boxes. A check must appear in the Schoolwide box in order to allow the district to budget activities based upon all students. Otherwise, the district may only fund Targeted Assistance activities focus on identified at-risk students. Attendance centers marked as Schoolwide will be listed on Targeting Step 3b.

Note: When amending the grant, pay careful attention that the Schoolwide button remains selected if operating a Schoolwide Program.

4. Public Low-Income, Nonpublic Low-Income, and Low-Income Percentage are automatically populated based upon information provided in Targeting Step 1.

5. Attendance Center Allocation: The district may determine attendance center allocations based upon one of two methods (5a or 5b below):

a. Equitable Distribution: If the district checks the "Distribute Amount Evenly" (next to the total distribution amount available), then the software will automatically populate the allocation for each school based on the 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.

i. An LEA must allocate Title I, 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 fewer than 1,000 students or only one school per grade span is not required to allocate funds to areas or schools in rank order.

ii. If an LEA serves any areas or schools below 35 percent poverty, the LEA must allocate to its participating areas or schools an amount for each participating school attendance area or school that

is at least 125 percent of the per pupil amount (PPA) for that year.

iii. If a warning message occurs, ensure that all buildings with a poverty rate of less than 35 percent are allocated at 125 percent of the PPA except for the last building. For example, if the minimum PPA is $990 (calculated at the 125 percent level), schools A, B, and C in order of poverty would remain $990. The remaining funds would be allocated to school D.

iv. The LEA should bear in mind the purpose of Title I funding, which is to enable children who are most at risk to meet the state's challenging student academic achievement standards, when determining the per child amount to allocate. 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.

v. 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.

vi. An LEA that opts to serve schools below 75 percent 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 percent poverty. Per child amounts within grade spans may also vary as 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: Reminder, the per pupil amount cannot be less than the minimum PPA as noted on the set-aside table, if applicable.

vii. After attendance center allocations have been completed, the difference must equal 0. If not, review the amounts allocated and make appropriate adjustments.

viii. Note: Please use the textbox to inform ISBE of attendance areas in which low-income percentages fall below the 40 percent and operate as a Schoolwide Program with an approved schoolwide waiver.

Helpful Tip: Building allocations for Targeting Step 5 should align with expenditures contained within the budget.

VI. Budget Pages

A. Budget Detail

1. Page The Title I Budget must be consistent with the Consolidated District Plan.
2. Review the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures at https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf.
3. Ensure activities are substantially approvable, reasonable, and necessary to carry out programmatic goals. Refer to the OMB Circular A-87 at https://obamawhitehouse.archives.gov/omb/circulars_a087_2004.
4. Supplement not Supplant: https://www2.ed.gov/policy/elsec/leg/essa/snstitleiguidance.pdf When considering the allowable use of Title I funds, please refer to the guidance on Supplement not Supplant and guidelines for each school's "program type" (Targeted Assistance or Schoolwide).
5. Provide detail in the Budget description cells to demonstrate appropriate use of funds and ensure compliance with program rules and regulations.
   a. Staff: Provide full-time equivalents (FTEs) or salary percentage

for each position, salary, and building and position assignments. Note: Please do NOT include names, Social Security numbers, or FEIN numbers for staff (for example, 5 reading specialists @ $155,000: 1@Fairview, 2@Hill, 2@Washington. 3 reading paraprofessionals @ $62,000: 1@Fairview, 2@Hill, 2@Washington).

b. Benefits: List the percentage rate used to determine benefits as well as the total cost per benefit (for example, Medicare @ .0145 = $11,342, ITRS @ .2580=$192,116, IMRF @ .1565 = $57,345, Insurance @$5040 = $146,160, TRS@ .12638 = $93,550, FICA @ .0765 = $28,299).

c. Purchased Service: This includes Workers Compensation and Unemployment as well as any other kinds of purchased services that might be appropriate (license fees, online subscriptions programs, consultant fees, etc.).

d. Materials: Provide a list of materials with descriptors (supplementary books, classroom libraries, videos, etc.), quantity, per unit costs, grade level/span, etc.

e. Homeless: This would include instructional supplies such as pens, pencils, paper, notebooks, calculator and non-instructional supplies such as clothes, coats, etc. (Identify expenditure in budget detail as homeless), etc. (Must not be used for district consumable costs)

f. Capital Outlay: Purchase of fixed assets that cost more than $500 per unit. Narrative must include item descriptors, quantity, per unit cost etc. Object 500 - Items that equal or exceed the LEA's capitalization threshold.

g. Professional Development: List the participating buildings, PD topics, names of particular workshops/conferences when known, 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.

Note: All out-of-state professional development must include name of function attending, dates of travel, number of travelers, projected cost, and benefits to grant.

h. 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 program compliance).

i. To add indirect costs to the Budget Detail, use the indirect cost rate provided on the Budget page. If the contract services are greater than $25,000, check the Modified Total Direct Cost (MTDC) box next to the line item.

6. Note: If the district places funds in the Indirect Cost cell, the same amount should be included in the "Other" set-aside in the Targeting Step 4 section.

7.   An upload feature is available at the bottom of the Budget Detail page for districts with 20 or more expenditure lines. Click the instructions link located on the page for directions on how to use this feature.

Total Allotment 10000	Grand Total 0
	Allotment Remaining 10000

NOTE: READ BEFORE IMPORTING - Data Import Instructions   Data Import Template

Browse...

Upload/Validate File

Calculate Totals   Save Page

If expenditures are budgeted in functions 2510, 2520, 2570, 2640, or 2660, the indirect cost rate cannot be used.

B.   Budget

1.   This is a read-only page that summarizes district spending.

2.   The reader may use this page to check the mandated percentages, such as 1 percent minimum for parent involvement (if the total allocation is greater than $500,000).

VII.   Program Risk Assessment (PRA)

Title I Overview	Title I Applicant Information	Title I Amendments	Title I FFATA	Program Specific Pages	Budget Pages	PRA - Program Risk Assessment	GATA Pages	Page Lock Control
						Title I PRA - ISBE Specific		

ISBE portion of Program Risk Assessment

Quality of Management Systems:
  1.1 How many years of experience does the project leader have managing the scope of services required under this program?
    ○ More than five years
    ○ One to five years
    ○ Less than one year
      Quality of Management Systems score from their 4 questions should be hidden here for calculations purposes

History of Performance
  2.1 How many years of experience does your organization have with grants of comparable scope and/or capacity?
    ○ More than five years
    ○ One to five years
    ○ Less than one year
    ○ No experience

  2.2 Will a sub-grantee/sub-recipient/sub-award be utilized to manage, administer or complete a project?
    ○ Yes   ○ No

A.   Title I PRA-ISBE Specific

1.   On this page, the district must indicate compliance with the requirements of the Program Risk Assessment.

VIII. GATA Pages

Notice of State Award

Uniform Grant Agreement

| Title I NOSA Grant Information | Title I Prequalification Status | Title I ICQ Conditions | Title I Program Risk Conditions |

Notice of State Award

STATE OF ILLINOIS GRANT INFORMATION

State Award Identification

Name of State Agency (Grantor): Illinois State Board of Education

Department/Organizational Unit: Title Grant Administration

A.   Notice of State Award (NOSA)
   1.   Title I NOSA grant information
      a.   The majority of this page is prepopulated.
      b.   Check the box to indicate if the announcement is an original or amended application.
      c.   Save page and proceed.
   2.   Title I pre-qualification status
      a.   Check the box to indicate that the district has reviewed and accepted the prequalification status.
      b.   Save page and proceed.
   3.   Title I Internal Control Questionnaire (ICQ) conditions
      a.   Check the box to indicate that the district reviewed and accepted the ICQ conditions.
      b.   Save page and proceed.
   4.   Title I program risk conditions
      a.   Review the prepopulated information. Check the box to indicate that the responses provided are true, accurate, and that all occurrences of noncompliance with programmatic requirements have also been disclosed.
      b.   Save and proceed.

B.   Uniform Grant Agreement
   1.   Title I Uniform Grant Agreement overview
      a.   This is a read-only page.
   2.   Title I Part 1
      a.   The majority of this page is prepopulated.
      b.   In Section 1.1, check the box to indicate how the grantee is operating business.
      c.   In Section 1.6, check the box to agree that the grant award will be used as indicated on the page.
      d.   Save page and proceed.
   3.   Title I Part 2
      a.   Review page and check the box acknowledging ISBE grantee requirements.
      b.   Save page and proceed.
   4.   Title I Part 3
      a.   This is a read-only page.
   5.   Title I Exhibits
      a.   Check the box to indicate that the district has reviewed the exhibits.
      b.   Save page and proceed.

6. Title I Uniform Grant Agreement Summary
    a. The first three boxes will be checked if all parts are completed.
    b. The grantee will check the final box to confirm that the Uniform Grant Agreement was completed.
    c. Save page and proceed.

IX.   Page Lock Control

A. This page is used to open, revise or amend pages in the grant application after the application has been approved or returned by ISBE.

B. To open a locked page, click the "Expand All" checkbox for the list of individual pages. Click the checkbox next to the page to be opened.

C. Remember to click the "Save" button at the bottom of the page. This allows the user to make and save changes throughout the grant.

Helpful Tip: The "Save" button must appear at the bottom of grant application pages to make changes. If this does not occur, go to the Page Lock Control tab, open the required pages for editing, return to those pages, and re-enter the data and save the page.

Title II-A

Title II Overview	Title II Applicant Information	Title II Amendments	Title II FFATA	Title II Activities	Budget Pages	Program Risk Assessment	GATA Pages	Page Lock Control

Title II, Part A Overview

Program: Title II, Part A - PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS

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.
1) increase student achievement consistent with the challenging State academic standards;
2) improve the quality and effectiveness of teachers, principals, and other school leaders;
3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Funding: Funds 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.

Legislation: PUBLIC LAW 114–95—DEC. 10, 2015: EVERY STUDENT SUCCEEDS ACT
USDE ESSA Website

Guidance: Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading

Instructional Documents: Fiscal Handbook https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf

Instructions for the entire application in PDF format

I.   Title II Overview

   A.   This is a read-only page.

   B.   This page provides legislation and additional resource links to determine program appropriateness.

II.   Title II Applicant Information

   A.   Application Status
Select the "District is applying for this grant" or "not applying" checkbox. If the "not applying" button is checked, then the FRIS system will not recognize or fund the application.

   1.   If the applicant is eligible for this grant but has chosen to transfer funds or not to apply, check the "not applying "box and save the page. It is not necessary to complete any other information.

   2.   If the applicant has a Title II allocation but does not complete the Title II pages and does not check the "not applying" box, the Consistency Check on the Submit page will display error messages indicating that Title II information is missing.

   B.   Complete the program contact person information. If the Budget Contact is different from the Program Contact, complete the budget contact information section.

   C.   Check the experience level of the administrator.

   D.   Select the activity Period box:

   1.   "Regular Project Year" box if budget reflects regular year programming, July 1 through June 30; or

   2.   "Extended Project Year" box if budget reflects summer programming, July 1 through August 31.

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E.   Grant Period will auto populate based on the activity period selection.
F.   Select the area affected by the project.
G.   Districts utilizing Rural Education Achievement Program (REAP) flexibility provisions must check the REAP box.
H.   District Comment Box: Provide additional information that will aid in the grant approval process and facilitate funding. For example, note if the district experienced building closures or grade span changes.
I.   Click "Save the Page" before leaving this page.

Helpful Tip: The contact listed on the Applicant Information page will be the individual communicating with ISBE for grant information, questions, and concerns.

III. Title II Amendments

A.   Select the radio button indicating original or amended application.
B.   Indicate amendment number.
C.   If an amendment, provide a brief description of the changes as well as function/object codes.

IV. Federal Funding Accountability and Transparency Act (FFATA)

A.   Provide a brief statement capturing the use of funds that supports the activities and actions that meet the purpose of the grant.

Helpful Tip: This statement should directly align with items included in Budget Detail.

V. Program-Specific Pages

Title II Overview	Title II Applicant Information	Title II Amendments	Title II FFATA	Title II Program Specific	Budget Pages	Program Risk Assessment	GATA Pages	Page Lock Control

Title II, Part A Program Activities   Instructions

A. Private School Proportionate Share of Funds - includes current year funds only, including transfers
Indicate whether private, nonprofit schools will be participating in this program.*
    ○ Yes   ○ No
NOTE: DUE TO POSSIBLE CHANGES IN THE TOTAL TITLE II-A FUNDS AVAILABLE THROUGHOUT THE YEAR, APPLICANTS MUST SELECT YES OR NO EACH TIME A GRANT/AMENDMENT IS CREATED.

1a.	0	Current Year Title II-A Allocation
1b.	0	Plus any funds transferred into the Title II-A program
1c.	0	Minus any funds transferred out of the Title II-A program
1d.	0	Total current year Title II-A Funds
		Enter the enrollment of participating private schools from the Private Schools Participation form uploaded in the ESSA section of this application
		Most recently available total K-12 public enrollment from the Fall Enrollment Counts (formerly the Fall Housing Report) data
4.	543	Sum of public and participating nonpublic enrollment (Line 2 + Line 3)
5.	0.000000	Proportion of participating nonpublic school enrollment compared to total enrollment (Line 2/Line 4)
6.	0	Equitable private school share (Line 5 X Line 1d rounded to whole dollar)

<div align="center">Save Page</div>

A. Private School Proportionate Share

1. Yes or No: Indicate whether private schools will participate in Title II-A.

2. If "No," check the box and complete the bottom of the page.

3. If "Yes," then:

   a. Enter student enrollment of participating private schools in line number 2. This amount must match the enrollment data from the consultation forms uploaded in the CDP.

   b. Review the prepopulated K-12 enrollment number from the fall enrollment count (Fall Housing Report) in line number 3. This data can be found at https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx.

   c. Review line number 6 which displays the equitable private school share calculated for this grant.

   d. Save this section of the page.

B. Program Activities

B. Indicate the proposed expenditure(s) for this grant by providing amounts in the appropriate boxes below.* NOTE: The total planned expenditures must equal the total funds available, including carryover, as reflected on the Budget Detail page.

Activity	Proposed Expenditure
1. Professional Development - Private Schools Share (calculated above)	0
2. Professional Development for Public Schools	
3. Total for Professional Development	
4. Class-size Reduction Teachers (salaries and benefits)	
5. Recruitment of Highly Qualified Teachers	
6. Recruitment of Highly Qualified Principals	
7. Retention of Highly Qualified Teachers	
8. Retention of Highly Qualified Principals	
9. Funds Used for REAP Purposes	
10. Administration of the Title II-A Program	
11. Other #1 (specify)	
12. Other #2 (specify)	
13. Other #3 (specify)	
14. Other #4 (specify)	
Total Proposed Expenditures	
Total Funds Available, including carryover and transfers	0

<div align="center">Save Page</div>

*Required field

1. Proposed Title II-A Activities: The proposed expenditure amounts

must match the Budget Detail page.

a.   Professional Development for Private Schools: This amount is prepopulated from the top of this page.

b.   Professional Development for Public Schools: Enter amount allocated in proposed budget.

c.   Total for Professional Development: This line is automatically calculated when the page is saved.

d.   Class Size Reduction Teachers (salaries and benefits): Enter amount allocated in proposed budget.

e.   Recruitment of Highly Qualified Teachers and Principals: Enter amount allocated in proposed budget for teacher recruitment purposes.

f.   Retention of Highly Qualified Teachers and Principals: Enter amount allocated in proposed budget specific to retention of highly qualified teachers.

g.   Funds used for REAP Purposes: Note that any amount placed in this box ensures the flexibility of the REAP program. The purpose must correlate to the goals marked for REAP flexibility on the Goals page. Go to http://www2.ed.gov/programs/reapsrsa/eligibility.html for more information.

h.   Administration of Title II-A Program: Enter amount allocated for administration – This must be supplementary administrative costs and cannot supplant regular administration of district programs.

i.   Other: Any amount not listed will be included in this cell. Labeled the descriptor narrative in the box (for example, indirect cost).

VI. Budget Pages

A.   Budget Detail

Title II Overview	Title II Applicant Information	Title II Amendments	Title II FFATA	Title II Program Specific	Budget Pages	Program Risk Assessment	GATA Pages	Page_Lock Control
	Budget Detail					Budget		

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

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: Please review the Instructions link for details that apply to your specific grant regarding teacher's retirement. Contact your program consultant with any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.

Description of Function Codes and Object Codes

Function Code	Object Code	Exclude from MTDC**	Expenditure Description and Itemization	T2ESSA-4932 Funds	Delete Row
⬇	⬇	☐		0	☐
⬇	⬇	☐		0	☐
⬇	⬇	☐		0	☐
⬇	⬇	☐		0	☐
⬇	⬇	☐		0	☐

Create Additional Entries

Total Direct Costs	0
- Function 2530 and Capital Outlay Costs	0
Modified Total Direct Costs	0
Indirect Cost Rate %	0.00
Maximum Indirect Cost *	0
Indirect Cost	0

Total Allotment 0

Grand Total 0
Allotment Remaining 0

NOTE: READ BEFORE IMPORTING - Data Import Instructions   Data Import Template

Browse...

Upload/Validate File

Calculate Totals   Save Page

** If expenditure are budgeted in functions 2510, 2520, 2570, 2640, or 2660, the indirect cost rate cannot be used.

1. The Title II Budget must be consistent with the Consolidated District Plan.

2. Review the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures at https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf.

3. Ensure activities are substantially approvable, reasonable, and necessary to carry out programmatic goals. Refer to the OMB Circular A-87 at https://obamawhitehouse.archives.gov/omb/circulars_a087_2004.

4. Supplement not Supplant: https://www2.ed.gov/policy/elsec/leg/essa/snstitleiguidance.pdf When considering items to purchase with Title II funds, refer to the guidance on Supplementing vs. Supplanting.

5. Provide detail in the Budget description cells to demonstrate appropriate use of funds and ensure compliance with program rules and regulations.

   a. Staff: Provide FTE for each position, salary, and building assignment. Note: Do not include Social Security numbers or FEIN numbers (for example, 5 class size reduction teachers @ $155,000: 1@Fairview, 2@Hill, 2@Washington).

   b. Benefits: List the percentage rate used to determine benefits as well as the total cost per benefit (for example, Medicare

@ .0145 = $11,342, TRS@.2578=$17,136TRS @ IMRF @ .1565 = $57,345, Insurance @ $5040 = $146,160, TRS@ .12638 = $93,550, FICA @ .0765 = $28,299).

    c. Purchased Service: This includes Workers Compensation and Unemployment as well as other purchase services (consultant fees for professional development, etc.).

    d. Materials: Instructional materials not typically allowed unless: District eligible for REAP and chooses to use the flexibility.

    e. Capital Outlay: Purchase of fixed assets that cost more than $500 per unit. Narrative must include item descriptors, quantity, per unit cost etc.

    f. Professional Development: List the topics, names of particular workshops/conferences, if known,

Note: All out-of-state professional development must include function attending, dates of travel, number of travelers, projected cost, and benefits to grant.

B. Budget

    1. This is a read-only page that summarizes district spending.

    2. The reader may use this page to check the mandated percentages, such as a 5 percent administration cap.

VII. Program Risk Assessment (PRA)

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

Title II Overview	Title II Applicant Information	Title II Amendments	Title II FFATA	Title II Program Specific	Budget Pages	Program Risk Assessment	GATA Pages	Page Lock Control

Title II PRA - ISBE Specific

ISBE portion of Program Risk Assessment

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, REVISE AS NEEDED, AND SAVE THE PAGE.

Quality of Management Systems:
1.1 How many years of experience does the project leader have managing the scope of services required under this program?
- ○ More than five years
- ○ One to five years
- ◉ Less than one year

History of Performance
2.1 How many years of experience does your organization have with grants of comparable scope and/or capacity?
- ◉ More than five years
- ○ One to five years
- ○ Less than one year
- ○ No experience

2.2 Will a sub-grantee/sub-recipient/sub-award be utilized to manage, administer or complete a project?
- ○ Yes ◉ No
- If NO, select N/A for 2.3 and 2.4

2.3 What responsibilities does the sub-grantee/sub-recipient/sub-award perform?

a.	○ Yes	○ No	◉ N/A	Participant eligibility determination
b.	○ Yes	○ No	◉ N/A	Case management
c.	○ Yes	○ No	◉ N/A	Performance reporting
d.	○ Yes	○ No	◉ N/A	Financial reporting at the grant level
e.	○ Yes	○ No	◉ N/A	Invoicing
f.	○ Yes	○ No	◉ N/A	Other (specify)

A. Title II PRA-ISBE Specific

    1. On this page, the district must indicate compliance with the requirements of the Program Risk Assessment.

VIII.   GATA Pages

Title_II Overview	Title_II Applicant Information	Title_II Amendments	Title_II FFATA	Title_II Program Specific	Budget Pages	Program Risk Assessment	GATA Pages	Page_Lock Control
Notice Of State Award					UGA/IGA			
Title_II NOSA Grant Information		Title_II ICQ Conditions		Title_II Program Risk Conditions		Title_II Prequalification Status		

Notice of State Award

STATE OF ILLINOIS GRANT INFORMATION

State Award Identification

Name of State Agency (Grantor): Illinois State Board of Education

Department/Organizational Unit: Title Grant Administration

A.   Notice of State Award
1.   Title II NOSA grant information
   a.   The majority of this page is prepopulated.
   b.   Check the box to indicate if the announcement is an original or amended application.
   c.   Save page and proceed.
2.   Title II pre-qualification status
   a.   Check the box to indicate that the district has reviewed and accepted the prequalification status.
   b.   Save page and proceed.
3.   Title II ICQ conditions
   a.   Check the box to indicate that the district reviewed and accepted the ICQ conditions.
   b.   Save page and proceed.
4.   Title II program risk conditions
   a.   Review the prepopulated information. Check the box to indicate that the responses provided are true, accurate, and that all occurrences of noncompliance with programmatic requirements have also been disclosed.
   b.   Save and proceed.

B.   Uniform Grant Agreement
1.   Title II Uniform Grant Agreement overview
   a.   This is a read-only page.
2.   Title II Part 1
   a.   The majority of this page is prepopulated.
   b.   In Section 1.1, check the box to indicate how the grantee is operating business.
   c.   In Section 1.6, check the box to agree that the funds will be used as indicated on the page.
   d.   Save page and proceed.
3.   Title II Part 2
   a.   Review page and check the box acknowledging ISBE grantee requirements.
   b.   Save page and proceed.
4.   Title II Part 3
   a.   This is a read-only page.
5.   Title II Exhibits
   a.   Check the box to indicate that the district has reviewed the

exhibits.
        b.   Save page and proceed.
    6.   Title II Uniform Grant Agreement Summary
        a.   The first three boxes will be checked if all parts are completed.
        b.   The grantee will check the final box to confirm that the Uniform Grant Agreement was completed.
        c.   Save page and proceed.

IX.   Page Lock Control

    A.   This page is used to open, revise or amend the grant application after the application has been approved or returned by ISBE.
    B.   To open a locked page, click the "Expand All" checkbox for the list of individual pages. Click the checkbox next to the page to be opened.
    C.   Remember to click the "Save" button at the bottom of the page. This allows the user to make and save changes throughout the grant.

Helpful Tip: The "Save" button must appear at the bottom of grant application pages to make changes. If this does not occur, go to the Page Lock Control tab, open the required pages for editing, return to those pages, and re-enter the data and save the page.

Title IV

I. Title IV Overview

A. This page is read-only.

B. This page provides legislation and additional resource links to determine program appropriateness.

II. Title IV Applicant Information

A. Application Status
Select the "District is applying for this grant" or "not applying" checkbox. If the "not applying" button is checked, then the FRIS system will not recognize or fund the application.

1. If the applicant is eligible for this grant but has chosen to transfer funds or not to apply, check the "not applying" box and save the page. It is not necessary to complete any other information.

2. If the applicant has a Title IV allocation but does not complete the Title IV pages and does not check the "not applying" box, the Consistency Check on the Submit page will display error messages indicating that Title II information is missing.

B. Complete the program contact person information. If the Budget Contact is different from the Program Contact, complete the budget contact information section.

C. Check the experience level of the administrator.

D. Select the activity Period box:

1. "Regular Project Year" box if budget reflects regular year programming, July 1 through June 30; or

2. "Extended Project Year" box if budget reflects summer

programming, July 1 through August 31.

E. Grant Period will auto populate based on the activity period selection.

F. Select the area affected by the project.

G. Districts utilizing Rural Education Achievement Program (REAP) flexibility provisions must check the REAP box.

H. District Comment Box: Provide additional information that will aid in the grant approval process and facilitate funding. For example, note if the district experienced building closures or grade span changes.

I. Click "Save the Page" before leaving this page.

Helpful Tip: The contact listed on the Applicant Information page will be the individual communicating with ISBE for grant information, questions, and concerns.

III. Title IV Amendments

A. Select the radio button indicating original or amended application.

B. Indicate amendment number.

C. If an amendment, provide a brief description of the changes as well as function/object codes.

IV. Federal Funding Accountability and Transparency Act (FFATA)

A. Provide a brief statement capturing the use of funds that supports the activities and actions that meet the purpose of the grant.

Helpful Tip: This statement should directly align with items included in Budget Detail.

V. Program-Specific Pages

Title IV Overview	Title IV Applicant Information	Title IV Amendments	Title IV FFATA	Program Specific	Budget Pages	Program Risk Assessment	GATA Pages	Page Lock Control
	Title IV Private Schools					Title IV Program Allocations		

Title IV-A Private School Proportionate Share   Instructions

Private School Proportionate Share of Funds
Indicate whether private, nonprofit schools will be participating in this program."
○ Yes   ◉ No
NOTE: DUE TO POSSIBLE CHANGES IN THE TOTAL TITLE IV-A FUNDS AVAILABLE THROUGHOUT THE YEAR, APPLICANTS MUST SELECT YES OR NO EACH TIME A GRANT/AMENDMENT IS CREATED.

1.	10000	Current Year Title IV-A Allocation
1b.	0	Plus any funds transferred into the Title IV-A program
1c.	0	Minus any funds transferred out of the Title IV-A program
1d.	10000	Total current year Title IV-A funds
2.	0	Enter the enrollment of participating private schools from the Private Schools Participation form uploaded in the Consolidated District Plan
3.	344	Most recently available total K-12 public enrollment from the Fall Enrollment Counts (formerly the Fall Housing Report) data
4.	344	Sum of public and participating nonpublic enrollment (Line 2 + Line 3)
5.	0.000000	Proportion of participating nonpublic school enrollment compared to total enrollment (Line 2/Line 4)
6.	0	Equitable private school share (Line 5 X Line 1d. rounded to whole dollar)
7.	10000	Total funds available, including current year, carryover, and transfers

*Required field

A. Private School Proportional Share

1. Yes or No: Indicate whether private schools will participate in

Title IV-A.

2. If "No," check the box and save the page.
3. If "Yes," then:
   a. Enter student enrollment of participating private schools in line 2. This amount must match the enrollment data from the consultation forms uploaded in the CDP.
   b. Review the prepopulated K-12 enrollment number from the fall enrollment count (Fall Housing Report) in line 3. This data can be found at https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx.
   c. Review line 6 which displays the equitable private school share calculated for this grant.
   d. Save this section of the page.

DISTRICTS WITH TITLE IV ALLOCATIONS GREATER THAN $30,000, PROCEED TO Title IV Program Allocations. DISTRICTS WITH LESS THAN $30,000, PROCEED TO BUDGET PAGES.

B. Title IV Program Allocations
   1. Districts with an allocation of $30,000 or greater must indicate the amount allocated for program activities.
      - Well-Rounded Education: At least 20 percent of the allocation must be expended in this activity.
      - Safe and Healthy Student: At least 20 percent of the allocation must be expended in this activity.
      - Effective Use of Technology: An LEA, or consortium of such agencies, shall not use more than 15 percent of funds for purchasing technology infrastructure.

   2. Note: The min/max boxes represent the amount that may be expended in each area.

VI. Budget Pages

A. Budget Detail

Title IV Overview	Title IV Applicant Information	Title IV Amendments	Title IV FFATA	Program Specific	Budget Pages	Program Risk Assessment	GATA Pages	Page Lock Control
	Budget Detail					Budget		

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

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: Please review the Instructions link for details that apply to your specific grant regarding teacher's retirement. Contact your program consultant with any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.

Description of Function Codes and Object Codes

Function Code	Object Code	Exclude from MTDC**	Expenditure Description and Itemization	T4SSAE-4400 Funds	Delete Row
☐	☐	☐		0	☐
☐	☐	☐		0	☐
☐	☐	☐		0	☐
☐	☐	☐		0	☐
☐	☐	☐		0	☐

Create Additional Entries

Total Direct Costs	0
- Function 2530 and Capital Outlay Costs	0
Modified Total Direct Costs	0
Indirect Cost Rate %	0.00
Maximum Indirect Cost *	0
Indirect Cost	0

Total Allotment 0

Grand Total	0
Allotment Remaining	0

NOTE: READ BEFORE IMPORTING - Data Import Instructions   Data Import Template

Browse...

Upload/Validate File

Calculate Totals   Save Page

1. The Title IV Budget must be consistent with the Consolidated District Plan.

2. Review the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures at https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf.

3. Ensure activities are substantially approvable, reasonable, and necessary to carry out programmatic goals. Refer to the OMB Circular A-87 at https://obamawhitehouse.archives.gov/omb/circulars_a087_2004.

4. Supplement not Supplant:

   https://www2.ed.gov/policy/elsec/leg/essa/snstitleiguidance.pdf

   When considering items to purchase with Title IV funds, refer to the guidance on Supplementing vs. Supplanting.

5. Provide detail in the Budget description cells to demonstrate appropriate use of funds and ensure compliance with program rules and regulations.

   a. Staff: Provide FTEs or salary percentage for each position, salary, and building and position assignments. Note: Please do NOT include names, Social Security numbers, or FEIN numbers for staff (for example, 5 Reading specialists @ $155,000: 1@Fairview, 2@Hill, 2@Washington. 3 Reading

paraprofessionals
@ $62,000: 1@Fairview, 2@Hill, 2@Washington).

    b.   Benefits: List the percentage rate used to determine benefits as well as the total cost per benefit (for example, Medicare @ .0145 = $11,342, ITRS @ .2580=$192,116, IMRF @ .1565 = $57,345, Insurance @ $5040 = $146,160, TRS@ .12638 = $93,550, FICA @ .0765 = $28,299).

    c.   Purchased Service: This includes Workers Compensation and Unemployment as well as any other kinds of purchased services that might be appropriate (license fees, online subscriptions programs, field trip entrance fees and related travel costs, consultant fees, etc.).

    d.   Materials: Provide list of materials with descriptors (supplementary books, classroom libraries, videos, etc.),

    e.   Capital Outlay: This includes the purchase of fixed assets that cost more than $500 per unit. Narrative must include descriptor of item, quantity, per unit cost. Object 500 - Items that equal or exceed the LEA's capitalization threshold.

    f.   Professional Development: List the topics, names of particular workshops/conferences when known, and rate of pay for substitute costs incurred as a part of professional development, etc.

B.   Budget

    1.   This is a read-only page that summarizes district spending.

    2.   The reader may use this page to check the mandated percentage, such as a 2 percent cap for administration.

Helpful Tip: This grant has a 15 percent technology cap regardless of allocation amount. An LEA, or consortium of such agencies, shall not use more than 15 percent of funds for purchasing technology infrastructure. Technology includes devices, equipment, software applications, platforms, digital instructional resources, and/or other onetime IT purchases.

VII. Program Risk Assessment (PRA)

ISBE portion of Program Risk Assessment

Quality of Management Systems:
1.1 How many years of experience does the project leader have managing the scope of services required under this program?
○ More than five years
○ One to five years
○ Less than one year
     Quality of Management Systems score from their 4 questions should be hidden here for calculations purposes

History of Performance
2.1 How many years of experience does your organization have with grants of comparable scope and/or capacity?
○ More than five years
○ One to five years
○ Less than one year
○ No experience

2.2 Will a sub-grantee/sub-recipient/sub-award be utilized to manage, administer or complete a project?
○ Yes   ○ No
     If NO, select N/A for 2.3, and 2.4

2.3 What responsibilities does the sub-grantee/sub-recipient/sub-award perform?
a. ○ Yes   ○ No   ○ N/A   Participant eligibility determination
b. ○ Yes   ○ No   ○ N/A   Case management
c. ○ Yes   ○ No   ○ N/A   Performance reporting
d. ○ Yes   ○ No   ○ N/A   Financial reporting at the grant level
e. ○ Yes   ○ No   ○ N/A   Invoicing
f. ○ Yes   ○ No   ○ N/A   Other (specify) [   ]

A.   Title IV PRA-ISBE Specific
1.   On this page, the district must indicate compliance with the requirements of the Program Risk Assessment.

VIII. GATA Pages

Notice of State Award

STATE OF ILLINOIS GRANT INFORMATION

State Award Identification   Name of State Agency (Grantor): [Illinois State Board of Education]
                                   Department/Organizational Unit: [Title Grant Information]

A.   Notice of State Award
1.   Title IV NOSA grant information
      a.   The majority of this page is prepopulated.
      b.   Check the box to indicate if the announcement is an original or amended application.
      c.   Save page and proceed.
2.   Title IV pre-qualification status
      a.   Check the box to indicate that the district has reviewed and accepted the prequalification status.
      b.   Save page and proceed.
3.   Title IV ICQ conditions
      a.   Check the box to indicate that the district reviewed and accepted the ICQ conditions.
      b.   Save page and proceed.

4. Title IV program risk conditions
   a. Review the prepopulated information. Check the box to indicate that the responses provided are true, accurate, and that all occurrences of noncompliance with programmatic requirements have also been disclosed.
   b. Save and proceed.
B. Uniform Grant Agreement
   1. Title IV Uniform Grant Agreement overview
      a. This is a read-only page.
   2. Title IV Part 1
      a. The majority of this page is prepopulated.
      b. In Section 1.1, check the box to indicate how the grantee is operating business.
      c. In Section 1.6, check the box to agree that the award will be used as indicated on the page.
      d. Save page and proceed.
   3. Title IV Part 2
      a. Review page and check the box acknowledging ISBE grantee requirements.
      b. Save page and proceed.
   4. Title IV Part 3
      a. This is a read-only page.
   5. Title IV Exhibits
      a. Check the box to Indicate that the district has reviewed the exhibits.
      b. Save page and proceed.
   6. Title IV Uniform Grant Agreement Summary
      a. The first three boxes will be checked if all parts are completed.
      b. The grantee will check the final box to confirm that the Uniform Grant Agreement was completed.
      c. Save page and proceed.

IX. Page Lock Control

A. This page is used to open, revise or amend your grant application after the application has been approved or returned by ISBE.
B. To open a locked page, click the "Expand All" checkbox for the list of individual pages. Click the checkbox next to the page to be opened.
C. Remember to click the "Save" button at the bottom of the page. This allows the user to make and save changes throughout the grant.

Helpful Tip: The "Save" button must appear at the bottom of grant application pages to make changes. If this does not occur, go to the Page Lock Control tab, open the required pages for editing, return to those pages, and re-enter the data and save the page.

Review Checklist

General	Titles I, II-A and IV-A	Quality Assurance

General Comments

Approval Status

○ The application is approved on the condition that any issues noted below are addressed through an amendment in a timely manner.

○ The application is being returned for changes. See checklist items below.
○ The application is fully approved.

A general issue needs to be addressed.
[▼]
☐ Check to add comment.

Save Page

Next steps if the grant/amendment is returned as disapproved

A. ISBE reviewers may return applications and/or amendments for needed corrections.

B. Open the grant and select review checklist. The review checklist will open in a separate internet window.

C. To review the addressed issues, the checklist includes three tabs: General, Titles I-A, II-A, and IV-A, and Quality Assurance.

   1. General
      a. This tab includes a status of the grant statement from the ISBE principal consultant.
      b. If an application is substantially approved with conditions, the issues noted must be addressed through an amendment.
   2. Titles I, II-A, and IV-A
      a. This tab includes comments/corrections for each section of the consolidated grant application.
   3. Quality Assurance
      a. This tab is reserved for comments/corrections from the second level reviewer.

Helpful Tip: If the review checklist does not appear, the pop-up blocker needs to be disabled or bypassed by holding down the Control (Ctrl) and Alternate (Alt) keys (at the same time) while clicking the review checklist box.

To turn off the pop-up blocker, scroll to the 1) tools menu and 2) pop-up blocker options to disable.

The checklist may be minimized to provide access while making corrections or displayed through a printer-friendly link of the checklist.

Helpful Tip: If the grant application or review checklist is not operating appropriately, try switching browsers.

Chapter 4
Parent and Family Engagement Policies and Notifications

The Every Student Succeeds Act (ESSA) ensures that parents are actively involved and knowledgeable about their child's education. The law requires outreach to all parents and family members and implements programs, activities, and procedures for the involvement in programs funded by Title I. Programs, activities, and procedures must be planned and implemented after meaningful consultation with parents/family of participating children.

I. District and School Parent and Family Engagement Policies

A district receiving Title I funds must jointly develop 1) district-level and 2) school parent and family engagement policies for each Title I school.

A. The District's Parent and Family Engagement Policy shall provide the coordination, technical assistance, and other supports necessary to assist and build the capacity of all participating schools and implement parent and family engagement efforts that are linked to learning and healthy development outcomes for students. This work may include meaningful consultation with local stakeholders, such as employers, business leaders and philanthropic organizations, or individuals with expertise in meaningful engagement. Guidelines for writing the policy include:

1. Providing coordination, technical assistance, and other support to build capacity of all participating schools in planning and implementing effective activities to improve student achievement and school performance.
2. Connecting family engagement with other programs (Title II, III, IV).
3. Providing an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served with Title I, Part A funds. The review, which must involve Title I parents and family members, shall:
   a) Identify and decrease barriers for greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency and literacy, or are of any racial or ethnic minority background;
   b) Use the findings of the evaluation to design evidence-based strategies for more effective parent involvement;
   c) Revise, if necessary, the local education agency's parent and family *engagement policies; and*
   d) Involve parents in the activities of schools served under Title I, Part A. [Sec. 1116(a)(2)]

B. School Parent and Family Engagement Policy must explain how the school will involve parents in the development and implementation for each school's parent policies. The policy:
1. Must be in a written format.
2. Must include the inclusion of all parents and family members. The district may amend the policy to meet the requirements under ESSA.
3. If under Section 1112 is not satisfactory to the parents of participating children, the Local Education Agency (LEA) shall include parent comments upon submission to the state. If the schoolwide program plan under Section 1114(b) is not satisfactory to the parents of participating children, submittal of parent comments must be included when the school submits the plan to the local Board for review and approval.
4. Must include an annual Title I Parent Meeting to review the policies, requirements, and components of Title I. The meeting must involve parents in decisions regarding use of district and school parent involvement set-aside funds for parent and family engagement activities.
5. Must include continuous parent involvement in the planning, review, and improvement of the Title I programs.
6. Should contain the following information to Title I parents:
   a. Explanation of program formats.
   b. Description and explanation of curriculum.
   c. Forms of academic assessment and, if requested, opportunities for regular meetings to discuss the education of their children.

II. School-Parent Compact

A school receiving Title I funds (including private school students receiving Title I services) must develop a school-parent compact that outlines the responsibilities of each party. The school-parent compact must describe the following:

A. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet challenging state academic standards.
B. Ways in which parents will be responsible for supporting the children's learning (e.g., classroom volunteering and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time).
C. The importance of communication between teachers and parents in an ongoing basis through, at a minimum:
1. Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement.
2. Frequent reports to parents on their children's progress.
3. Reasonable access to staff, opportunities to volunteer and participate in

their child's class, and observation of classroom activities.

4. Regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

III. District and School Report Cards

A. Sent to parents via the student, mail, or/and made available at the building administrative office and on the district website.
B. Districts and schools may use the link to the Illinois State Report Card for electronic distribution.
C. Districts and schools must also provide information in a written format available to parents/guardians who do not have electronic accessibility. *[Sec. 1111(h)(1) and (2)(B)(ii)]*

IV. Teacher Qualifications *Sec. 1112(e)(1)*

The LEA shall notify the parents and provide at the beginning of each school year, the right to request specific information regarding the professional qualifications of their child's classroom teacher(s). This information includes, at a minimum, the following:

A. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
B. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
C. Whether the teacher is teaching in the field of discipline of the certification of the teacher.
D. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

V. Accessibility

LEAs and schools, to the extent practicable, shall carry out the parent and family engagement requirements by providing opportunities for the informed participation of parents and family members (including those who have limited English proficiency, with disabilities and of migratory children). The LEAs and schools must provide information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand.

VI. Review

The State Education Agency shall review the LEA's parent and family engagement policies and practices to determine if the policies and practices meet the requirements of section 1116.

VII.   Fiscal Responsibility

An LEA that receives a Title I, Part A allocation of greater than $500,000 must reserve not less than 1 percent of those funds for parent and family engagement activities. LEAs with an allocation of $500,000 or less must carry out parent and family engagement activities but are not required to reserve any specific amount from their Title I, Part A funds. An amount, not less than 90 percent of the funds, shall be distributed to schools served by Title I, with priority given to high-need schools. A district is not limited to reserving only 1 percent of its allocation to assist schools in carrying out activities.

Funds should be used to carry out activities and strategies that include at least one of the following:
  A. Provide professional development opportunities for school personnel regarding parent and family engagement strategies.
  B. Support programs that reach parents and family members at home, in the community, and at school.
  C. Disseminate best practices information focused on parent and family engagement.
  D. Provide subgrants to schools to enable collaboration with community-based organizations or employers with a successful record in improving and increasing parent and family engagement.
  E. Engage in any other activities and strategies that are determined appropriate and consistent with the LEA's parent and family engagement policy.

VIII.   Allowable Expenses for Parent and Family Engagement in Title I, A

- Parent engagement coordinators and liaisons
- Assistance and training for parents
- Parent literacy and education
- Materials for engaging families
- Assistance for parents to work with their children
- Training for school staff to increase collaboration
- Accommodations for limited English families
- Support for family to participate in trainings

Chapter 5
Private Schools

Title I of the Elementary and Secondary Education Act (ESEA) as Amended by the Every Student Succeeds Act (ESSA) requires Local Education Agencies (LEAs) to provide equitable services for public school students and eligible nonpublic school students.

The local school district is responsible for planning, designing, and implementing the Title I program for private school children under the auspices of Title I of the ESEA of 1965 as Amended section 1117. Districts must provide services to eligible children attending private elementary and secondary schools and engage in timely and meaningful consultation with private school officials regarding such services.

Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who reside in those attendance centers and attend private schools.

Each school district must plan to provide full-school year Title programming and ***must consult*** with private school officials in a timely and meaningful manner to ensure compliance with the entirety of this mandate. Consultation must take place prior to any expenditures or transfer of funds. The district and private school officials shall both have the goal of reaching an agreement on how to provide equitable and effective programs for eligible private school children. The results of the agreement shall be transmitted to the ombudsman designate under subsection (a)(3)(B). The district ***must allocate*** appropriate funding.

I.   Consultation

Consultation per ESEA OF 1965 as Amended Sec. 1117 should include:

A. How needs will be identified.
B. What services will be offered.
C. How, where, and by whom the services will be provided.
D. How the services will be academically assessed and how the results of that assessment will be used to improve those services.
E. The size and scope of the equitable services to be provided to the eligible private school children (including the approximate time of day services will be provided),
F. The proportion of funds that is allocated for such services, and how that proportion of funds is determined. Private school programs are Targeted Assistance Programs. Private school programs may never operate as a Schoolwide Program.

G. Services or other benefits, including materials and equipment, that are secular, neutral, and non-ideological. Types of services could include, but are not limited to:

- Instructional services
- Extended day services
- Family literacy programs
- Counseling programs
- Computer assisted instruction
- Home tutoring
- Instruction using take home computers
- Professional development (secular in nature) targeted to help teachers better teach at-risk students
- Parent and family engagement activities with parents of targeted students

H. The method or sources of data used to determine the number of children from low-income families in participating school attendance areas who attend private schools.

I. Consideration and analysis of the views of the private school officials regarding third-party providers and whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor or by creating a pool or pool of funds with other LEAs.

J. How the proportion of funds allocated for equitable services is determined.

K. The written affirmation that consultation has occurred and provide the option for private school officials to indicate the belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

Disagreement — If an LEA disagrees with the views of private school officials, it shall provide in writing to such private school officials the reasons why the LEA disagrees. *(ESEA section 1117(b)(2))*. For more information, https://www2.ed.gov/documents/essa-act-of-1965.pdf.

Note: In general, the control of funds provided under this part, including materials, equipment, and property purchased with such funds, shall be held in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

Note: An instructional component must be documented if materials/supplies are purchased. If the program lacks the instructional component, then funds may be used for professional development and/or parent and family engagement activities for parents of targeted students.

II.   Title I Allocation – Per Pupil Allocation

Calculation — An LEA shall have the final authority, consistent with ESEA section 1117(C)(1), to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools by:

- Using the same measure of low income for counting public school children;
- Using the survey results, to the extent possible, to protect the identity of families of private school students, and allow such survey results to be extrapolated if complete actual data is unavailable;
- Using comparable poverty data from a different source if data from the same source for public school children is not available and if the income threshold in both sources is generally the same;
- Applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or
- Using an equated measure of low income correlated with the measure of low income for counting public school children.

A. Data must be collected to determine the private school Title I allocation. This should be done by contacting private school officials located within district boundaries and those that may be serving district students but are physically located outside district boundaries. Details can be found at the Nonpublic Elementary and Secondary School Registration and Recognition page. This page contains a link of registered nonpublic school total enrollments, site information, and other data. Note: Private schools are not required to register with the State of Illinois, so districts should make a "good faith effort" to reach out to those private schools with district students (i.e., those identified as low income).

B. Obtain private school students addresses and low-income information from the private school officials. This can be obtained by a variety of means, such as free/reduced-price lunch counts, income determination forms, etc. For more information, see the Title I equitable services document.

C. Sort addresses by the public school that serves the residential area, to identify:

1. The number of private students (Program-Specific, Targeting Step 1 in IWAS application).
2. The number of low-income private students (Program-Specific, Targeting Step 1 in IWAS application).

D. The proportionate share for all private schools will automatically calculated on the Program -Specific, Targeting Step 4 page of the e-grant application. The private school allocation is calculated "off the top" of the current year

allotment prior to any allowable expenditures or transfers (including transfers in from Titles II-A and IV-A).

E. The district is responsible for distributing the funds among the private schools based on the percentage of low-income students attending each private school.

III. Title I Allocation – Set-aside Equitable Share for Parent and Family Engagement

A. Private schools may receive a percentage of the amount set aside by the district for parent and family engagement.

B. *Parent and Family Engagement*: Districts that receive a Title I allocation of $500,000 or more are required to provide a percentage of this amount for private school programming. Private school allocations will be automatically calculated. This equitable share of set aside for parent and family engagement is in addition to the instructional share of funds. Note: Any amount budgeted for parent and family engagement activities for the private school should go under function code 3000.

IV. Title II-A and IV-A Private School Equitable Share

A. Private schools that elect to participate in Title II-A and/or Title IV-A will have the funding automatically calculated in the Program-Specific Pages in the grant application. Equitable share is based on the total population of the nonpublic school and calculated "off-the-top" of the public school district's allotment prior to allowable transfers of funds. The nonpublic school must be located within the public school's boundaries to receive services.

B. Private schools will follow the guidelines for the respective grant (professional development in Title II-A and programs from the three pillars (Well-Rounded, Safe & Healthy, and Technology) in Title IV-A.

C. Refer to Chapter 3: Application Process for more information.

Note: The 15 percent cap on technology for Title IV-A includes the public and private school share.

Additional guidance is available via the Title Grants Administration website at

https://www.isbe.net/Pages/Title-I-Part-A.aspx

https://www.isbe.net/Pages/Nonpublic-School-Participation.aspx.

https://www.isbe.net/Pages/ombudsman.aspx.

Chapter 6
Time and Effort Reporting

Time and effort reporting provide grantees the opportunity to exercise judgment in developing the documentary support for reporting. This approach is based on the cost principles and other federal guidance.

Time and effort reporting guidelines are specified in the U.S. Office of Management and Budget Regulations at 2 CFR Part 200.430 Subpart E cost principles, compensation, personal services.

I. Preparing Time and Effort Documentation

    A. First, an employee must report to the employing organization.

        1. Copies of timesheets and other such documents. These documents may be necessary to resolve a dispute or answer questions regarding costs associated with payments for personnel, if necessary.
        2. The report is retained internally and not generally submitted to a sponsoring agency, such as the Illinois State Board of Education (§200.430(i)(1)(ii)).

    B. Second, time and effort reports may be prepared.

        1. Some slight variations exist among grantees. Grantees may record activities daily, weekly, or monthly.
        2. Budget estimates can be used for charging purposes on an interim basis (§200.430(i)(1)(viii)). In any case, a confirmation process or reconciliation takes place after the charges have incurred to record the true effort and not an estimate.

    C. Third, there must be full disclosure of time and effort.

        1. It is necessary to record the work that each employee has performed. This information includes the correct percentage of time and effort to attribute to each project (§200.430(i)(1)(iii)), totaling 100 percent among all projects or among federal and non-federal time and effort.

    D. Fourth, endorsement of the hours worked, and activities performed.

        1. Timesheets signed by employees, supervisors, or, in some cases, both. Grantees rely on individual employees to record time, service, etc., even if they are unaware of the particular funding source for the tasks performed.
        2. Under cost principles, the uniform grant guidance notes that recording of effort is a reasonable accounting of the total activity or work performed by an individual employee (§200.430(i)(1)).

E. Finally, timely completion and adjustments are required (§220.430(i)(1)(B)).

1. The cost principles do not stipulate how often timesheets, time cards, or effort reports need to be prepared; however, actual amounts are reported, and, if necessary, reconciled and adjusted in a timely manner.
2. The uniform guidance requires that the time and effort reports comply with the non-federal entity's accounting policies and practices (§200.430(i)), which may enforce recording times for supported work in order to meet the non-federal entity's payroll.
3. In order to establish credibility an organization should ask their employees to prepare time and effort reports on a frequent basis.

II. Requirements

Time must be tracked for the work on the grant project and for non-grant time. Generally, under the uniform guidance, payment between grant and non-grant time must equal 100 percent time. First example, a 12-month employee with an annual salary of $100,000 that represents 100 percent of time: The employee would receive $90,000 institutional base salary or 90 percent and $10,000 grant salary or 10 percent, totaling 100 percent of time. The employee cannot be double-paid by both the institution and the grant for the same time, exceeding 100 percent. Second example, a 10-month employee with an annual salary of $100,000. The employee performed grant duties within the 10-month period. Time would be treated similarly to the 12-month employee, however, if the grant work occurred over the summer months, outside and apart from the annual base salary, the time could exceed 100 percent.

Organizations may develop local requirements to ensure that credible documents are prepared (§200.430(i)(1)(i)). Federal policy does not specify a format that a non-federal entity must use for its organizational documents. However, if the records of the non-federal entity do not meet the documentation standards in §200.430(i), the federal government may require that non-federal entities make personnel activity reports, supporting documentation, and certifications available for review (§200.430(i)(1)(x)(8)).

Web-based or electronic signature systems are acceptable to prepare timekeeping records, as long as they are deemed reliable and competent. The records should be acceptable to independent auditors (200.430(i)(1)(i)). Any system used, whether electronic or paper, for time and effort reporting needs to support an employee's salary distributed over all reported work activities. The report must cover the salary distribution, especially if an employee works on one or more federal awards or indirect cost activities (e.g., administrative work and when different allocation bases are used (§200.430(i)(1)(vii))).

III. Acceptable Documentation

Time and effort reporting must be documented evidence. If such evidence is unavailable, however, it may be necessary to create alternative documentation using testimonial, physical, and analytical evidence to support the charges. This sort of

alternative is used during resolution of audit findings related to unsupported costs that lack time and effort records.

See pages 57-58 in State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures "Time and Effort Reporting" in the fiscal requirement handbook.

See U.S. Office of Management and Budget Regulations at 2 CFR Part 200.430 Subpart E Cost Principles: Compensation - personal services at the Electronic Code of Federal Regulations page.

Chapter 7
Homeless

I. Title I, Part A

Title I, Part A includes provisions that are specifically relevant to homeless children and youth. Local Education Agencies (LEAs) are required to set aside a portion of the Title I, Part A allocation for homeless children. LEAs must include in the Consolidated District Plan a description of the services provided to homeless children in coordination with the McKinney-Vento Homeless Assistance Act. A needs assessment must be conducted, and all relevant stakeholders consulted as this plan is formulated.

II. Eligibility

Children and youth who are homeless are automatically eligible for Title I, Part A services, whether or not they reside in a Title I attendance area or meet the required academic standards. The services provided to homeless students may not ordinarily be provided to other Title I students.

III. Allocations

Section 1113 (c)(3)(A) of the Every Student Succeeds Act (ESSA) mandates that a portion of the district's Title I allocation must be directed toward the support of homeless students' educational programming.

A. Funds reserved under subparagraph (A)(i) of ESSA may be:

1. Determined based on a needs assessment of homeless children and youth in the LEA and take into consideration the number and needs of homeless children and youth in the LEA. This needs assessment may be the same needs assessment conducted under section 723(b)(1) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11433(b)(1)); and
2. Used to provide homeless children and youth with services not ordinarily provided to other students under this part, including providing:

   a. Funding for the liaison designated pursuant to section 722(g)(1)(J)(ii) of such Act (42 U.S.C. 11432(g)(1)(J)(ii)); and
   b. Transportation pursuant to section 722(g)(1)(J)(iii) of such Act (42 U.S.C. 11432(g)(1)(J)(iii)).

IV. Suggested Methods for Determining the Amount of Set-Aside

A. Identify homeless students' needs and fund according to the needs assessment.
B. Obtain a count of homeless students and multiply the number by the Title I, Part A per pupil allocation.

C. Reserve a specific percentage based on the district's poverty level or total Title I, Part A allocation.

Note: Review the previous year's data regarding homeless students and the funds required to cover the student's needs when planning for the current fiscal year.

V. Definition of Homeless Student

A. Section 725(2) of the McKinney-Vento Homeless Assistance Act defines "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

1. Children and youth who are:
   a. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubled-up");
   b. Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
   c. Living in emergency or transitional shelters; or
   d. Abandoned in hospitals.

2. Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless because they are living in circumstances described above.
5. Unaccompanied homeless youths that are not in the physical custody of a parent or guardian.

VI. Uses for Title I, Part A Homeless Funds

Title I homeless funds must be used to provide supplementary support for homeless youth, easing the burden of homelessness that often interferes with classroom learning, such as:

- Items of clothing necessary to meet a school's dress or uniform requirement;
- Clothing and shoes necessary to participate in physical education classes;
- Student fees that are necessary to participate in the general education program;
- Personal school supplies, such as backpacks and notebooks;
- Food (snacks for before and after school programs);
- Birth certificates necessary to enroll in school;
- Immunizations, medical and dental services, eyeglasses, and hearing aids;

- Counseling services to address anxiety related to homelessness that is impeding learning;
- Outreach services to students living in shelters, motels, and other temporary residences;
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;
- Tutoring services, especially in shelters or other locations where homeless students live;
- Parental involvement specifically oriented to reaching out to parents of homeless students;
- Fees for Advanced Placement and International Baccalaureate testing; and
- Fees for SAT/ACT and GED testing for school-age students.

VII. Inappropriate uses for Title I, Part A Homeless Funds

- Physicals for sports participation,
- Clothing for family members,
- Rent/motel/hotel (any housing expenses),
- Prom dresses/tuxedos, and
- Yearbook fees.

VIII. Governing Laws for Homeless Students

McKinney-Vento (McKinney-Vento Act, 42 U.S.C. 11431) ensures that a homeless pupil must be immediately enrolled in any of the following:

- The school in which he or she was enrolled when permanently housed (also known as the "school of origin"),
- The school in which he or she was last enrolled, or
- The public school that non-homeless students who live in the attendance area in which the homeless pupil is living are eligible to attend.

IX. Assisting Homeless Families

School districts can best assist homeless families by:
- Ensuring that school forms, brochures, websites, handbooks, and instructional materials about homelessness and residency rights reflect accurate information and are easily accessible.
- Training all staff, board members, and administrators responsible for school enrollment to meet Illinois and federal residency and homeless laws.
- Ensuring that the homeless liaison is involved when a child's residency is questioned before a residency hearing has occurred or the child is dis-enrolled.
- Collaborating with the area lead homeless liaison or regional homeless liaison to ensure that school district personnel are well informed on

homeless education and that parents of homeless students are provided with assistance.

Additional information on homeless students can be found in the non-regulatory guidance at the [Education for Homeless Children and Youths Program page.](#)

Chapter 8
Supplement, Not Supplant

The Every Student Succeeds Act (ESEA) requires a State educational agency (SEA) or local educational agency (LEA) to use Title I funds only to supplement the funds that would, in the absence of such Title I funds, be made available from State and local sources for the education of students participating in Title I programs, and not to supplant such funds.

Supplement, Not Supplant: Title I Neutrality

Through ESEA, the Supplement, Not Supplant (SNS) provision focuses on allocation methodologies intended to encourage equitable spending preferences using a Title I-neutral approach. Title I Neutrality provides each Title I school the state and local funds it would receive were it not a Title I school and ensures that state and local funds designated to a Title I school are not reduced based on the school receiving Title I, Part A funds.

Resource Allocation Methodology

A district's Resource Allocation Methodology (RAM) supports Title I Neutrality by allowing the LEA to allocate State and local funds independent of any Title I funds the school may receive. An LEA must distribute state and local funds equally to all schools regardless of the Title I status. The LEA is not required to identify an individual cost or service as supplemental or provide Title I services through an instructional method, for example, online or classroom-based, but it must demonstrate the methodology used to ensure its neutrality. Multiple methodologies may be used.

Demonstrating Compliance

Specific funding methodologies to distribute state and local funds are not mandated by federal legislation. However, the LEA must annually demonstrate that a funding methodology has been adopted and utilized to award state and local funds to all schools as a prerequisite for receiving Title I Funds. Acceptable funding methodologies may be based on student enrollment, student/teacher ratios, student characteristics, or a combination of these factors.

Exceptions to the SNS provision

An LEA does not have to demonstrate compliance under ESEA section 1118(b)(2) if it only has one school; all Title I schools; or, a grade span with a single school. School expenditures such as debt services, capital costs, insurance, food services, utilities,

maintenance, transportation and districtwide activities, are excluded from the RAM.

Supplement, not Supplant for Titles II and IV

Federal funds may not be used to provide or support any costs that are a required part of the regular educational offering within the district. School districts must run the following three tests when determining whether a fiscal expenditure supplements and not supplants funds in Title II and IV.

    A. Test I: Required – Is the program or activity required under state, local, or another federal law? Yes, then it is supplanting.

    B. Test II: Equivalency – Were state or local funds used in the past for this program or activity? Yes, it is supplanting.

    C. Test III: Non-Title I Programs – Are the same programs or activities being implemented in other schools that do not receive Title I funds AND are these programs and activities being paid for with state or local funds? Yes, then this is supplanting.

If an expenditure does not pass all the above tests, then it is presumed that use of Title II or IV funds for the expenditure would be supplanting state or local funds. Expenditures that pass all three tests are considered supplemental.

Chapter 9
Fiscal

The [State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures handbook](#) can be found on this page. Instructions are linked on the Budget Detail page in the ESEA of 1965 as Amended grant application. Below are several aspects of the Title I Fiscal Program to ensure compliance with Title I rules and regulations:

I. Allocation

    A. The amount of funds directed to the district for the fiscal year.
    B. The current projected funds may be reduced based on the prior year allocation (between 85 -95 percent of prior year).
    C. The final allocation amount will be posted on the e-grant in early fall.

II. Reallocation

    A. Unused funds redistributed to Title I districts, thereby increasing the original allocation amount.
    B. Access funds through the amendment process.

III. Carryover

    A. Unspent funds during the previous fiscal year may be considered as "carryover."
    B. Consultation is required prior to the LEA making carryover decisions.
    C. For Title I: The district can "carry over" up to 15 percent of the current year allocation from one fiscal year to the next. Districts receiving less than $50,000 in current year funds are exempt.
    Note: If the Local Education Agency (LEA) determines it will exceed the 15 percent limit, a waiver request to exceed the carryover limit may be submitted to Funding and Disbursements. See the [waiver notification](#) and request form for more information.
        1. Districts are eligible to request a waiver once every three years.
        2. The district can apply for the excess carryover through the e-grant system in the subsequent year. The district receives official notice of the approval of excess carryover by mail.

IV. Budget

    A. The set-asides on the Program Specific tab, Targeting Step 4, must match items in the budget.

V. Expenditure Reports

    A. Cumulative quarterly reports are required to be submitted online through

IWAS.

B. Expenditure Reports can be submitted more often as expenditures are liquidated.

C. File Expenditure Reports in a timely manner. Failure to do so may result in freezing of funds and/or audit findings.

D. Maintain documentation (purchase orders, receipts, travel requests, etc.) to support Expenditure Reports.

E. All payments are generated by the cumulative Expenditure Reports submitted.

VI. Amendments

A. There is a significant change in program scope (e.g., adding a new component, such as summer school); or

B. Budget for increase/decrease in funds (i.e., federal carryover) or change in expenditure; or

C. The expected expenditures exceed the Illinois State Board of Education (ISBE) expenditure variance of 10 percent or $1,000 per an object total, whichever is greater, without exceeding the total budget; or

D. Amendments must be filed 1) prior to changes in expenditures, and 2) the final amendment must be filed 30 days prior to the current project end date (final amendment).

E. Changes to the program-specific pages may be necessary when amending budget items, including changes in private school shares and set asides.

VII. Function and Object Codes

A. Function codes are used for activities or actions that are performed to accomplish the objectives of the project.

B. Object codes are used for cost of service or commodity obtained because of a specific purpose.

C. Enter the appropriate level of detail for each function/object code into the Expenditure Description and Itemization text box. Providing adequate description will facilitate the approval process. The instructions link contains examples of common budget line items and appropriate detail.

D. The State and Federal Grant Administration Policy and Fiscal Requirements and Procedures handbook, contains more information on function and object codes and general grant procedures, policies, and requirements.

VIII. Project Begin and End Dates

A. Project begin date is July 1, or the date in which the LEA first submitted its initial Elementary and Secondary Education Act of 1965 as Amended application to ISBE (in substantially approvable format), whichever is later.

B. Project end date is normally 6/30/20xx.
- The end date can be modified to 8/31/20xx if activities occur after the defaulted 06/30/20xx end date.
- End date does not have to be extended for payment of staff working

12 months on a nine-month grant (salaries paid after 06/30/20xx should be scheduled in June).

Chapter 10
GATA and the Grant
Periodic Reporting System

The purpose of the Grant Accountability and Transparency Act (GATA) is to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both state agencies and grantees.

The Grant Periodic Reports are completed monthly or quarterly by the Local Education Agency (LEA) and submitted for approval to ISBE to meet the requirements of GATA and to demonstrate the district's accountability and transparency with Title services.

I. Grant Periodic Reporting System (GPRS)

A. Access the GPRS in IWAS under "Systems Listing" then "Reporting."
B. Select "Grant Periodic Reporting System."
Note: If this report is not listed, please select "Want to Sign up for Other Systems" to gain access to this report.
C. Report quarters as following:

First quarter	July 1-September 30
Second quarter	October 1-December 31
Third quarter	January 1-March 31
Fourth quarter	April 1-June 30
Fifth quarter	July 1 – August 31

1. The screen displays all grant reports for each grant the district receives within four status sections.
2. Select "Disapproved/In Progress" to view and complete reports returned by ISBE or currently in process by the district. This status bar changes as reports are completed/submitted.
3. Select "Past Due" to review reports not completed within the allotted time frame.
4. Select "Coming Due" to display reports to be completed.
5. Select "Current Reports" to select the grant (Title I, Part A, Title II, Part A or Title IV, Part A) to view and then the date for the quarter/month to display.

Note: Reporting frequency (monthly/quarterly) is based on responses based on the Program Risk Assessment.

D. In the report, select the upload tab to load documentation for the quarter. Examples of documentation include Aimsweb reporting and professional development plans. Title I and Title II GPRS templates can be found on ISBE.net under Title I Resources and Title II Resources.

E. The first text box, "Deliverables," focuses on goods or services from the projects in the Title I budget during that reporting period. (Deliverables may consist of all services, goods, products, work product, data, items, materials and property created, developed, produced, delivered, performed, or provided by or on behalf of, or made available through, the grantee in connection with the Uniform Grant Agreement.) See examples chart below.

F. The second text box, "Performance," is labeled "Results/Accomplishments in Reporting Period." Results are measurable outcomes of services listed in the Deliverables section. (Performance measures include target level of performance expressed as a tangible; measurable objective compared to actual achievement, including a goal expressed as a quantitative standard; value; or rate.) See examples chart below.

G. In the "Performance Explanation Award to Date" section, indicate the appropriate response and explain, if applicable.

H. In the "Performance Accomplishments Correlated to Reported Expenses" section, indicate the appropriate response and explain, if applicable.

I. Disapproved reports should be revised and resubmitted to ISBE within 10 days of disapproval to remain in compliance with grant. The disapproval notes include areas that need to be address.

Examples:

	DELIVERABLES	RESULTS/ACCOMPLISHMENTS
Title I	This year the grant funded two reading specialists. The specialists worked with 25 students daily for 30 minutes in pull-out sessions. Fall benchmark assessments were given with Aimsweb, and students are monitored weekly.	Twenty-three out of 25 students working with the reading specialists improved two or more guided reading levels during this quarter. The other two students are being monitored. Benchmark assessments showed 27 percent of our students needing Tier 2 instruction and 8 percent needing Tier 3.
Title II	Three teachers attended the Illinois Reading Conference in October.	Teachers who attended the conference met with 22 teachers to discuss comprehension strategies and resources. They shared information from books received at the conference. Comprehension strategies are being implemented in guided reading.
Title IV	STEAM materials, such as a 3-D printer, test tubes, batteries and microscopes, have been purchased and used to implement curriculum.	In this quarter, third-grade students learned about the scale and distances of all the planets from the sun through modeling. These activities were aligned to Common Core Standards, Next Generation Science Standards, and National Science Education Standards. This activity helps to build 21st-century skills in critical thinking, communications, and measurement.

Appendix A: Planning Guide
For Title I Directors

I. Annual Compliance Requirements

A. Provide a needs survey to parents, students, and teachers to determine program necessity and to drive school improvement planning. This should include nonpublic schools, if applicable.

B. Meet with district stakeholders to determine the school's needs based on surveys and annual needs assessment. Use the information gathered to complete the Consolidated District Plan.

C. Plan and conduct parental engagement activities.

D. Convene an annual parent meeting to explain the Title I program and inform parents of their program involvement rights.

E. Consult with private school officials to determine Title I, II, and IV services.

F. Assess and identify students for instruction. This should include nonpublic schools, if applicable.

G. Convene a transition meeting with early childhood staff to prepare students as they enter kindergarten.

H. Keep time and effort logs or semi-annual certifications for all staff members who are paid from federal funds.

I. Keep an accurate inventory listing of capital outlay purchases.

J. Plan/provide professional development activities based on district needs and goals.

K. Explore scientifically research-based programs to implemented and meet the grant's goals and school improvement plan.

Note: Districts should document and keep information on file.

II. Necessary Forms to be Completed and Distributed

A. Parents Right to Know notifies parents of their right to request and receive information on the professional qualifications of the classroom teachers and paraprofessionals. Also, it provides timely notice to parents if their student has been assigned or taught for four or more consecutive weeks by a teacher who does not meet State certification or licensure requirements for the grade level and subject matter assigned.

B. The School-Parent Compact is an agreement between school officials, parent/guardian of the student, and the student. The compact identifies the shared responsibility of the Title I program. The compact must be signed by all parties and kept on file in the district office.

C. The Parent and Family Engagement Policy must be developed jointly with parents and family members of students participating in the Title I program. It describes how the school will carry out the parent and family engagement activities required under Title I.

D. The Home Language Survey must be completed by all new students and filed in student records.

E. A notice must be provided to parents of students eligible to participate in a language instruction program.

III. Required Reports Submitted to ISBE

A. ESSA Performance Report – due in November.
B. Comparability Report – due in November.
C. Grant Periodic Reports – due quarterly/monthly.
D. Expenditure Reports – due quarterly and as necessary.

IV. Elementary and Secondary Education Act of 1965 as Amended Grant Writing Schedule

A. Planning should begin after the district receives the projected allocation.

B. The Consolidated District Plan must be written, Board approved, submitted, and ISBE approved before the grant application(s) can be approved.

C. Private school participation forms must be completed and uploaded to the Consolidated District Plan, if applicable.

D. The ESEA grant should be written and submitted via the eGMS system.
Note: Grant start date is July 1, or submission date, whichever is later.

E. Once the final allocation is received in early fall, the district may amend the grant to budget for the entire allotment.

F. The grant may be amended as necessary throughout the year.
Note: All final amendments must be submitted 30 days prior to the project end date.

Appendix B: Working Timeline

When	What
February-May	Consolidated District Plan (CDP) released
Early Spring	Private school consultation and the required Nonpublic School Consultation form(s) completed and uploaded to the CDP
April-May	ISBE Title Grants Technical Assistance Tours
	3rd quarter Expenditure Report due April 20
	3rd quarter GPRS Report due April 30
May	Projected allocations sent to districts
	Application released
	Final amendments for current fiscal year grant for projects with ending dates of June 30 due May 31
May-June	Application webinar
June-July	4th quarter GATA reports via the Grant Periodic Reporting System (GPRS) in IWAS
	4th quarter Expenditure Report due July 20
	4th quarter GPRS Report due July 30
July 1	Applications submitted on or before July 1 have a July 1 program start date
August 1	Final amendments for current fiscal year for projects with end dates of August 31due August 1
Fall	Final allocations determined and loaded in the grant
	Carryover from previous fiscal year loaded into the grant
August-September	New Director's training
October	1st quarter Expenditure Report due October 20
	1st quarter GPRS Report due October 31
	Illinois Report Cards released October 31
November	Performance Report due
	Comparability Report due
January	2nd quarter Expenditure Report due January 20
	2nd quarter GPRS Report due January 30
February	National ESSA Conference
	Every Student Succeeds Act Conference

- Grants with an extended end date (after June 30) will require an additional submittal of the Expenditure and GPRS reports.

Appendix C: Detailed Function

Descriptors and Sub-Categories

From Title 23 Illinois Administrative Code-Part 100

Function: The action or purpose for which a person or thing is used or exists. This includes activities or actions that are performed to accomplish the objectives of the project.

FUNCTION	DESCRIPTORS & SUB-CATEGORIES
1000	Instruction: The teaching of pupils or the interaction between teacher and pupils. Teaching may be provided for pupils in a school classroom in another location, such as a home or hospital, and other learning situations, such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, telephone, or correspondence. Included here are the activities of aides or assistants of any type that assist in the instructional process. -Regular Programs -Summer School Programs -Special Education Programs -Career & Technical Ed Programs -Remedial and Supplemental Programs -Bilingual Programs -Truants' Alternative and Optional Programs -Pre-K Programs
2110	Attendance & Social Work Services: Activities designed to improve pupils' attendance at school and the performance of school social work activities dealing with the problems of pupils that involve the home, school, and community. -Service Area Direction* -Pupil Accounting Services -Attendance Services -Social Work Services -Other Attendance and Social Work Services
2120	Guidance Services: Counseling with pupils or parents, consulting with staff members on learning problems, evaluating abilities of pupils, assisting pupils in making educational and career plans and choices, assisting pupils in personal and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs for pupils. -Service Area Direction* -Record Maintenance Services -Counseling Service -Placement Services -Appraisal Services -Other Guidance Services -Information Services

2130	Health Services: Physical and mental health services that do not constitute direct instruction. Included are activities that provide pupils with appropriate medical, dental, and nursing services. -Service Area Direction*　　　　　　　　-Nurse Services -Medical Services　　　　　　　　　　　-Other Health Services -Dental Services
2140	Psychological Services: Activities concerned with administering psychological tests and interpreting the results; gathering and interpreting information about pupil behavior; working with other staff members in planning school programs to meet the special needs of pupils as indicated by psychological tests and behavioral evaluation; and planning and managing a program of psychological services, including psychological counseling for pupils, staff, and parents. -Service Area Direction*　　　　　　-Psychotherapy Services -Psychological Testing Services　　　　-Other Psychological Services -Psychological Counseling Services
2150	Speech Pathology and Audiology Services: Activities involving the identification, assessment, and treatment of children with impairments in speech, hearing, and language. -Service Area Direction*　　　　　　　-Audiologist Services -Speech Pathology Services -Other Speech Pathology and Audiology Services.
2210	Improvement of Instruction Services: Activities for assisting instructional staff in planning, developing, and evaluating the instructional process. -Service Area Direction*　　　　　　-Instructional Staff Training Services -Instruction and Curriculum Development Services
2220	Educational Media Services: Activities concerned with the use of all teaching and learning resources, including hardware and content material (e.g., services/items housed in a central location: library/lab/media center). -Service Area Direction*　　　　　　-Educational Television Services -School Library Services　　　　　　-Audio Visual Services -Computer-Assisted Instruction Services
2230	Assessment and Testing: Activities carried out for the purpose of measuring individual student achievement.

2300	General Administration: Activities concerned with establishing and administering policy in connection with operating the Local Education Agency (LEA). -Board of Education Services -Board Treasurer Services -Service Area Direction* -Election Services -Board Secretary Service -Staff Relations and Negotiation Services -Executive Administration -Special Area Administration
2400	School Administration: Activities concerned with overall administrative responsibility for a single school or a group of schools. -Office of the Principal Services -Other Support Services-School Administration
2520	Fiscal Services: Activities concerned with the fiscal operations of the LEA. This function includes budgeting, receiving and disbursing, bookkeeping, financial accounting, payroll, inventory control, and internal auditing. -Budgeting Services -Financial Accounting Services -Internal Auditing Services -Payroll Services -Receiving and Disbursing Funds Services -Property Accounting Services
2540	Operation and Maintenance of Plant Services: Activities concerned with keeping the physical plant (e.g., grounds, buildings, and equipment) in an effective and safe working condition. This includes activities of maintaining safety in buildings, on the grounds, and in the vicinity of the schools. -Service Area Direction* -Security Services -Care and Upkeep of Buildings, Grounds, and Equipment Services -Other Operation and Maintenance of Plant Services -Vehicle Servicing and Maintenance Services (other than student transportation vehicles)
2550	Pupil Transportation Services: Activities concerned with conveying pupils to and from school as provided by Article 29 of the School Code. These include trips between home and school and trips to school activities. -Service Area Direction* -Monitoring Services -Vehicle Operation Services -Other Pupil Transportation Services -Vehicle Servicing and Maintenance Services

2560	Food Services: Activities concerned with providing food to pupils and staff in a school or LEA. This service area includes the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities and the delivery of food. -Service Area Direction* -Food Delivery Services -Food Preparation and Dispensing Services -Other Food Services
2570	Internal Services: Activities concerned with buying, storing, and distributing supplies, furniture, and equipment. Those activities concerned with internal duplicating and printing for the school system and the pickup and transport of cash from school facilities to the central administrative office or bank for control and/or deposit. -Service Area Direction* -Warehousing and Distributing Services -Purchasing Services -Printing, Publishing and Duplicating Services
2610	Direction of Central Support Services: Activities concerned with directing and managing the central support services as a group.
2620	Planning, Research, Development & Evaluation Services: Activities associated with conducting and managing programs of planning, research, development, and evaluation for a school system or on a system wide basis.
2630	Information Services: Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers, or the general public through direct mailing, the various news media, or personal contact. -Service Area Direction* -Public Information Services -Internal Information Services -Management Information Services
2640	Staff Services: Activities generally performed by the LEA personnel office, such as recruiting and placement, staff transfers, in-service training (e.g., non-instructional training), health services, and staff accounting. -Service Area Direction* -In-service Training Services -Recruitment and Placement Services -Health Services -Staff Accounting Services

2660	Data Processing Services: Activities concerned with preparing data for storage, sorting data, and retrieving it for reproduction as information for management and reporting. -Service Area Direction* -Operations Services -Systems Analysis Services -Statistical Services -Programming Services -Other Data Processing Services
2900	Other Support Services: Activities of any support service or classification of services, general in nature, which cannot be classified elsewhere in the 2000 series of accounts. (Describe and itemize.)
3000	Community Services: Services provided by the LEA for the community as a whole or some segment of the community, such as community recreation programs, civic organization activities, public libraries, programs of custody and child care, welfare services, services to nonpublic schools, and home/school services. -Direction of Community Services -Welfare Activities Services -Community Recreation Services -Civic Services -Parent Activities -Home/School Services -Public Library Services -Other Community Services -Custody and Child Care Services -Private School Pupils Parent and Family Engagement services
3700	Nonpublic School Pupils' Services: Services to pupils attending a school established by an agency other than the state, an agency of the state, or the federal government that usually are supported primarily by nonpublic funds. The services include providing instructional services, attendance and social work services, health services, and transportation services for nonpublic school pupils.
4000	Payments to Other Districts and Governmental Units: Payments to LEAs, generally for tuition, transportation, and all other services rendered to pupils residing in the paying LEA. A non-operating district paying an operating district for education of pupils would record such payments here. -Payments for Regular Programs -Payments for Career & Technical Ed Programs -Payments for Special Education Programs -Payments for Community College Programs -Payments to University/College programs -Other Payments to Governmental Units

5000	<u>Debt Services</u>: Servicing of the debts of an LEA. -Debt Services - Interest -Debt Services - Lease/Purchase Principal Retired -Debt Services - Bond Principal Retire -Debt Services- Other

* Service Area Direction - Activities associated with directing and managing a specified service area.

DETAILED OBJECT DESCRIPTORS AND SUB-CATEGORIES
From Title 23 Illinois Administrative Code-Part 100

Object: Service or commodity obtained as a result of a specific purpose.

OBJECT	DESCRIPTORS & SUB-CATEGORIES
100	Salaries: Amounts paid to permanent, temporary, or substitute employees on the payroll of the LEA. This includes gross salary for personal services rendered while on the payroll of the LEA. -Regular Salaries -Overtime Salaries -Temporary Salaries
200	Employee Benefits: Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary but are over and above it. Payments such as fringe benefits, while not paid directly to the employees, nevertheless are a part of the cost (to the applicable functional areas). These types of costs are not considered a cost to the board of education function and should not all be charged to one area. These costs apply to the same function number as the cost of the applicable salary. -Retirement: Teacher Retirement, Municipal Retirement, Federal Insurance Contribution Act (FICA), Medicare Only, Insurance (Life, Medical, Dental) -Tuition Reimbursement -In rare instances, Workers/Unemployment Compensation when purchased to protect individual employees rather than the employer. A detailed rationale must be included in any budget detail description, if applicable - "On-behalf" payments
300	Purchased Services: Amounts paid for personal services rendered by personnel who are not on the LEA's payroll and other services the LEA may purchase. A product may or may not result from the transaction; the primary reason for the purchase is the service provided in order to obtain the desired results. -Communication -Water/Sewer Service -Advertising -Software License fee -Printing and Binding -Online Services -Other Purchased Services -Professional & Technical Services (Professional Services-Administrative, Professional Services-Instructional, Data Processing/ Statistical Services, Audit/Financial Services, Legal Services, Other Professional & Technical Services) -Property Services (Sanitation Services, Cleaning Services, Repairs & Maintenance Services, Rentals, Other Property Services) -Transportation Services (Pupil Transportation, Travel, Other Transportation Services) -Employer Insurance (**Workers Compensation/Unemployment Compensation/Liability Insurance**) to protect employer

400	<u>Supplies & Materials</u>: Amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated in use or items that lose their identity through fabrication or incorporation into different or more complex units or substances. -General Supplies -Supplementary Textbooks and Resources -Library Books -Periodicals -Warehouse Inventory Adjustment -Software Package -Other Supplies and Materials -Equipment costing < $500/unit -Energy (Bottled Gas, Oil, Coal, Gasoline, Natural Gas, Electricity)
500	<u>Capital Outlay</u>: Expenditures for the acquisition of fixed assets or additions to fixed assets. -Equipment (Initial Purchase, Replacement or Additional) other than Transportation (e.g., any instrument, machine, apparatus, or set of articles that equals or exceeds the LEA's capitalization threshold). -Land -Improvements Other Than Buildings -Transportation Equipment -Construction in Progress -Other Capital Outlay -Buildings (Construction, Remodeling or Additions)
600**	<u>Other Objects</u>: Amounts paid for goods and services not otherwise classified in the 300, 400, or 500 categories -Dues and Fees (e.g., membership in professional or other organizations or associations) -Transfers (e.g., disbursements of flow-through funds) -Student Tuition
700**	<u>Non-Capitalized Equipment</u>: 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 established for purposes of calculating per capita costs pursuant to Section 18-3 of the School Code [105 ILCS 5/18-3].
800	<u>Termination Benefits</u>: Payments made to a terminated or retiring employees as compensation for unused sick or vacation days are **NOT AN ALLOWABLE COST ON GRANT BUDGETS** unless prior approval has been received from the U.S. Department of Education. The payments can be included in the indirect cost amount only.

Appendix D: Financial Reimbursement Information System (FRIS) Inquiry

I. How to Access

    A. From ISBE home page: www.isbe.net.
    B. Select "System Quick Links"
    C. Click "FRIS Inquiry."
    D. Choose "Fiscal Year" (defaulted to current).
    E. Enter RCDT Code (NO DASHES) or entity name in the Contains field. (If partial information is entered, select appropriate entity from search results.)

II. Project Information

    A. Click the "Display Projects" button to view all projects for selected entity.
    B. Search the Results screen: Click the number (#) column or program code of project to view more detailed information.
    C. Project Summary screen: Most current information on file at the Illinois State Board of Education for the selected project.
    D. Click "Details" to view more details, if applicable.

III. Payment Information

    A. Choose:

        1. Recipient (entity responsible for administrating project), or
        2. Payee (entity receiving funds for distribution to participating entities/recipients).

    B. Click "Display Payments" to view entities receiving payments based on the information entered under choose.
    C. Recipient/Payee Payment screen: Click "RCDT Code" for entity to view more detailed information.
    D. Voucher Search screen: Enter voucher number, date range, or voucher amount. (See format.)

        1. Date Range: Default sort order = by descending voucher date
        2. Date Range: Sort by Program Code = sort by Program Code in descending voucher date order
        3. Date Range: Sort by Processed Date = sort by date processed by Comptroller in descending date order

E.   Voucher List screen: List of vouchers based on the information entered on voucher search screen.
F.   Click "Voucher Number" to view more detailed information.
G.   Recipient/Payee Payment screen: Detailed payment information based on the information entered above. (Date payments released from the Comptroller's Office included.)

IV. Reports

A. Click "Project Based" to view reports based on *project*-specific information.
B. Click "Summary Reports" to view reports based on *program* summary information.

   1. Select program.
   2. Hover over "Report Description" to view detailed description.

V.Resources

A.   Click "HELP" link for more detailed instructions, field descriptors, and instructions on the Comptroller's website.
B.   Click "Content Summary" link for outline of all information included on this site.
C.   Click "CONTACT US" for comments/questions/issues regarding the content of FRIS Inquiry.
D.   Information is updated in real time.
E.   Information is view only.
F.   Questions: Contact Funding and Disbursement Services at (217) 782-5256.

Appendix E: Electronic Expenditure Reporting

I. How to Access

    A. From ISBE home page: www.isbe.net
    B.   Select "System Quick Links" on top of page
    C.   Select "IWAS: ISBE Web Application Security"

II. Submitting Expenditure Reports Electronically

    A. Must be an approved system user/IWAS administrator**.**
    B. IWAS: "Already Have an Account: Log in Here."
       1. Log in Name/Password
       2. All confirmation/reminder emails will be sent to IWAS inbox.
       3. Select "System Listing – Reporting-Electronic Expenditure Reports"
       4. Select "Start New Expenditure Report"

          a) Edit saved/pending expenditures (work in progress)
          b) View submitted expenditures
          c) Administrative use only: Approve/disapprove
          d) Select "Fiscal Year/Program"
          e) Expend report entry screen
          f) Complete contact person, phone, fax number
          g) Sections I-IV: Enter expenditure data in appropriate cells
          h) Section V (A): Enter outstanding obligations, if applicable
          i)   Section V (B): Enter the amount needed for expenditures on a cash basis for one month only, if applicable
          j)   Section VI: Click "Calculate Totals" button
          k) Section VI (A): Enter expenditure split amount for activities occurring June 30 and prior and activities July 1 and later, if applicable
          l)   Section VI (B): Enter outstanding obligation split amount for obligations made June 30 and prior for obligations July 1 and later, if applicable
          m) Verify information in Sections VII-X (Print-Optional)
          n) Section XI: Click Continue and Save
          o) Submit for approval to ISBE
          p) Confirmation screen - Confirm information transmitted to ISBE
          q) Confirmation email sent to IWAS inbox

    C.   Administrative Use Only – Expenditure Report Approval
       1. Go to main screen and click "Return to Main Screen" to enter new data
       2. Click the "HELP**"** link for detailed instructions and field descriptors

Information on final expenditure reports can be accessed by visiting the link or by contacting Funding and Disbursement Services at (217) 782-5256**.**

Appendix F: Components of Targeted Assistance School Programs

Title I, Part A funds support Targeted Assistance programs and Local Education Agencies (LEAs) in meeting their responsibility of providing students with the opportunity to meet challenging state academic standards.

I. Targeted Assistance School Program shall:

   A. Determine which students will be served.
   B. Serve participating students identified as eligible children.
   C. Use resources to help eligible children meet challenging state academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.
   D. Use methods and instructional strategies to strengthen the academic program of the school through activities, which may include:

      1. Expanded learning time, before- and after-school programs and summer programs and opportunities for eligible children; and
      2. A schoolwide tiered model to prevent and address behavior problems and early intervening services that are coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act.

   E. Coordinate with and support the regular education program, which may include services to assist eligible preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or state-run preschool programs to elementary school programs.
   F. Provide opportunities for professional development with resources for teachers, principals, and paraprofessional, including, if appropriate, pupil services personnel, parents, and other staff who work with participating children in Targeted Assistance Programs or in the regular education program.
   G. Implement strategies to increase the involvement of parents of eligible children in accordance with Section 1116.
   H. Coordinate and integrate federal, state, and local services and programs, such as programs supporting, violence prevention, nutrition, housing, Head Start, adult education, career and technical education, and comprehensive or targeted support and improvement activities under section 1111(d), if appropriate and applicable.
   I. Provide assurances to the LEA that the school will:

1. Help provide an accelerated, high-quality curriculum;
2. Minimize the removal of children from the regular classroom during regular school hours for instruction provided; and
3. Review the progress of eligible children on an ongoing basis and revise the Targeted Assistance Program, if necessary, to provide additional assistance to enable such children to meet challenging state academic standards.

More information in section 1115 of [Every Student Succeeds Act](#).

Appendix G: Components of Schoolwide Plans

Title I, Part A funds can be used to upgrade the entire educational program in a school so that all students may benefit from the use of these funds. Activities must be a part of the Schoolwide Plan and support an identified academic need through the school's comprehensive needs assessment. Supplemental services can be used to support low-achieving students by encouraging them to enroll/participate in advanced courses or preschool enrichment programs or programs designed to improve outcomes for students with disabilities and English Learners.

I. Eligibility

A. Schools with a poverty rate of 40 percent or higher are eligible to plan for and operate as a Schoolwide Program. If a school falls between 20 – 39.99 percent poverty, the school must complete and submit a schoolwide waiver to ISBE for approval to operate a schoolwide program. If approved, the school can plan and operate a Schoolwide Program. Waiver approval does not guarantee Schoolwide eligibility based on the ranking guidelines in Section 1113.
Note: Each school must complete a needs assessment and a Schoolwide Plan for the attendance center.
Note: The waiver process must be completed each year the school poverty rate falls between 20 – 39.99 percent. Each attendance center completes a waiver.

II. Schoolwide Plan

A. Includes the names of stakeholders involved in the creation of the plan.
B. Lists the agencies, other districts, and other federal programs consolidated in the Schoolwide Program, if applicable.
C. Contains a comprehensive needs assessment of the entire school. Includes a copy of the document used to conduct the assessment.
D. Describes Schoolwide reform strategies that:
   1. Provide opportunities for all children, including each of the subgroups of students (as defined in Section 1111(c)(2)) to meet challenging state academic standards;
   2. Use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

3. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting challenging state academic standards.
4. Include activities regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
5. Include activities for preparation and awareness opportunities for postsecondary education and the workforce, such as career and technical education programs and postsecondary credit, while the student is still enrolled as a high school student (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).
6. Include activities regarding the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).
7. Include activities regarding professional development and other activities for teachers, paraprofessionals, and school personnel to improve instruction and use of data from academic assessments, and recruit and retain effective teachers, particularly in high-need subjects.
8. Include activities regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

III. Guidance

A. Chapter 2: Plans, Plans, and Planning contains the [Schoolwide Plan Template](#).
B. Federal guidelines:
https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf
https://www2.ed.gov/admins/lead/account/swp.html

Appendix H: Resources

Accountability Under Title I, Part A Elementary and Secondary Education Act (ESEA) - https://www2.ed.gov/programs/titleiparta/eseatitleiaccountabilityfaqs.pdf
https://www2.ed.gov/documents/essa-act-of-1965.pdf

Every Student Succeeds Act (ESSA) - https://www.isbe.net/Documents/usde-ESSA-act.pdf

ISBE Grant Accountability and Transparency Act (GATA) website - https://www.isbe.net/gata

Illinois GATA website - https://www2.illinois.gov/sites/GATA/Pages/default.aspx

McKinney-Vento Title I, Part A - https://www.isbe.net/Documents/McK_Vento_Title_I.pdf

Non-Regulatory Guidance. Fiscal Changes and Equitable Services Requirements Under the Elementary and Secondary Education Act of 1965 as Amended by the Every Student Succeeds Act - https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf

Parent and Family Engagement Title I, Part A - https://www.isbe.net/Documents/Parent_Family_Engagement.pdf

Participation of Children Enrolled in Private Schools – https://www.isbe.net/Pages/Nonpublic-School-Participation.aspx
https://www2.ed.gov/policy/elsec/leg/essa/drafteseatitleiequitableservices.pdf

Quick Help Guide to FRIS Inquiry - https://www.isbe.net/Documents/qh_fris.pdf

Quick Help Guide to Electronic Expenditure Reporting - https://www.isbe.net/Documents/qh_iwas.pdf

State and Federal Grant Administration Policy and Fiscal Requirements and Procedures - https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf

Title I Legislation, Regulations, and Guidance - https://www2.ed.gov/programs/titleiparta/legislation.html

Title II, Part A Legislation, Regulations, and Guidance https://www2.ed.gov/programs/teacherqual/legislation.html

Title IV, Part A Legislation, Regulations, and Guidance - https://www2.ed.gov/programs/ssae/legislation.html