



WELCOME TO THE 2017 IATD CONFERENCE

Application Overview

Internet Code:

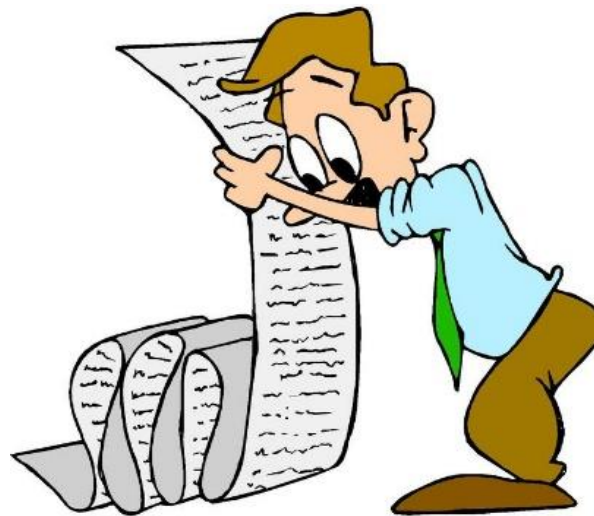
Presented By:

Agurann Bates, Jane Blanton, RaTasha Bradley, Annie Brooks, Debra Dickens, Gary Greene, Cheryl Ivy, Heather Ladage, and Mitch Parrish



Agenda

- ESEA Overview/Purposes
- ESEA of 1965 as Amended application
 - Title I
 - Title II-A
 - Title IV-A





Why Are You Here?

- You are newly assigned with the responsibility completing the application
- You have questions regarding the new ESEA application
- You want specific instructions and guidance on how to complete the application quickly and effectively
- You want to do something awesome for your neediest students





ESSA Purposes

ESSA

Every Student Succeeds Act





ESEA Consolidated Application Purpose

A local educational agency receiving funds under more than one covered program must submit plans or applications to the State educational agency under those programs on a consolidated basis.



ESEA Title I Purpose

- The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.



ESEA Title IIA Purposes

SEC. 2001. [20 U.S.C. 6601] PURPOSE.

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (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.



Title IV - Purpose

- The purpose of this subpart is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to—
 - (1) provide all students with access to a well-rounded education;
 - (2) improve school conditions for student learning; and
 - (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.



Roles of Team Members





Locating Your Region Number



ESEA of 1965 As Amended

Applicant:
Application: 2017-2018 ESEA of 1965 As Amended - 00
Cycle: Original Application
Project Number: 18-ESSA-00-01-075-0120-26

County: Pike

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

ESSA Overview	ESSA Requirements	ESSA Private School Participation	Allotment	Assurance Pages	Submit	
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Every Student Succeeds Act (ESSA) Overview

Programs:

The ESEA of 1965 As Amended by the Every Student Succeeds Act (ESSA) grant application has four parts:

- 1) ESSA - including provisions that apply to all member programs
- 2) Title I, Part A - IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES
- 3) Title II, Part A - PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS AND OTHER SCHOOL LEADERS
- 4) Title IV, Part A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Navigating Between Programs:

Use the dropdown menu in the upper right-hand corner to select and complete all sections of the application

Purpose:

Title I, Part A - The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Title II, Part A - provide grants to State educational agencies and subgrants to local educational agencies to—

- 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.

Title IV, Part A - to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools and local communities to: 1) provide all students with access to a well-rounded education; 2) improve school conditions for student learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.



FY 18 Principal Consultants

Jane Blanton: Regions – 12, 13, 20, 41, 45 & 50 (19, 56)

Heather Ladage: Regions – 03, 09, 17, 39, 54 (34)

Gary Greene: Regions – 15 (24, 35)

Cheryl Ivy: Regions - 04, 08, 44, 47, 49 (05, 16)

Agurann Bates: Regions – 07 (06)

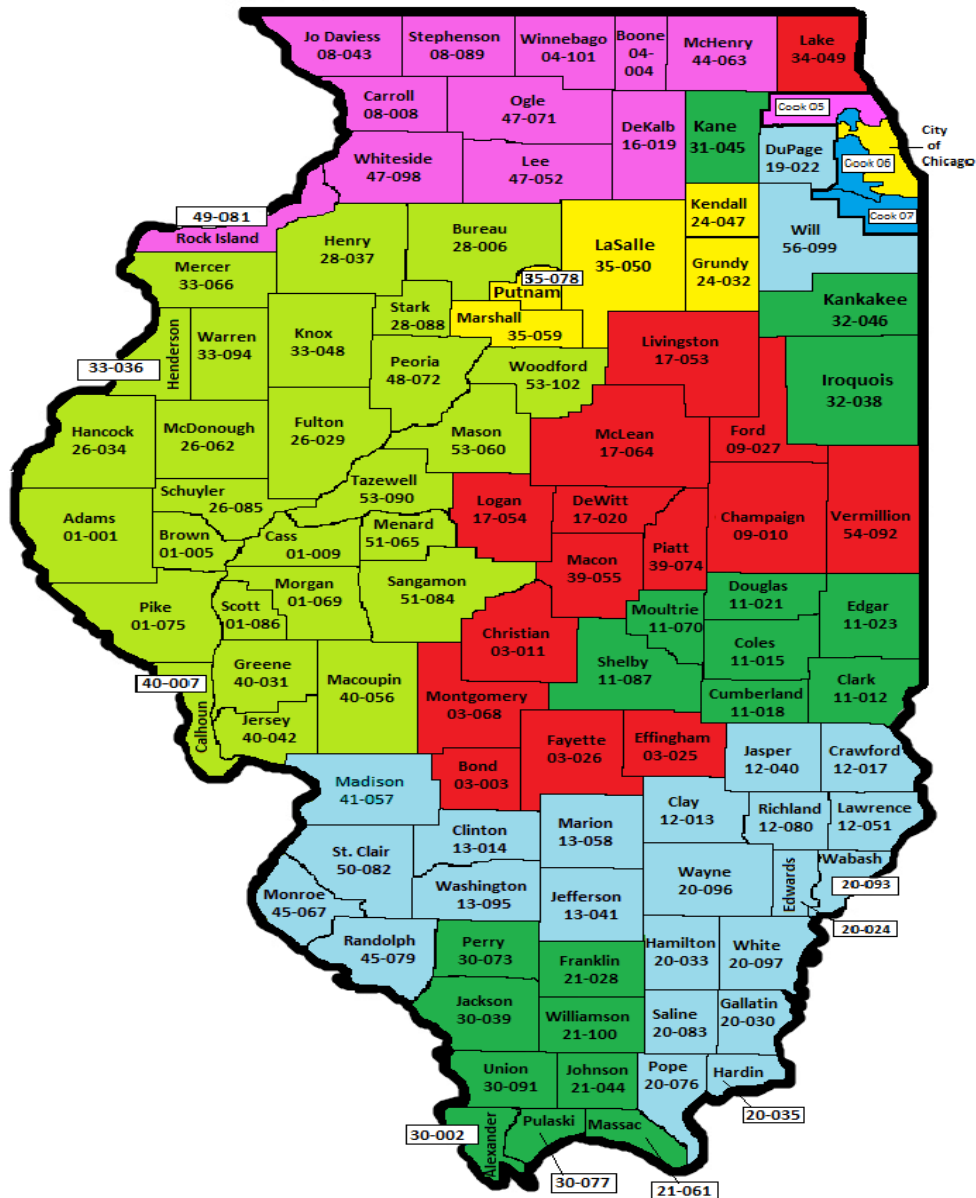
RaTasha Bradley: Regions – 11, 21, 30 (31, 32)(Training)

Mitch Parrish Regions – 01, 26, 28, 33, 40, 51, 60, 65 (48, 53)

Contact Information: (217)524-4832



Effective: August 16, 2017



- Gary Greene
- Jane Blanton
- RaTasha Bradley (Training)
- Cheryl Ivy
- Agurann Bates
- Mitch Parrish
- Heather Ladage



LEA's (District) Roles:

Know/Understand the Law

- Parent Involvement Requirements
- Equitable services for private school students
- Supplement vs. Supplant
- Align with District Title I Plan

Submit Application by November 5, 2017

September 30 = July 1 Start Date

- Grant start date is submission date or July 1 (whichever is later), assuming the application is “substantially approvable.”
- Failure to submit by the due date with all information may delay the approval process.

NOTE: No expenditures prior to the submit date!



ISBE's Title Grants Division Roles:

Know/Understand the Law

Conduct review of Application within 30 days

Use Review Checklist to inform Districts of completed items/issues

Contact LEA's to discuss matters of concern



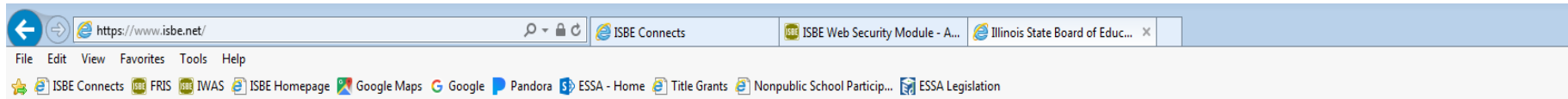
Application





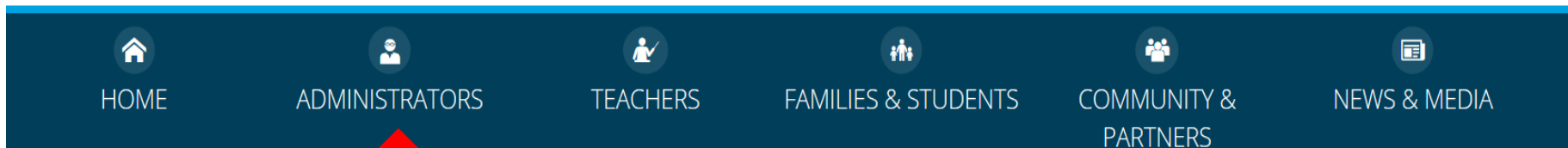
IWAS – Getting Started

www.isbe.net



Illinois State Board of Education

System Quick Links ▾ Illinois Report Card Careers at ISBE Contact Us  



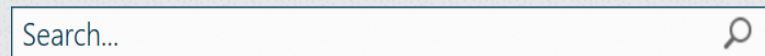
CURRENT TOPICS



LATEST NEWS

- 8/31/2017: State Superintendent issues statement on new funding formula for schools
- 8/30/2017: U.S. Department of Education approves the Illinois ESSA Plan
- 8/24/2017: Counseling programs at 13 Illinois schools earn prestigious national designation
- 8/21/2017: Illinois Teacher of the Year finalists selected

[view all news >](#)





IWAS – Getting Started

Browser address bar: <https://www.isbe.net/Pages/Administrators.aspx>

Browser tabs: ISBE Connects, ISBE Web Security Module - A..., Administrators

Browser menu: File Edit View Favorites Tools Help

Browser bookmarks: ISBE Connects, FRIS, IWAS, ISBE Homepage, Google Maps, Google, Pandora, ESSA - Home, Title Grants, Nonpublic School Particip..., ESSA Legislation



System Quick Links ▾ Illinois Report Card Careers at ISBE Contact Us

HOME ADMINISTRATORS TEACHERS FAMILIES & STUDENTS COMMUNITY & PARTNERS NEWS & MEDIA

ADMINISTRATORS

ISBE strives to support and empower districts by providing the leadership and resources needed to achieve excellence across the state. Below are links to webpages organized by program, a list of announcements and deadlines, and a list of frequently asked questions. Check the alphabetical [sitemap](#) or use the search bar to find additional information.

Log in to IWAS **FRIS Inquiry**



IWAS Log-in



Illinois State Board of Education
Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S

ISBE Home
Home
Sign Up Now
Get Password
Contact Us
Help
IWAS User Guide 
IWAS Training Video

Already have an account? Login Here :

Login Name

Password

Remember Login Name

LOG IN

Get Password?

If you have forgotten your login name or password, click on the link below.

[Find Login/Password](#)

New Partner - Sign up Now

Some ISBE web-based systems require electronic signatures. You can create your own logon id and password by clicking on the following link. After you establish your logon, you will then have the ability to request authorization to use ISBE's systems.

[Sign Up Now](#)

Need Help?

If you need help with logging in, the sign up procedure or your password, please click on the link below.

[Help](#)



IWAS



Illinois State Board of Education

Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S

Login: MEWRIGHT

ISBE Administrator

- Home
- System Listing**
- Pending Sign Ups
- Pending Documents
- Change Password
- Preferences
- Search
- Help
- Log Out

Hello Melina, you last logged in 5/20/2013 3:30:38 PM.

Messages :

[69 unread Inbox message\(s\)](#)

[0 unread Archived message\(s\)](#)

Require Action :

[0 Sign-ups pending your approval](#)

[19 Documents pending your approval](#)

[0 Feedback messages pending review](#)

We have your email address listed as:
mewright@isbe.net
If this is NOT correct, [click here](#) to update.

[IWAS Training Video](#)

News Items

How to Open and Close Public Schools: ISBE Notification Procedure

Each year some Public School Districts need to open or close schools. Click 'More...' to see the instructions for notifying ISBE about these changes...

[More...](#)

Changes in IWAS Administrative Accounts

Many organizations that do electronic business with ISBE have new administrators that officially take effect on July 1...

[More...](#)



IWAS – System Listing

I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S

Login:

My Systems

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

[Click Here for Due Dates](#)

- Home
- System Listing
- Pending Sign Ups
- Pending Documents
- Change Password
- Preferences
- Search
- Help
- Log Out

Categories - Click to Expand/Collapse Tree Authorization

Category	System Name	Info	Calendar	Profile	Authorization
Grants	eGMS Dashboard				Authorized
Active Grants	ESEA of 1965 As Amended				Authorized
	NCLB Consolidated Application				Authorized
	Title I District Plan				Authorized
Reporting	Annual				
	NCLB Performance Report - FY 2016				Authorized
ISBE Internal	Web				
	Entity Profile System (Internal)				Authorized



Legend: : System Description - Detailed : Due Dates : Profile

[IWAS Training Video](#)

About SSL Certificates

Want to Signup for Other Systems?



“Substantially Approvable”

- Items comply with rules and regulations;
• function and object codes
- Grant includes approvable expenditures from previous years
• Note: previous approval does not guarantee approval for the current fiscal year
- New items should be discussed with your consultant to ensure approvability prior to inclusion in your application



ESEA of 1965 as Amended ESSA Consolidated Tab





ESSA Consolidated Application



eGMS - Grants Application

EGMS HOME | ISBE HOME | LOGOUT

SESSION TIMEOUT 59:19

District Name: NAPERVILLE CUSD 203

RCDT: 19-022-2030-26

County: Dupage

Application Select

[Instructions](#)

Year:

Create Application



[Click to view LEA Dashboard](#)

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

Open Application

Create Amendment

Delete Application/Amendment

Review Checklist

Print All

Review Checklist Print All

	Application / Amendment	Original Submit Date	Status	Status Date	Consult
2014-2015					
<input type="radio"/>	15-NCLB-00 Amendment 1	01-14-2015	Final Approved	02-10-2015	<input type="checkbox"/>
<input type="radio"/>	15-NCLB-00 Original Application	07-23-2014	Final Approved	09-15-2014	<input type="checkbox"/>
2013-2014					
<input type="radio"/>	14-NCLB-00 Amendment 2	04-29-2014	Final Approved	05-05-2014	<input type="checkbox"/>
<input type="radio"/>	14-NCLB-00 Amendment 1	12-17-2013	Final Approved	02-28-2014	<input type="checkbox"/>
<input type="radio"/>	14-NCLB-00 Original Application	08-14-2013	Final Approved	11-20-2013	<input type="checkbox"/>
2012-2013					
<input type="radio"/>	13-NCLB-00 Amendment 1	05-24-2013	Final Approved	06-18-2013	<input type="checkbox"/>
<input type="radio"/>	13-NCLB-00 Original Application	08-14-2012	Final Approved	12-20-2012	<input type="checkbox"/>
2011-2012					
<input type="radio"/>	12-NCLB-00 Amendment 3	06-05-2012	Final Approved	06-13-2012	<input type="checkbox"/>
<input type="radio"/>	12-NCLB-00 Amendment 2	01-11-2012	Final Approved	01-18-2012	<input type="checkbox"/>



ESSA Consolidated Overview Page

Illinois State Board of Education **ESEA of 1965 As Amended** SESSION TIMEOUT 59:5

Applicant:
Application: 2017-2018 ESEA of 1965 As Amended - 00
Cycle: Original Application
Project Number: 18-ESSA-00

County: Cook

Consolidated Application

Every Student Succeeds Act
 Title I - ESSA
 Title IIA - ESSA
 Title IV-A SSAE

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

ESSA Overview	ESSA Requirements	ESSA Private School Participation	Allotment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Every Student Succeeds Act (ESSA) Overview

Programs: The ESEA of 1965 As Amended by the Every Student Succeeds Act (ESSA) grant application has four parts:
 1) ESSA - including provisions that apply to all member programs
 2) Title I, Part A - IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES
 3) Title II, Part A - PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS AND OTHER SCHOOL LEADERS
 4) Title IV, Part A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Navigating Between Programs: Use the dropdown menu in the upper right-hand corner to select and complete all sections of the application

Purpose:
 Title I, Part A - The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
 Title II, Part A - provide grants to State educational agencies and subgrants to local educational agencies to—
 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.
 Title IV, Part A - to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools and local communities to: 1) provide all students with access to a well-rounded education; 2) improve school conditions for student learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Program Type: Federal Formula Applications



ESSA Overview - Bottom

CDFA Numbers and Titles:	84.010A - Improving Basic Programs Operated by Educational Agencies 84.367A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders 84.424A - Student Support and Academic Enrichment
CSFA Numbers and Titles:	586-44-0414 - Title I Grants to Local Educational Agencies 586-47-0430 - Improving Teacher Quality State Grants 586-44-1588 - Title IV Student Support and Academic Enrichment (SSAE)
Funding Opportunity Information:	2018-4300-00 2018-4932-00 2018-4400-00
GATA Information:	Grant Accountability and Transparency Act (GATA) website GATA Rules GATA Legislation 2 CFR Part 200 Code of Federal Regulations/Title 2 - Grants and Agreements (Guidance)
Legislation:	PUBLIC LAW 114-95—DEC. 10, 2015: EVERY STUDENT SUCCEEDS ACT USDE ESSA website Title I Legislation, Regulations, and Guidance Title II Legislation, Regulations, and Guidance Title IV-A Legislation, Regulations, and Guidance
Guidance (see also program overview pages):	NON-REGULATORY GUIDANCE: FISCAL CHANGES AND EQUITABLE SERVICES REQUIREMENTS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT (ESSA)
Application Start Date:	Due to the delay in publishing the FY18 applications, initial applications in substantially approvable form received at ISBE on or before September 30, 2017 will be granted a July 1 start date. Initial applications received on or after September 1 will be assigned a start date on the day the initial application is received. The application is absolutely due by November 4, 2017.
Application Due Date:	<i>The application is due not later than November 4, 2017</i>
Amendment Due Date:	Prior to obligation of funds, and not later than 30 days prior to the end date of the program as it appears on the latest approved application/amendment
Grant Performance Period:	July 1, 2017 - June 30, 2018
Expenditure Reports:	Quarterly cumulative expenditure reports and final completion report are required
Funding Note:	<i>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.</i>
Instructional Documents:	Instructions for the entire application in PDF format Fiscal Handbook at https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf ESSA Handbook



ESSA Requirements – ESSA Needs Assessment (top)

ESSA Overview	ESSA Requirements	ESSA Private School Participation	Allotment	Assurance Pages	Submit	Application History	Page Lock Control
ESSA Needs Assessment			ESSA Consultation			ESSA GEPA 427	

Consolidated ESSA Needs Assessment

To be eligible to receive a subgrant under this subpart, a local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

Purpose statement:

The purpose of a needs assessment is to determine the local needs of the local educational agency (LEA), its students and staff. Your Title I-A District Plan incorporates the needs assessment for that program. In this section, please indicate the needs assessment results for Title II and IV of the ESSA consolidated application, but specifically address each of the components to include Titles II-A and IV-A.

Title II-A

Determine the local needs of professional development and hiring force identified by the local educational agency (LEA) and staff. The LEA must assure that information collected and analyzed include activities that would give teachers the means, including subject matter, knowledge and teaching skills, and principals instructional leadership skills to assist teachers to provide students with the opportunity to meet the challenging state academic standards.

Additionally, information on the equity of the LEA for learning needs of all students, including children with disabilities, English learners, and gifted and talented students students as part of their annual improvement process should include:

- a. Equitable access to qualified (meet applicable State certification and licensure requirements) teachers and paraprofessionals;
- b. Equity in teacher experience and effectiveness;
- c. Equity in high-quality, personalized professional development that is evidence-based to meet diverse needs of students;
- d. Equity in reducing class size to a level that is evidence-based; and
- e. Recruitment and retention of qualified (meet applicable State certification and licensure requirements) teachers

Title IV-A

LEAs have substantial flexibility in how they utilize the Student Support and Academic Enrichment (SSAE) program funds to provide students access to a well-rounded education, improve school conditions for student learning, and utilize educational technology. In the required needs assessment, education leaders should consider which activities would be most practical and cost effective and what is required to implement the SSAE program activities to improve student outcomes. Additionally, information on the following should be included:

- a. Which stakeholders can help identify local needs and/or root causes?
- b. How can they be engaged early and in a meaningful way throughout the process?
- c. What data are needed to best understand local needs?
- d. Do our current systems fully capture the needs of our hardest to serve students – including those who might experience adversity that might not come-up in a survey or other data tools (e.g. trauma experienced by a recent influx of refugee students)?
- e. Are there inequities inherent in the system that are driving some of the local needs?
- f. How should the identified needs be prioritized when several significant needs are identified?



ESSA Requirements – ESSA Needs Assessment (bottom)

Who should be involved in developing the School System Needs Assessment?

Consultation is required with involved stakeholders: Parents, Teachers, Principals, Students, School leaders, Charter school teachers, Charter School principals, Specialized instructional support personnel, Local government representatives, others with relevant and demonstrated expertise, Community-based organizations, and private schools in order to ensure equitable participation

A. Indicate data sources reviewed.* Check all that apply.

- School and District Report Card
- Five Essentials Survey
- Student Achievement Data (disaggregated by student groups)
- Current recruitment and retention efforts and effectiveness data
- Professional Development Plans
- School Improvement Plans
- Title I Plans
- Other (specify)

B. Identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.*

In determining our needs assessment results, the District conducted staff and parent surveys, committee stakeholder meetings, and community focus groups. We also reviewed student assessment data to determine District strengths and areas for growth. The following items were determined to be high need areas:

1. Providing high-quality reading and math interventions for struggling students to close identified achievement gaps.
2. Provide best practice professional development in reading strategies and technology.
3. Provide for additional instruction for students in social-emotional development areas.



ESSA Requirements – ESSA Consultation

ESSA Overview	ESSA Requirements	ESSA Private School Participation	Allotment	Assurance Pages	Submit	Application History
ESSA Needs Assessment			ESSA Consultation			

ESSA Consultation Requirements

Such stakeholders must include, but are not limited to, the following:

- a. Parents
- b. Teachers
- c. Principals
- d. Students
- e. School leaders
- f. Charter school teachers, principals, and other school leaders, when applicable
- g. Specialized instructional support personnel
- h. Indian tribes or tribal organizations, when applicable
- i. Local government representatives
- j. Others with relevant and demonstrated expertise
- k. Community-based organizations

An LEA or consortium of LEAs must continue to consult with the stakeholders identified above to improve the activities it conducts and coordinate implementation with other related activities conducted in the community. (ESEA section 4106(c)(2)).

In the box below, articulate how the LEA consulted with the stakeholders identified above for Titles I, II, and IV(a).* Include references to particular meetings and how the stakeholder's input impacted the final application submission. Note that documentation of stakeholder engagement may be requested. Please keep sign-in sheets, agendas, and other documentation on file.

Resources:
[U.S. Department of Education Dear Colleague Letter on Stakeholder Engagement Partners for Each and Every Child - A District Guide to ESSA](#)

Note: LEAs must also consult with private school officials to identify the needs of eligible private school students and teachers consistent with the requirements in section 8501 of the ESEA. This process is different from the consultation related to the development of an LEA application described above.



ESSA Requirements – ESSA GEPA

ESSA Overview	ESSA Requirements	ESSA Private School Participation	Allotment	Assurance Pages	Submit	Application History	Page Lock Control
ESSA Needs Assessment			ESSA Consultation			ESSA GEPA 427	

General Education Provisions Act (GEPA), Section 427

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.*

(482 of 500 maximum characters used)



ESSA – Private School Participation

ESSA Overview	ESSA Requirements	ESSA Private School Participation	Allotment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Private School Participation

Yes No Are private, nonprofit schools participating in the Title I, Title II-A and/or Title IV grant program(s)?* If yes, complete this page. If no, save page and continue to next page.

Nonpublic School Consultation Participation

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

[FY18 Nonpublic School Consultation Participation Form](#)

Name each document with the individual school name if submitted individually, or with the overall document name if several forms are combined into a single document. See examples below.

01-001-001X-00 - 1PRIVATESCHOOLNAMESIGNATURE **OR** 01-001-0010-26 - COMBINEDPRIVATESCHOOLSIGNATURES
 01-001-001Y-00 - 2PRIVATESCHOOLNAMESIGNATURE

How to Upload a File: Browse your files to locate the required document. Double-click to display it in the Browser window. Click on the Upload button. The name of the uploaded document will display in the area below. Repeat as needed to upload additional documents.

Any uploaded files will appear to the left.

Provide any necessary comments or explanations related to uploaded files below.



Allotment

- ESSA Overview
- ESSA Requirements
- ESSA Private School Participation
- Allotment
- Assurance Pages
- Submit
- Application History
- Page Lock Control
- Application Print

Allotment

Instruct

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

	T1ESSA-4300	T2ESSA-4932	T4SSAE-4400
Current Year Allotment	\$49,288	\$14,380	\$10,000
Reallotted Funds (+)	0		
Released Funds (-)	0		
Carryover (+)	0	\$667	0
PrePayment (+)	0	0	0
SUB TOTAL	\$49,288	\$15,047	\$10,000
Multi-District			
Transfer In (+)	<u>0</u>	<u>0</u>	<u>0</u>
Transfer Out (-)	0	0	0
Administrative Agent			
ADJUSTED SUB TOTAL	\$49,288	\$15,047	\$10,000
Transfer Funds *			
Funds Available for Transfer		\$24,380	\$0
From T2ESSA-4932 (+)	<input style="width: 100px;" type="text" value="0"/>		<input style="width: 100px;" type="text" value="0"/>
From T4SSAE-4400 (+)	<input style="width: 100px;" type="text" value="0"/>	<input style="width: 100px;" type="text" value="10000"/>	
Total Transfer Out (-)		\$0	(\$10,000)
TOTAL AVAILABLE	\$49,288	\$25,047	\$0
	T1ESSA-4300	T2ESSA-4932	T4SSAE-4400

Calculate Totals



Assurance Pages

ESSA Overview	ESSA Requirements	ESSA Private School Participation	Allotment	Assurance Page	Submit	Application History	Page Lock Control	Application Print
Program Assurances	State Assurances	Debarment	Lobbying	GATA Assurances	Assurances			

Assurances

[Instructions](#)

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the "Budget Detail" tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.23.2017)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for ESSA, including Title I-A, Title II-A and Title IV-A
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying
- GATA Assurances

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 08/24/

RCDT when agreed to:



Submit

[ESSA Overview](#)

[ESSA Requirements](#)

[ESSA Private School Participation](#)

[Allotment](#)

[Assurance Pages](#)

[Submit](#)

[Application History](#)

[Page Lock Control](#)

Submit

The application has been submitted for review.

Application was created on:

8/18/2017

Assurances were agreed to on:

8/24/2017

Consistency Check was run on:

8/28/2017

District Administrator submitted to ISBE on:

8/28/2017

ISBE Program Administrator #1

[Approve](#)

[Disapprove](#)

ISBE Program Administrator #2



Application History

Applicant:

County: Adams

Consolidated Application Every Student Succeeds Act ▼

Application: 2017-2018 ESEA of 1965 As Amended - 00

Cycle: Original Application

Project Number: 18-ESSA-00

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

- [ESSA Overview](#)
- [ESSA Requirements](#)
- [ESSA Private School Participation](#)
- [Allotment](#)
- [Assurance Pages](#)
- [Submit](#)
- [Application History](#)
- [Page Lock Control](#)
- [Application Print](#)

Application History(Read Only)

[Instructions](#)

Status Change	UserId	Action Date
Submitted to ISBE		08-28-2017



Page Lock Control

Applicant:

Application: 2017-2018 ESEA of 1965 As Amended - 00

Cycle: Original Application

Project Number: 18-ESSA-00-

County: Adams

Consolidated Application **Every Student Succeeds Act** ▼

[Printer-Friendly](#)

[Click to Return to Organization Select](#)

[Click to Return to Application Select](#)

- ESSA
Overview
- ESSA
Requirements
- ESSA
Private School Participation
- Allotment
- Assurance
Pages
- Submit
- Application
History
- Page Lock
Control
- Application
Print

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

Page Review Status

[Instruction](#)

Expand All

ESEA of 1965 As Amended

[Every Student Succeeds Act](#)

[Title I - ESSA](#)

[Title IIA - ESSA](#)

[Title IV-A SSAE](#)

Page Status

OK

Review Status of page

Needs updates

Mark Final

Save



Application Print

Applicant:

County: Adams

Consolidated Application Every Student Succeeds Act ▼

Application: 2017-2018 ESEA of 1965 As Amended - 00
Cycle: Original Application

Project Number: 18-ESSA-00-0:

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

ESSA Overview	ESSA Requirements	ESSA Private School Participation	Allotment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Selectable Application Print

[Instructions](#)

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

Request Print Job

- [Every Student Succeeds Act](#)
- [Title I - ESSA](#)
- [Title IIA - ESSA](#)
- [Title IV-A SSAE](#)

Request Print

Requested Print Jobs

Completed Print Jobs



Title I – Low Income

- Title I, Part A
 - IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES





Title I - Overview

Title I Overview	Title I Applicant Information	Title I Amendments	Title I FFATA	Program Specific Pages	Budget Pages	PRA - Program Risk Assessment	GATA Pages
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Title I, Part A Overview

Programs: Title I, Part A - IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Purpose: The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close the educational achievement gaps.

Funding: Federal funds are allocated through four statutory formulas that are based primarily on census poverty estimates adjusted for the cost of education in each State. Basic Grants provide funds to LEAs in which the number of children counted in the formula is at least 10 and exceeds 2 percent of an LEA's school-age population. Concentration Grants flow to LEAs where the number of poor children exceeds 6,500 or 15 percent of the total school-age population. Targeted Grants are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or percentages of poor children receive more funds. Targeted Grants flow to LEAs where the number of poor children is at least 10 and at least 5 percent of the LEAs school-age population.

Education Finance Incentive Grants (EFIG) distribute funds to States based on factors that measure (1) a State's effort to provide financial support for education compared to its relative wealth as measured by its per-capita income and (2) the degree to which education expenditures among LEAs within the State are equalized. Once a State's EFIG allocation is determined, funds are allocated to LEAs in which the number of poor children is a least 10 and exceeds 5 percent of the LEA's school-age population.

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: <http://help.isbe.net/webapps/eGMS/2017/T1Targeting.pdf> (as applicable)
<http://help.isbe.net/webapps/eGMS/2017/ParaGuidance.pdf> (as applicable)
<http://help.isbe.net/webapps/eGMS/2017/PSGuidance.pdf> (as applicable)
<http://help.isbe.net/webapps/eGMS/2017/ReportCardGuid.pdf>
[Non-Regulatory Guidance Early Learning in the Every Student Succeeds Act - Expanding Opportunities to Support our Youngest Learners](#)
[USDE Schoolwide Information Site](#)
[Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program](#)
<http://help.isbe.net/webapps/eGMS/2017/PrivateSchoolShare.pdf> (as applicable)
[Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)
[Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#)
[Education for Homeless Children and Youths Program Non-Regulatory Guidance](#)

Instructional Documents: [Fiscal Handbook https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf](https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf)

[Instructions for the entire application in PDF format](#)



Title I – Applicant Information (Top)

Title I Overview	Title I Applicant Information	Title I Amendments	Title I FFATA	Program Specific Pages	Budget Pages	PRA - Program Risk Assessment
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Applicant Information

Application Status (choose one):*

- District is applying for this grant. Complete all the required information on the page.
- District is NOT applying for this grant.

Program Contact Person:

Last Name*		First Name*		Middle Initial
<input type="text"/>		<input type="text"/>		<input type="text" value="S"/>
Address 1*				
<input type="text"/>				
Address 2				
<input type="text"/>				
City*		State*		Zip + 4 *
<input type="text" value="Liberty"/>		<input type="text" value="IL"/>		<input type="text"/>
Phone*	Extension	Fax		
<input type="text"/>	<input type="text"/>	<input type="text"/>		
Summer Phone *	Extension	Email*		
<input type="text"/>	<input type="text"/>	<input type="text"/>		

Check to indicate that the contact person for the budget is the same as the program contact person identified above.

Indicate the experience level for the Title I director. *

- 2017-2018 will be the first year for the Title I Director
- 2017-2018 will be the second year for the Title I Director
- 2017-2018 will be the third or more year for the Title I Director



Title I – Applicant Information (Bottom)

Activity Period:*

- Regular Project Year - activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- Extended Project Year - activities occurring between project begin date and August 31. Possible new activities AFTER June 30 could be summer school, summer staff development activities and/or audit services.

Grant Period:

Begin Date: July 1, or the submission date of the original application, whichever is later

End Date:

NOTE: To change end date, select the other Activity Period and save the page.

Select the area affected by the project:

- District
- City
- County
- Multiple areas (list)
- State-wide
- Other (describe)

District Comments:(Use this text area for any needed explanations to ISBE in regard to this program.)



Title I - Amendments

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

Use this page to report any amendment details. If this is an Initial application, you still need to respond to the first question, save the page and continue completing your application.

Is this an Original application or Amended application? *

- Original Application Amended Application

Amendment Number

Grant Changes

Provide a brief description of the changes as well as the function/object codes which have been amended in this submission. (Limited to 1,500 characters)

(0 of 1500 maximum characters used)



Title I - FFATA

Title I Overview	Title I Applicant Information	Title I Amendments	Title I FFATA	Program Specific Pages	Budget Pages	PRA - Program Risk Assessment	GATA Pages	
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Federal Funding Accountability and Transparency Act (FFATA)

The Federal Funding Accountability and Transparency Act (31 U.S.C. 6102; P.L. 109-282, as amended by section 6202(a) of P.L. 110-252) requires a Prime Awardee, such as a State agency, to report an award of \$25,000 or more made to a subrecipient as of October 1, 2010 [also see 2 CFR part 170]).

To fulfill reporting requirements, provide a brief but succinct description of how the funding received will support the activities and actions to meet the purpose and goals of the Federal grant. If there are multiple funding actions, provide a description for each funding action.*

Example of project description:

Funds will be used to provide instructional staff, materials, and/or equipment to address needs of students at risk of failure. Staff professional development and parent involvement activities will be provided as needed.

Project Description (do not use the & symbol):

(101 of 255 maximum characters used)

This program is to help support elementary students K-6th grade in reading fluency and comprehension.

Agency DUNS Number *:

[Click here for additional DUNS information](#)

OR [Click here if you do not have a DUNS number](#)

Agency's Annual Gross Revenues*:

Yes

No

In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 80 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;

AND

(b) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.

Select the Yes button ONLY if both (a) and (b) are true.



Program Specific - Title I Plan

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 Plan	Targeting Step 1	Targeting Step 2		Targeting Step 3-A	Targeting Step 3-B	Targeting Step 4		Targeting Step 5

Title I Plan

[Instructions](#)

Below are responses from the Title I plan submitted separately to the Illinois State Board of Education (ISBE). No changes can be made here. If changes are required, amend the Title I District Plan application and resubmit to ISBE.

Information provided in the Plan and below should drive Title I programming and distribution of funding. A comment box is also provided for any additional detail needed to describe activities for the grant year. Major changes from the information below should be provided via an amendment to the Plan as noted above.

USE THE COMMENT BOX AT THE BOTTOM OF THE PAGE TO PROVIDE ANY EXPLANATIONS OR ADDITIONAL INFORMATION THAT WILL ASSIST IN REVIEWING THE APPLICATION.

1. Describe the measures the LEA will take to monitor student progress in meeting the challenging State academic standards in the text areas below.

(A) Describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.

The District provides a high-quality core curriculum of daily reading, writing, math, and content area studies. Each student receives core classroom instruction, along with extra support when needed in any academic area as part of differentiated instruction. Students receive extra help from literacy interventions, Title I services, Reading Recovery, advanced math and literacy learning opportunities, and individualized support. The literacy program at Liberty CUSD2 is a comprehensive model that incorporates all aspects of literacy, and including co-curricular activities. Thus, as students are learning about a scientific theory or scientist, they may write about it in their English class, then give a presentation in math class incorporating a mathematical formula that was used in the theory or by the scientist, as an example. All students receive the workshop approach in reading and writing, guided reading, small group writing instruction, and theme studies. Learning tasks are developmentally appropriate and align with the Illinois Learning Standards.

(B) What measures does the district take to use and create the identification criteria for students at risk of failure? Please list.

Data is taken from a variety of sources to identify students at risk, which include running records, STAR 360 reading/writing assessments, Fountas and Pinnell benchmark assessments, DRAs, and Language for Literacy progress monitoring, when applicable. In addition to literacy support, students receive social-emotional support from the elementary school counselor and social worker, and participate in leadership initiatives. Star 360 assessments are conducted quarterly and progress monitoring occurs every couple of weeks to see if students are meeting or exceeding grade level benchmarks and if interventions are working. The District's HELPs Team identifies students in need of academic support. Students can have the support of a behavior plan if there is a need. Check-in and check-out procedures are in place for students to get off to a good start to the school day and re-cap/review and take the appropriate homework home each night, with daily communication to parents/guardians. The goal is to make sure every student succeeds with the appropriate support and interventions to accomplish this.

(C) Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.

Students receive additional education assistance provided by WIN groups (What I Need), RTI, Title I services, Reading Recovery, and Language for Literacy (Orton-Gillingham), all provided in small groups or 1-on-1 services. These supports are provided in addition to reading/writing instruction in the classroom and are provided by the classroom teacher, interventionists, reading specialists, Title I teacher, curriculum coordinator, along with para educators overseeing purposeful activities and tasks. Students who have been identified with special needs receive services from the special education staff, depending on their individualized needs.

(D) Describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.

All instruction and additional learning strategies are provided by the classroom teachers, interventionists, reading or curriculum specialists, and Title I teacher provided daily in small group or 1-on-1 by highly-qualified staff. Other areas of the learning environment that are being addressed is the culture and climate of the learning environment, so that students feel safe, have fun, are nurtured and engaged, and enjoy learning and coming to school in a loving and inviting atmosphere. We also work on holding students accountable for their behavior and the student themselves are responsible for their own learning. Students are developing leadership skills and following the 7 Habits of Highly Effective People.

6. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.)

Homeless students are provided support with transportation, supplies, counseling, basic needs, and medical assistance. We have money set aside and a community needs fund to help these families. Also, back packs are sent home every weekend to make sure students of high poverty have food to eat over the weekend. Assistance is provided with food at Thanksgiving, along with warm coats, gloves, and hats. We work with local agencies to fulfill needs of all students in basic human needs, social-emotional, mental health, and medical/dental issues.

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

Consultation meeting takes place with families to insure that there needs are met. Continuous communication and monitoring occurs throughout the school year. The school counselor, social worker, and police liaison provide necessary support to our families. Sometimes we reach out to DCFS for support to families, when needed. An annual Title I meeting takes place for families to see the Title I plan and give input. Parents/guardians sign a Parent Compact which outlines the roles and responsibilities of the school, child, and parent so that every child is successful.

Comment Box

Empty comment box with up and down arrows on the right side.



Title I – Targeting Step 1

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 Plan	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](#)

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

Check the appropriate source box(es)

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

Month	Year
May ▼	2017
▼	
▼	

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

- Enrollment
 Residing

Attendance Center	Select Category	Grade Span	Feeder Pattern Used	CEO	Grandfather or Waiver	Public Enrollment	Non-Public Enrollment	Public # Low Income	Non-Public # Low Income
0001 - HIGH SCHOOL	High School ▼	7-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	179	0	49	0
2002 - ELEMENTARY SCHOOL	Elementary ▼	P-6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	409	0	121	0



Program Specific: Targeting Step 2

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 Plan	Targeting Step 1	Targeting Step 2	Targeting Step 3-A	Targeting Step 3-B	Targeting Step 4	Targeting Step 5		

Title I Targeting

[Instruction](#)

Application has been submitted. No changes are allowed.

Step 2:

If the totals are correct, select your choice below for ranking and click the 'Proceed to Ranking' button. Otherwise, [Click here to return to Step 1.](#)

Attendance Center	Feeder	Total Enrollment	Total # Low Income	Percent Low Income (Public & Nonpublic)	Percent Low Income (Public Only)	Promote to Must Serve
0001 - LIBERTY HIGH SCHOOL	N	179	49	27.37 %	27.37 %	
2002 - LIBERTY ELEMENTARY SCHOOL	Y	409	121	29.58 %	29.58 %	
Prekindergarten Total		0	0	0 %	0 %	
Kindergarten Total		0	0	0 %	0 %	
Lower Elementary Total		0	0	0 %	0 %	
Upper Elementary Total		0	0	0 %	0 %	
Elementary Total		0	0	0 %	0 %	
Middle School Total		0	0	0 %	0 %	
Junior High School Total		0	0	0 %	0 %	
High School Total		179	49	27.37 %	27.37 %	
District Total*		179	49	27.37 %	27.37 %	

*The calculation of district low income percent does not include attendance centers with 'feeder' generated low income numbers.

Select one of the following choices for ranking:

Use Public and Nonpublic Values for Ranking

Use Only Public Values for Ranking



Program Specific – Targeting Step 3A

Title I Overview	Title I Applicant Information	Title I Amendments	Title I FFATA	Program Specific Pages	Budget Pages	
Title I Plan	Targeting Step 1	Targeting Step 2		Targeting Step 3-A		Targeting Step 3-B

Title I Targeting

Application has been submitted. No changes are allowed.

Step 3:

Select the desired ranking method for attendance centers below 75% low income and then click the 'Rank' button.

- 1. Exempt: District enrollment is less than 1,000.
- 2. Exempt: One school per grade span (e.g. K-5, 6-8, 9-12).
- 3. Areas with low income greater than or equal to the average of same or similar grade spans.
- 4. Areas with low income greater than or equal to the district average:
 - Ranking within entire district.
 - Ranking by same or similar grade spans.
- 5. Areas with low income greater than or equal to 35%:
 - Ranking within entire district.
 - Ranking by same or similar grade spans.



Program Specific – Targeting Step 3B

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 Plan	Targeting Step 1	Targeting Step 2	Targeting Step 3-A	Targeting Step 3-B	Targeting Step 3-B	Targeting Step 4	Targeting Step 5	Targeting Step 5

Title I Targeting

[Instructions](#)

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

Targeting – Served Schools

Attendance Center	SW	Not Served	Public Enrollment	Public Low Income	NonPublic Low Income	Low Income Percentage
2002 - LIBERTY ELEMENTARY SCHOOL	<input type="checkbox"/>	<input type="checkbox"/>	409	121	0	29.58 %
0001 - LIBERTY HIGH SCHOOL	<input type="checkbox"/>	<input checked="" type="checkbox"/>	179	49	0	27.37 %
Total for Served Schools			409	121	0	

Proportional Percentage 0.00 %

[Calculate](#)

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



Program Specific – Targeting Step 4

Title I Allocation	+ Transfers In	= Total Title I Available for LEA
\$49,288	\$0	

Title I Allocation	\$49,288
+ Transfers In	\$0
+ Prepayment	\$0
+ Reallocation	\$0
+ Carryover	\$0
(+/-) Multi-District Transfers	\$0
- Released	\$0
= Total Title I Available for LEA	\$49,288

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

Equitable Share	Public	Non Public	Total
Number of Low Income Students in Participating Title I School Attendance Areas	<input type="text" value="121"/>	<input type="text" value="0"/>	<input type="text" value="121"/>
Percentage	<input type="text" value="100.00 %"/>	<input type="text" value="0.00 %"/>	<input type="text" value="100.00 %"/>
Proportional Share Amounts	<input type="text" value="\$49,288"/>	<input type="text" value="\$0"/>	<input type="text" value="\$49,288"/>
REQUIRED SET-ASIDES			
Parent and Family Engagement (District-level) 1% if allocation > \$500,000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="\$0"/>
Homeless	<input type="text" value="100"/>		<input type="text" value="\$100"/>
Neglected/Delinquent, if applicable	<input type="text" value="0"/>		<input type="text" value="\$0"/>
OPTIONAL SET ASIDES			
District Administration Costs	<input type="text" value="0"/>		<input type="text" value="\$0"/>
Indirect Costs	<input type="text" value="\$0"/>		<input type="text" value="\$0"/>
Salary Differential	<input type="text" value="0"/>		<input type="text" value="\$0"/>
Comprehensive Improvement School Support	<input type="text" value="0"/>		<input type="text" value="\$0"/>
Targeted Improvement School Support	<input type="text" value="0"/>		<input type="text" value="\$0"/>
Professional Development (District wide)	<input type="text" value="0"/>		<input type="text" value="\$0"/>
Early Childhood Programs (District Wide)	<input type="text" value="0"/>		<input type="text" value="\$0"/>
Summer School (District wide)	<input type="text" value="0"/>		<input type="text" value="\$0"/>
Other	<input type="text" value="0"/>		<input type="text" value="\$0"/>
Other	<input type="text" value="0"/>		<input type="text" value="\$0"/>
Other	<input type="text" value="0"/>		<input type="text" value="\$0"/>
Other	<input type="text" value="0"/>		<input type="text" value="\$0"/>
Total Reservations	<input type="text" value="\$100"/>	<input type="text" value="\$0"/>	<input type="text" value="\$100"/>
Funds Available for Non Public Instruction and Professional Development		<input type="text" value="\$0"/>	
Funds Available for Instruction to Individual Public Schools	<input type="text" value="\$49,188"/>		



Program Specific – Targeting Step 5

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 Plan	Targeting Step 1	Targeting Step 2	Targeting Step 3-A	Targeting Step 3-B	Targeting Step 4	Targeting Step 5		

Title I Targeting [Instructions](#)

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

Served Schools Allocations

Title I Allocation	+ Prior Year Funds	+ Transfers In	= Total Title I Available for LEA
\$49,288	\$0	\$0	\$49,288

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

Projected Number of Students Served Public NonPublic

Minimum Per Pupil Amount

Total Distribution about Available \$49,188

Attendance Center	Grade Category	Approved Schoolwide	Public Enrollment	Public Low Income	Low Income Percent	Attendance Center Allocation	Per Pupil Amount
2002 - LIBERTY ELEMENTARY SCHOOL	P-6	<input type="checkbox"/>	409	121	29.58 %	<input type="text" value="49,188"/>	\$407
Total			409	121		\$49,188	
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 - LIBERTY HIGH SCHOOL	49	0	27.37 %	7-12

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



Budget Detail

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
Budget Detail		Title I Indirect Cost Rate				Budget		

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

[Instructions](#)

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

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

[Description of Function Codes and Object Codes](#)

Function Code	Object Code	Expenditure Description and Itemization	T1ESSA-4300 Funds	Delete Row
1000	100	63% of Title I teacher's salary at the elementary level, of \$29, 432 (credible earnings) is \$26,783.82	26784	<input type="checkbox"/>
1000	200	Board paid employee TRS at 9% is \$2,648.95; Board paid employee THIS benefits at .5% is \$147.16; Employer THIS at .88% is \$259.01; and Employer TRS at .58% is \$170.71. Total is \$3,225.83	3226	<input type="checkbox"/>
1000	200	Federal TRS at 44.61% is \$13,129.96	13130	<input type="checkbox"/>
1000	200	63% of health insurance is \$4,542.80	4543	<input type="checkbox"/>
1000	400	Supplies to be used by Title I students, which may include, but not limited to supplemental readers, work books, notebooks, etc.	505	<input type="checkbox"/>
1000	400	Homeless support, which may include , but not limited to paper, pencils, crayons, markers, etc.	100	<input type="checkbox"/>
4000	300	Continuing education for Reading Recovery provided by	1000	<input type="checkbox"/>

Total Direct Costs	49288
- Capital Outlay Costs	0
Allowable Direct Costs	49288
Indirect Cost Rate %	1.52
Maximum Indirect Cost *	749

Total Allotment

Indirect Cost	0
Grand Total	49288
Allotment Remaining	0

[Calculate Totals](#)



Indirect Cost Rate

Title I Overview	Title I Applicant Information	Title I Amendments	Title I FFATA	Program Specific Pages	Budget Pages	PRA - Program Risk Assessment	GATA Pages	
Budget Detail		Title I Indirect Cost Rate				Budget		

Indirect Cost Rate as Applied to this Grant

If indirect costs are requested for reimbursement, select YES and complete the below itemization. If no reimbursement is being requested, select NO, save and continue.

- YES, indirect costs apply to this project and will be requested on the expenditure report
- NO, indirect costs are not applicable to this application

Worksheet and Narrative:

Describe the costs used to arrive at the amount of indirect costs budgeted. The Indirect Cost Budgeted on the Budget Detail page must be addressed fully, with no difference remaining.

Indirect Cost Budgeted

Cost

Description: In 1,000 characters or less, describe the costs.

Salaries, Object 100: Describe the position(s) and correlated salary included in Indirect Costs.

	<input type="text"/> <input type="text"/>
--	--

Benefits, Object 200: Describe the benefits, such as TRS, FICA, IMRF, Life Insurance, etc., that are included in Indirect Costs.

	<input type="text"/> <input type="text"/>
--	--

Purchased Services, Object 300: Describe the items, such as worker's compensation, unemployment, travel, etc, that are included in Indirect Costs.

	<input type="text"/> <input type="text"/>
--	--

Supplies and Materials, Object 400: Describe the items, such as paper, utilities, non-depreciable items, etc, that are included in Indirect Costs.

	<input type="text"/> <input type="text"/>
--	--

Total

Difference



Budget

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
Budget Detail		Title I Indirect Cost Rate				Budget		

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

Budget (Read Only) [Instructions](#)

LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY** 500	OTHER OBJECTS 600	NONCAP EQUIP** 700	TOTAL
1	1000	Instruction	26,784	20,899		605				48,288
2	2110	Attendance & Social Work Services								
3	2120	Guidance Services								
4	2130	Health Services								
5	2140	Psychological Services								
6	2150	Speech Pathology and Audiology Services								
7	2210	Improvement of Instruction Services								
8	2220	Educational Media Services								
9	2230	Assessment & Testing								
10	2300	General Administration								
11	2400	School Administration								
13	2520	Fiscal Services*								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services								
17	2560	Food Services								
18	2570	Internal Services*								
19	2610	Direction of Central Support Services								
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*								
23	2660	Data Processing Services*								
24	2900	Other Support Services								
25	3000	Community Services								
26	3700	Nonpublic School Pupils Services								
28	4000	Payments to Other Districts and Governmental Units			1,000					1,000
29	Total Direct Costs		26,784	20,899	1,000	605				49,288
30	Approved Indirect Costs X 1.52%									
31	Total Budget									49,288



Instructions Link

Instructions for the Budget Detail Page

- [Function and Object Codes](#)
- [Expenditure Description and Itemization](#)
- [Examples of Appropriate Expenditure Detail](#)
- [Funds](#)
- [Delete Row](#)
- [Create Additional Entries](#)
- [Calculate Totals](#)
- [Indirect Costs](#)
- [Budget and Allotment Totals](#)
- [Caps, Minimums and Set Asides](#)



Be sure to SAVE this page before proceeding to other pages or programs in the application. Failure to save each page as it is completed will result in data loss.

At the bottom left of the screen is the **Total Allotment** for the grant you have chosen. This amount should be referenced when completing the budget and is a read-only cell.

A hyperlink, “**Description of Function Codes and Object Codes;**” provides descriptions of all function and object codes recognized within the Illinois Program Accounting Manual.

Function Codes and Object Codes are the first two columns on the left. Each column contains function and object codes allowable for a specific grant. To access the available codes, “**click**” on the drop down arrow and select the appropriate code for the expenditure.

“**Tab**” or “**Click**” into the **Expenditure Description and Itemization** textbox. Enter the appropriate level of detailed information for each function/object code selected. Providing adequate description will facilitate the approval process. Examples of appropriate level of detail are:

- 1000/100 2 FTE Reading Teachers @ \$34,000 = \$68,000 (Adams School)
 2 FTE Title I Paraprofessionals @ \$19,000 = \$38,000 (Adams School)
 4 Extended Day Instructors at \$23/hr for 100 hours = \$9,200 (Lincoln School)
 7 Summer School teachers at \$23/hr for 90 hours = \$14,490 (3 at Adams; 4 at Lincoln)
- 1000/200 TRS (xx.xx% for \$15,660), THIS (\$10,000), IMRF (\$1000), FICA (\$1000), Medicare (\$1000) for Title I staff



Function Codes

DETAILED FUNCTION DESCRIPTORS (examples)
[From Title 23 Illinois Administrative Code – Part 100](#)

FUNCTION	DESCRIPTOR (examples)
1000	<u>Instruction</u> : The teaching of pupils or the interaction between teacher and pupils. Included are activities of aides or assistants who assist in the instructional process. Teaching may occur in classrooms or other learning situations such as those involving cocurricular activities, and may be conducted through a medium such as television, radio, telephone or correspondence.
2110	<u>Attendance & Social Work Services</u> : The activities for the improvement of pupils' attendance at school and the performance of school social work activities dealing with the problems of pupils which involve the home, school and community.
2120	<u>Guidance Services</u> : Counseling with pupils or parents, consultation 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.
2130	<u>Health Services</u> : Physical and mental health services that do not constitute direct instruction. Included are activities that provide pupils with appropriate medical, dental and nursing services.
2140	<u>Psychological Services</u> : 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.
2150	<u>Speech Pathology and Audiology Services</u> : Activities involving the identification, assessment and treatment of children with impairments in speech, hearing and language.
2210	<u>Improvement of Instruction Services</u> : Activities for assisting instructional staff in planning, developing and evaluating the instructional process.
2220	<u>Educational Media Services</u> : Activities concerned with the use of all teaching and learning resources, including hardware and content material. (example: services/items housed in a central location: library/lab/media center).
2230	<u>Assessment and Testing</u> : Activities for the purpose of measuring individual student achievement.
2300	<u>General Administration</u> : Activities concerned with establishing and administering policy in connection with operating the LEA (local education agency).
2400	<u>School Administration</u> : Activities concerned with overall administrative responsibility for a single school or a group of schools.
2510	<u>Direction of Business Support Services</u> : Activities concerned with directing and managing the business services area, such as those usually performed by the office of the chief school business official or business manager.



Object Codes

DETAILED OBJECT DESCRIPTORS (examples)

[From Title 23 Illinois Administrative Code – Part 100](#)

OBJECT	DESCRIPTOR (examples)
100	Salaries: Amounts paid to permanent, temporary or substitute employees on the LEA's payroll. This includes gross salary for personal services rendered while on the payroll of the LEA.
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. <ul style="list-style-type: none"> -Retirement -Teachers' Retirement (TRS) -Municipal Retirement (IMRF) - FICA (Federal Insurance Contributions Act for Social Security) -Insurance (examples: Health, Life, Medical, Dental) -Medicare only -Tuition reimbursement -“On-behalf” payments
300	Purchased Services: Amounts paid for personal services rendered by personnel who are not on the LEA's payroll, and others services the LEA may purchase. While a produce 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. <ul style="list-style-type: none"> -Professional & Technical Services -Audit/Financial Services -Legal Services -Professional Services-Administrative -Professional Services-Instructional -Professional Employee Training & Development Services -Property Services (examples: services to operate, repair, maintain and rent property owned or used by the LEA). -Transportation Service -Travel (examples: transportation meals, hotel, and other expenses associated with traveling or business for the LEA) Employer Insurance (examples: Workers Compensation/Unemployment Compensation/Liability Insurance) to protect the employer -Communication Services -Printing/Binding Services -On-Line Services -Water/Sewer Services -Software (example: license fee)
400	Supplies & Materials: 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



Function/Object Codes

- Be sure to check these carefully when entering budget items
- Select the function code that most closely matches the use of funds
- Print the reference sheets and refer to them when entering budget items



Page Lock Control

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

Page Review Status

[Instructions](#)

Expand All

ESEA of 1965 As Amended	Page Status	OK	Review Status of page Needs updates	Mark Final
Title I - ESSA				

Save



Title II-A: Preparing, Training, and recruiting high-quality Teachers, Principals, or other school leaders





Title II - Overview

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
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Title II, Part A Overview

Program:	Title II, Part A - PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS
Purpose:	<p>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.</p> <ol style="list-style-type: none"> 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:	<p>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.</p> <p>NOTE: Allocations are preliminary, and payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.</p>
Legislation:	<p>PUBLIC LAW 114-95—DEC. 10, 2015: EVERY STUDENT SUCCEEDS ACT USDE ESSA Website</p>
Guidance:	Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading
Instructional Documents:	<p>Fiscal Handbook https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf</p> <p>Instructions for the entire application in PDF format</p>



Title II – Applicant Information (Top)

Title II Overview	Title II Applicant Information	Title II Amendments	Title II FFATA	Title II Activities	Budget Pages	Program Risk Assessment
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Applicant Information

Application Status (choose one):*

- District is applying for this grant. Complete remaining required information and save the page.
- District is NOT applying for this grant.

Program Contact Person:

Last Name*	First Name*	Middle Initial
<input type="text" value="Bunch"/>	<input type="text" value="Kelle"/>	<input type="text" value="S"/>
Address 1*		
<input type="text" value="505 N Park St"/>		
Address 2		
<input type="text"/>		
City*	State*	Zip + 4 *
<input type="text" value="Liberty"/>	<input type="text" value="IL"/>	<input type="text" value="62347"/> <input type="text" value="1107"/>
Phone*	Extension	Fax
<input type="text" value="217"/> <input type="text" value="645"/> <input type="text" value="3433"/>	<input type="text"/>	<input type="text" value="217"/> <input type="text" value="645"/> <input type="text" value="3241"/>
Summer Phone *	Extension	Email*
<input type="text" value="217"/> <input type="text" value="645"/> <input type="text" value="3433"/>	<input type="text"/>	<input type="text" value="bunchk@libertyschool.net"/>

Check to indicate that the contact person for the budget is the same as the program contact person identified above.



Title II – Applicant Information (Bottom)

Activity Period:*

- Regular Project Year - activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- Extended Project Year - activities occurring between project begin date and August 31. Possible new activities AFTER June 30 could be summer school, summer staff development activities and/or audit services.

Grant Period:

Begin Date: July 1, or the submission date of the original application, whichever is later

End Date:

NOTE: To change end date, select the other Activity Period and save the page.

Select the area affected by the project:

- District
- City
- County
- Multiple areas (list)
- State-wide
- Other (describe)

District Comments:(Use this text area for any needed explanations to ISBE in regard to this program.)



Title II - Amendments

[Title II Overview](#)

[Title II Applicant Information](#)

[Title II Amendments](#)

[Title II FFATA](#)

[Title II Activities](#)

[Budget Pages](#)

[Program Risk Assessment](#)

[GATA Pages](#)

[Pa C](#)

Amendments

Use this page to report any amendment details. If this is an Initial application, you still need to respond to the first question, save the page and continue completing your application.

Is this an Original application or Amended application? *

- Original Application
- Amended Application

Amendment Number

Grant Changes

Provide a brief description of the changes as well as the function/object codes which have been amended in this submission. (Limited to 1,500 characters)
(0 of 1500 maximum characters used)

*Required field



Title II - FFATA

Title II Overview	Title II Applicant Information	Title II Amendments	Title II FFATA	Title II Activities	Budget Pages	Program Risk Assessment	GATA Pages	Page Lo Contro
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Federal Funding Accountability and Transparency Act (FFATA)

[Inst](#)

The Federal Funding Accountability and Transparency Act (31 U.S.C. 6102; P.L. 109-282, as amended by section 6202(a) of P.L. 110-252) requires a Prime Awardee, such as a State agency, to report an award of \$25,000 or more made to a subrecipient as of October 1, 2010 [also see 2 CFR part 170]].

To fulfill reporting requirements, provide a brief but succinct description of how the funding received will support the activities and actions to meet the purpose and goals of the Federal grant. If there are multiple funding actions, provide a description for each funding action.*

Example of project description:

Funds will be used for professional development to train teachers in the use of technology to improve instruction. In addition, funds will be used to recruit and retain highly-qualified teachers.

Project Description (do not use the & symbol):

(224 of 255 maximum characters used)

This grant will fund professional development and stipends for staff to provide professional development to colleagues in academic areas and social-emotional issues, mentoring/coaching, and tuition for graduate level courses.

Agency DUNS Number *:

[Click here for additional DUNS information](#)

OR [Click here if you do not have a DUNS number](#)

Agency's Annual Gross Revenues*:

Yes

No

In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 80 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;

AND

(b) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.

Select the Yes button ONLY if both (a) and (b) are true.

* Required field



Title II – Activities (Top)

Title II Overview	Title II Applicant Information	Title II Amendments	Title II FFATA	Title II Activities	Budget Pages	Program Risk Assessment
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Title II, Part A Program Activities

A. 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 II-A FUNDS AVAILABLE THROUGHOUT THE YEAR, APPLICANTS MUST SELECT YES OR NO EACH TIME A GRANT/AMENDMENT IS CREATED.

1. Total Title II-A Funds Available
2. Enter the enrollment of participating private schools from the Private Schools Participation form uploaded in the ESSA section of this application
3. Enter the total K-12 public enrollment from the Fall Enrollment Counts (formerly the Fall Housing Report) data
4. Sum of public and participating nonpublic enrollment (Line 2 + Line 3)
5. Proportion of participating nonpublic school enrollment compared to total enrollment (Line 2/Line 4)
6. Equitable private school share (Line 5 X Line 1 rounded to whole dollar)



Title II – Activities (Bottom)

B. Indicate the proposed expenditure(s) for this grant by providing amounts in the appropriate boxes below. The total planned expenditures must equal the total funds available.*

<i>Activity</i>	<i>Proposed Expenditure</i>
1. Professional Development - Private Schools Share (calculated above)	0
2. Professional Development for Public Schools	25047
3. Total for Professional Development	25047
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. Non-program purposes due to utilization of schoolwide funding flexibility (NOTE: Explain how the purposes of Title II-A will be met when using the schoolwide funding flexibility to expend Title II-A funds on non-program purposes)	
11. Administration of the Title II-A Program	
12. Other #1 (specify) <input type="text"/>	
13. Other #2 (specify) <input type="text"/>	
14. Other #3 (specify) <input type="text"/>	
15. Other #4 (specify) <input type="text"/>	
Total Proposed Expenditures	25047

Check here if REAP flexibility provisions will be used. (NOTE: Only those districts eligible for the Small, Rural, Schools Achievement Program may check the REAP checkbox. See Instructions link for additional information.)



Title II – Budget Detail

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
Budget Detail		Title II Indirect Cost Rate				Budget		

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

[Instructions](#)

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

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

[Description of Function Codes and Object Codes](#)

Function Code	Object Code	Expenditure Description and Itemization	T2ESSA-4932 Funds	Delete Row
2210	100	Leadership professional development teams: Elementary Math (4 members), Elementary ELA (3 members), District Science (3 members), and secondary ELA (2 members) at \$320 each, so 12 X \$320 = \$3840.00.	3840	<input type="checkbox"/>
2210	100	August Technology workshop: 5 people X \$15 X 6.5 hrs.= \$487.50, 1 X \$15 X 3 = \$45, 1 instructor for 1 hr and 1 instructor for 2 hrs. for \$140.40. Total is \$672.90.	673	<input type="checkbox"/>
2210	100	Substitutes: 60 days @ \$85 per day. Total is \$5,100.	5100	<input type="checkbox"/>
2210	200	Tuition reimbursement for graduate level coursework.	2500	<input type="checkbox"/>
2210	200	Benefits for Leadership professional development teams: TRS at 9% is \$379.78, THIS at .5% is \$21.10, Employer THIS at .88% is \$37.13, Employer TRS at .58% is \$24.47, and federal TRS at 44.61% is \$1,882.44. Total is \$2,344.92.	2345	<input type="checkbox"/>
2210	200	Benefits for substitutes: Employer THIS at .88% is \$44.88, Employer TRS at .58% is \$29.58, federal TRS at 44.61% is \$2,275.11. Total is \$2,349.57.	2350	<input type="checkbox"/>
2210	200	Benefits for August Technology workshop: TRS at 9% is \$66.55, THIS at .5% is \$3.70, Employer THIS at .88% is \$6.51, Employer TRS at .58% is \$4.29, and federal TRS at 44.61% is \$329.87. Total is \$410.92.	411	<input type="checkbox"/>
2210	300	Expenses for travel, registration fees, lodging, and food for staff to attend conferences, workshops, training, etc.,	6024	<input type="checkbox"/>
2640	100	Mentoring/Coaching: 3 teachers @ \$320 each and 1 teacher @\$160. Total is \$1,120.	1120	<input type="checkbox"/>
2640	200	Benefits for Mentoring/Coaching: TRS at 9% is \$110.77, THIS at .5% is \$6.15, Employer THIS at .88% is \$10.83, Employer TRS at .58% is \$7.14, and federal TRS at 44.61% is \$549.05. Total is \$683.94.	684	<input type="checkbox"/>

Total Direct Costs	25047
- Capital Outlay Costs	0
Allowable Direct Costs	25047
Indirect Cost Rate %	1.52
Maximum Indirect Cost *	0
Indirect Total	0
Grand Total	25047
Allotment Remaining	0

Total Allotment 25047



Title II – Indirect Cost

Title II Overview	Title II Applicant Information	Title II Amendments	Title II FFATA	Title II Activities	Budget Pages	Program Risk Assessment	GATA Pages	
Budget Detail	Title II Indirect Cost Rate						Budget	

Indirect Cost Rate as Applied to this Grant

If indirect costs are requested for reimbursement, select YES and complete the below itemization. If no reimbursement is being requested, select NO, save and continue.

- YES, indirect costs apply to this project and will be requested on the expenditure report
- NO, indirect costs are not applicable to this application

Worksheet and Narrative:

Describe the costs used to arrive at the amount of indirect costs budgeted. The Indirect Cost Budgeted on the Budget Detail page must be addressed fully, with no difference remaining.

Indirect Cost Budgeted

Description: In 1,000 characters or less, describe the costs.

Cost

Salaries, Object 100: Describe the position(s) and correlated salary included in Indirect Costs.

	<input type="text"/> <input type="text"/> <input type="text"/>
--	--

Benefits, Object 200: Describe the benefits, such as TRS, FICA, IMRF, Life Insurance, etc., that are included in Indirect Costs.

	<input type="text"/> <input type="text"/> <input type="text"/>
--	--

Purchased Services, Object 300: Describe the items, such as worker's compensation, unemployment, travel, etc, that are included in Indirect Costs.

	<input type="text"/> <input type="text"/> <input type="text"/>
--	--

Supplies and Materials, Object 400: Describe the items, such as paper, utilities, non-depreciable items, etc, that are included in Indirect Costs.

	<input type="text"/> <input type="text"/> <input type="text"/>
--	--

Total

Difference



Title II - Budget

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
Budget Detail		Title II Indirect Cost Rate				Budget		

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

Budget (Read Only)

[Instructions](#)

LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY** 500	OTHER OBJECTS 600	NONCAP EQUIP** 700	TOTAL
1	1000	Instruction								
2	2110	Attendance & Social Work Services								
3	2120	Guidance Services								
4	2130	Health Services								
5	2140	Psychological Services								
6	2150	Speech Pathology and Audiology Services								
7	2210	Improvement of Instruction Services	9,613	7,606	6,024					23,243
8	2220	Educational Media Services								
9	2230	Assessment & Testing								
10	2300	General Administration								
11	2400	School Administration								
12	2510	Direction of Business Support Services*								
13	2520	Fiscal Services*								
14	2530	Facilities Acquisition & Construction**								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services								
17	2560	Food Services								
18	2570	Internal Services*								
19	2610	Direction of Central Support Services								
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*	1,120	684						1,804
23	2660	Data Processing Services*								
24	2900	Other Support Services								
25	3000	Community Services								
26	3700	Nonpublic School Pupils Services								
28	4000	Payments to Other Districts and Governmental Units								
29	Total Direct Costs		10,733	8,290	6,024					25,047
30	Approved Indirect Costs X 1.52%									
31	Total Budget									25,047



Title II – Page Lock Control

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

Page Review Status

[Instructio](#)

Expand All

ESEA of 1965 As Amended	Page Status	OK	Review Status of page Needs updates	Mark Final
Title IIA - ESSA				
Title_II FFATA	OPEN	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Title_II Activities	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budget Pages				
Budget Detail	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Risk Assessment				
Title_II PRA - General Information	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title_II PRA - Management Systems	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title_II PRA - Performance History	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title_II PRA - Compliance	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title_II PRA- Implementation	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title_II PRA - ISBE Specific	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
GATA Pages				
Notice Of State Award				
Title_II NOSA Grant Information	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title_II Prequalification Status	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title_II ICQ Conditions	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title_II Program Risk Conditions	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uniform Grant Agreement				
Title_II Part One	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title_II Part Two	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title_II Exhibits	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title_II Uniform Grant Agreement Summary	OPEN	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>



Title IV-A: Student Support and Academic Enrichment Grants



Well-rounded educational opportunities



Safe and Healthy Students



Technology



Title IV - Overview

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
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Title IV, Part Overview

Program: Title IV, Part A - Student Support and Academic Enrichment

Purpose: The purpose of this subpart is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to:

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Funding: Funds are allocated to each local educational agency via an approved application in an amount that bears the same relationship to the total amount that the local educational agency received under subpart 2 of part A of title I for the preceding fiscal year. Local educational agencies in a State may form a consortium with other surrounding local educational agencies and combine the funds each such agency in the consortium receives under this section to jointly carry out the local activities described in this subpart.

NOTE: No allocation to a local educational agency under this subsection may be made in an amount that is less than \$10,000. However, if the amount reserved by the State is insufficient to make allocations to local educational agencies in an amount equal to the minimum allocation such allocations shall be ratably reduced.

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: [ESSA Title IV, Part A Non-Regulatory Guidance – Student Support and Academic Enrichment Grants](#)

Instructional Documents: [Fiscal Handbook at https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf](https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf)

[Instructions for the entire application in PDF format](#)



Title IV – Applicant Information

(upper section)

Title IV Overview	Title IV Applicant Information	Title IV Amendments	Title IV FFATA	Program Specific	Budget Pages	Program Risk Assessment
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Applicant Information

Application Status (choose one):*

- District is applying for this grant.
- District is NOT applying for this grant.

Program Contact Person:

Last Name*

First Name*

Middle Initial

Address 1*

Address 2

City*

State*

Zip + 4 *

Phone*

Extension

Fax

Summer Phone *

Extension

Email*

Check to indicate that the contact person for the budget is the same as the program contact person identified above.



Title IV – Applicant Information

(lower section)

Activity Period:*

- Regular Project Year - activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- Extended Project Year - activities occurring between project begin date and August 31. Possible new activities AFTER June 30 could be summer school, summer staff development activities and/or audit services.

Grant Period:

Begin Date: July 1, or the submission date of the original application, whichever is later

End Date:

NOTE: To change end date, select the other Activity Period and save the page.

Select the area affected by the project:

- District
- City
- County
- Multiple areas (list)
- State-wide
- Other (describe)

Check here if REAP flexibility provisions will be used. (NOTE: Only those districts eligible for the Small, Rural, Schools Achievement Program may check the REAP checkbox. See Instructions link for additional information.)

District Comments:(Use this text area for any needed explanations to ISBE in regard to this program.)



Title IV - Amendments

Title IV Overview	Title IV Applicant Information	Title IV Amendments	Title IV FFATA	Program Specific	Budget Pages	Program Risk Assessment	GATA Pages	Page C
-----------------------------------	--	-------------------------------------	--------------------------------	----------------------------------	------------------------------	---	----------------------------	------------------------

Amendments

Use this page to report any amendment details. If this is an Initial application, you still need to respond to the first question, save the page and continue completing your application.

Is this an Original application or Amended application? *

- Original Application Amended Application

Amendment Number

Grant Changes

Provide a brief description of the changes as well as the function/object codes which have been amended in this submission. (Limited to 1,500 characters)

(0 of 1500 maximum characters used)

*Required field



Title IV - FFATA

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
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Federal Funding Accountability and Transparency Act (FFATA)

[Instruction](#)

The Federal Funding Accountability and Transparency Act (31 U.S.C. 6102; P.L. 109-282, as amended by section 6202(a) of P.L. 110-252) requires a Prime Awardee, such as a State agency, to report an award of \$25,000 or more made to a subrecipient as of October 1, 2010 [also see 2 CFR part 170].

To fulfill reporting requirements, provide a brief but succinct description of how the funding received will support the activities and actions to meet the purpose and goals of the Federal grant. If there are multiple funding actions, provide a description for each funding action.*

Example of project description:

Funds will be used for professional development, technology enhancements, and improving instruction and student engagement in STEM.

Project Description (do not use the & symbol):

(0 of 255 maximum characters used)

Agency DUNS Number *:

[Click here for additional DUNS information](#)

OR

[Click here if you do not have a DUNS number](#)

Agency's Annual Gross Revenues*:

Yes

No

In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 80 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;

AND

(b) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.

Select the Yes button ONLY if both (a) and (b) are true.



Title IV - Program Specific

Title IV Private Schools

Title IV Overview	Title IV Applicant Information	Title IV Amendments	Title IV FFATA	Program Specific	Budget Pages	Program Risk Assessment
Title IV Private Schools		Title IV Needs Assessment			Program	

Title IV-A Private School Proportionate Share

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.

- Total Title IV-A Funds Available
- Enter the enrollment of participating private schools from the Private Schools Participation form uploaded in the ESSA section of this application
- Enter the total K-12 public enrollment from the Fall Enrollment Counts (formerly the Fall Housing Report) data
- Sum of public and participating nonpublic enrollment (Line 2 + Line 3)
- Proportion of participating nonpublic school enrollment compared to total enrollment (Line 2/Line 4)
- Equitable private school share (Line 5 X Line 1 rounded to whole dollar)



Program Specific – Needs Assessment

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

Title IV-A Needs Assessment

Total Title IV-A Program Funds Available

COMPLETE THIS PAGE IF THE PROGRAM FUNDS AVAILABLE AMOUNT IS \$30,000 OR GREATER. THIS PAGE IS NOT REQUIRED IF THE CURRENT YEAR ALLOCATION IS LESS THAN \$30,000.

A. Consultation is required with all involved stakeholders. Indicate with which groups consultation was conducted. Check all that apply.*

- Parents
- Teachers
- Principals
- Other school leaders
- Specialized instructional support personnel, students
- Community-based organizations
- Local government representatives
- Other stakeholder #1 (specify)
- Other stakeholder #2 (specify)

B. A needs assessment, if required, must be completed every 3 years. Indicate the year in which the last needs assessment was conducted.

C. Indicate which needs assessment instrument was utilized. Check all that apply.*

- ED School Climate Survey (EDSCLS)
- CDC School Health Index
- National School Climate Center
- ASCD School Improvement Tool
- Other #1 (specify)
- Other #2 (specify)

D. Identify specific subjects, activities, and programs necessary to ensure students have access to a well-rounded education. At least one set of data is required.

1. Subject:

Activities:

Programs:



Program Specific – Program Allocations

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

Program Allocations

Total Title IV-A Program Funds Available

COMPLETE THIS PAGE IF THE PROGRAM FUNDS AVAILABLE AMOUNT IS \$30,000 OR GREATER. THIS PAGE IS NOT REQUIRED IF THE CURRENT YEAR ALLOCATION IS LESS THAN \$30,000.

Indicate how funds will be allocated.

Amount	Area	Min/Max
<input type="text" value="25162"/>	Private School Proportionate Share	
<input type="text" value="44006"/>	Well-rounded education - at least 20% of the total must be allocated for this, which is:	<input type="text" value="27271"/>
<input type="text" value="44005"/>	Safe and healthy students - at least 20% of the total must be allocated for this, which is:	<input type="text" value="27271"/>
<input type="text" value="20453"/>	Technology - funds MUST be allocated for this, up to 15% of the total which is:	<input type="text" value="20453"/>
<input type="text" value="2727"/>	Administrative costs - must NOT exceed 2% of the total, which is:	<input type="text" value="2727"/>
<input type="text"/>	Other (describe)	
<input type="text" value="136353"/>	Total Allocation (should equal Current Year Allocation above)	



Title IV – 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		Title IV Indirect Cost Rate				Budget		

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

[Instructions](#)

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

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

[Description of Function Codes and Object Codes](#)

Function Code	Object Code	Expenditure Description and Itemization	T4SSAE-4400 Funds	Delete Row
<input type="text" value="2210"/>	<input type="text" value="400"/>	Professional resources for staff related to restorative practices professional learning	<input type="text" value="1000"/>	<input type="checkbox"/>
<input type="text" value="2210"/>	<input type="text" value="400"/>	Professional resources related study of calm classroom techniques and trauma informed classroom strategies.	<input type="text" value="2000"/>	<input type="checkbox"/>
<input type="text" value="3000"/>	<input type="text" value="300"/>	Non Public Professional development for teachers and administrators in the areas of social and emotional learning.	<input type="text" value="6055"/>	<input type="checkbox"/>
<input type="text" value="3000"/>	<input type="text" value="300"/>	Two consultants trained by the International Institute for Restorative Practices to provide staff training (social workers, psychologists, behavior interventionist, student support specialists and administrators on restorative practices. Ongoing coaching will be provided for staff trained for the duration of the 216-2017 school year. Costs may include but may not be limited to consultants, registration, mileage, meals, lodging, etc.	<input type="text" value="5000"/>	<input type="checkbox"/>
<input type="text" value="3000"/>	<input type="text" value="300"/>	Exploration of best practices regarding calm classroom techniques and trauma informed classroom strategies to enhance the academic and social & emotional learning for students. Costs may include but may not be limited to consultants, registration, mileage, meals, lodging, etc.	<input type="text" value="2083"/>	<input type="checkbox"/>

Total Direct Costs	<input type="text" value="16138"/>
- Capital Outlay Costs	<input type="text" value="0"/>
Allowable Direct Costs	<input type="text" value="16138"/>
Indirect Cost Rate %	<input type="text" value="5.22"/>
Maximum Indirect Cost *	<input type="text" value="842"/>
Indirect Cost	<input type="text" value="0"/>
Grand Total	<input type="text" value="16138"/>
Allotment Remaining	<input type="text" value="0"/>

Total Allotment

[Calculate Totals](#)



Title IV – Indirect Costs

Title IV Overview	Title IV Applicant Information	Title IV Amendments	Title IV FFATA	Program Specific	Budget Pages	Program Risk Assessment	GATA Pages		
Budget Detail		Title IV Indirect Cost Rate					Budget		

Indirect Cost Rate as Applied to this Grant

If indirect costs are requested for reimbursement, select YES and complete the below itemization. If no reimbursement is being requested, select NO, save and continue.

- YES, indirect costs apply to this project and will be requested on the expenditure report
- NO, indirect costs are not applicable to this application

Worksheet and Narrative:

Describe the costs used to arrive at the amount of indirect costs budgeted. The Indirect Cost Budgeted on the Budget Detail page must be addressed fully, with no difference remaining.

Indirect Cost Budgeted

Description: In 1,000 characters or less, describe the costs.

Salaries, Object 100: Describe the position(s) and correlated salary included in Indirect Costs.

	Cost
	<input type="text"/>

Benefits, Object 200: Describe the benefits, such as TRS, FICA, IMRF, Life Insurance, etc., that are included in Indirect Costs.

	Cost
	<input type="text"/>

Purchased Services, Object 300: Describe the items, such as worker's compensation, unemployment, travel, etc, that are included in Indirect Costs.

	Cost
	<input type="text"/>

Supplies and Materials, Object 400: Describe the items, such as paper, utilities, non-depreciable items, etc, that are included in Indirect Costs.

	Cost
	<input type="text"/>

Total

Difference



Title IV - Budget

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		Title IV Indirect Cost Rate				Budget		

Budget (Read Only)

[Instructions](#)

LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY** 500	OTHER OBJECTS 600	NONCAP EQUIP** 700	TOTAL
1	1000	Instruction								
2	2110	Attendance & Social Work Services								
3	2120	Guidance Services								
4	2130	Health Services								
5	2140	Psychological Services								
6	2150	Speech Pathology and Audiology Services								
7	2210	Improvement of Instruction Services								
8	2220	Educational Media Services								
9	2230	Assessment & Testing								
10	2300	General Administration								
11	2400	School Administration								
12	2510	Direction of Business Support Services								
13	2520	Fiscal Services*								
14	2530	Facilities Acquisition and Construction Services								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services								
17	2560	Food Services								
18	2570	Internal Services*								
19	2610	Direction of Central Support Services								
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*								
23	2660	Data Processing Services*								
24	2900	Other Support Services								
25	3000	Community Services								
26	3700	Nonpublic School Pupils Services								
27	4000	Payments to Other Districts and Governmental Units								
29	Total Direct Costs									
30	Approved Indirect Costs X 3.25%									
31	Total Budget									



Title IV – Page Lock Control

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
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Page Review Status

[Instructions](#)

Expand All

	Page Status	Open Page for editing
ESEA of 1965 As Amended		
Title IV-A SSAE		
Title_IV FFATA	OPEN	<input type="checkbox"/>
Program Specific		
Title_IV Needs Assessment	OPEN	<input type="checkbox"/>
Title_IV Program Allocations	OPEN	<input type="checkbox"/>
Budget Pages		
Budget Detail	OPEN	<input type="checkbox"/>
Program Risk Assessment		
Title_IV PRA - General Information	OPEN	<input type="checkbox"/>
Title_IV PRA - Management Systems	OPEN	<input type="checkbox"/>
Title_IV PRA - Performance History	OPEN	<input type="checkbox"/>
Title_IV PRA - Compliance	OPEN	<input type="checkbox"/>
Title_IV PRA- Implementation	OPEN	<input type="checkbox"/>
Title_IV PRA - ISBE Specific	OPEN	<input type="checkbox"/>
GATA Pages		
Notice Of State Award		
Title_IV NOSA Grant Information	OPEN	<input type="checkbox"/>
Title_IV Prequalification Status	OPEN	<input type="checkbox"/>
Title_IV ICQ Conditions	OPEN	<input type="checkbox"/>
Title_IV Program Risk Conditions	OPEN	<input type="checkbox"/>
Uniform Grant Agreement		
Title_IV Part One	OPEN	<input type="checkbox"/>
Title_IV Part Two	OPEN	<input type="checkbox"/>
Title_IV Exhibits	OPEN	<input type="checkbox"/>
Title_IV Uniform Grant Agreement Summary	OPEN	<input type="checkbox"/>

Save



Application is Complete...

It's Party Time!



NOW WHAT??

Cue “We Are The Champions”



Go to the Every Student Succeeds Act Pages – Find the Submit Tab

Applicant:
Application: 2017-2018 ESEA of 1965 As Amended - 00
Cycle: Original Application
Project Number: 18-ESSA-00-

County: Cook

Consolidated Application
Every Student Succeeds Act
Title I - ESSA
Title IIA - ESSA
Title IV-A SSAE

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

ESSA Overview	ESSA Requirements	ESSA Private School Participation	Allotment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Every Student Succeeds Act (ESSA) Overview

Programs: The ESEA of 1965 As Amended by the Every Student Succeeds Act (ESSA) grant application has four parts:

- 1) ESSA - including provisions that apply to all member programs
- 2) Title I, Part A - IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGEN
- 3) Title II, Part A - PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS AND OTHER SCHOOL LEADERS
- 4) Title IV, Part A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Navigating Between Programs: Use the dropdown menu in the upper right-hand corner to select and complete all sections of the application

Purpose:

Title I, Part A - The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Title II, Part A - provide grants to State educational agencies and subgrants to local educational agencies to—

- 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.

Title IV, Part A - to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools and local communities to: 1) provide all students with access to a well-rounded education; 2) improve school conditions for student learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Program Type: Federal Formula Applications



Submit

Overview	District Information	NCLB Plan	Gun-Free	Allotment	Grant Summary	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Submit

[Instructions](#)

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on: 4/23/2014

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

Consistency Check must be run and errors corrected prior to submission to ISBE



Review Checklist - General

General	Titles I, II-A and IV-A	Quality Assurance
General Comments		
<p>1. A general issue needs to be addressed.</p> <p><input type="text" value="Not Applicable"/></p> <p><input checked="" type="checkbox"/> Check to add comment.</p> <div data-bbox="231 742 1841 1028" style="border: 1px solid black; height: 200px;"></div> <p data-bbox="1000 1042 1110 1086" style="text-align: center;">Save Page</p>		





Review Checklist

General

Titles
I, II-A and IV-A

Quality
Assurance

Review Checklist for Titles I, II-A and IV-A

Questions applicable to ESSA section

1. Needs assessment results are consistent with the activities listed for the three programs and with the activities funded on the Budget Detail pages.

Check to add comment.

2. The consultation process included all relevant groups and the impact on the application is described appropriately.

Check to add comment.

3. The ESSA GEPA 427 description is adequate and appropriate.

Check to add comment.

4. The district has uploaded required private school consultation and participation forms with the required signatures on the ESSA Private School Participation page.

Check to add comment.

Save Page

Questions applicable to ALL grants

5. The district has appropriately transferred grant funds as indicated on the Allotment page.

Check to add comment.

6. The district has correctly determined private school allocations and provided for equitable participation on Program Specific and Budget Detail pages for all applicable grants.

Check to add comment.

7. Applicant Information pages are appropriately completed.

Check to add comment.

8. Program and budget information is included ONLY IF the district marked Applying on the Applicant Information page.

Check to add comment.

9. Amendments tabs have been appropriately completed and contain any needed explanations.

Check to add comment.



Quality Assurance Tab

General	Titles I and II-A	Quality Assurance
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Quality Review Checklist

1. On Budget Detail pages, all expenditures are adequately described and assigned to the appropriate function and object number.

Check to add comment.

2. Per district request, funds are available for transfer.

Check to add comment.

3. Begin and end dates are appropriate and all costs are obligated within these dates.

Check to add comment.

Save Page



Quality Assurance Reviewer

- Debra Dickens (Chicago Office)
 - Contact Information: phone: (312) 814-2220
fax: (312) 814-2282
email: ddickens@isbe.net



ISBE's Program Level 2 Role:

District Information Page

FFATA

Double-check Targeting Steps 4 and 5

- Set-asides
- Ranking and Allocations
- Proper use of school-wide, grandfather, waiver check boxes

Double-check proper function/object codes

Complete Quality Assurance Tab on Review



ESSA Consolidated Grant Timeline

When	What
May 30	Final Amendments due for projects with ending dates of 06/30/2018
August 1	Final Amendments due for projects with ending dates of 08/31/2018. Amendment must be submitted 30 days prior to project end date.
September 30	Applications must be submitted to receive a July 1 start date
Within 30 days of the start of school or by Oct. 1, whichever is earlier	Private school consultation must have occurred and be sent to SEA
November 3	Applications must be submitted
November	Performance Report Due
November	Comparability Report Due
November	Monitoring Report Due



Resources

- ISBE Homepage
 - <https://www.isbe.net/>
- IWAS
 - <https://sec1.isbe.net/iwas/asp/login.asp?js=true>
- FRIS
 - <http://webprod1.isbe.net/FRISInquiry/>
- Title Grants Program Page
 - <https://www.isbe.net/Pages/Title-Grants.aspx>





Question 1:

Please tell me one thing I can do to prevent my application from being disapproved so many times.

Many times the application is returned by the consultant or 2nd program level reviewer because of errors or oversights on the Budget Detail page. The architect of the application was genius in that a "find on this page" box was included on the Budget Detail page. We can quickly locate set asides on the page by typing in the name of the set aside and it will be highlighted. However, if you are not consistent in your naming of those set asides, such as calling a paraprofessional a teacher aide or a private school a non-public school or parent involvement, parental involvement, we can easily miss an expenditure and return the application because the set aside doesn't match the total on the Budget Detail page. So, it's very important to use consistent language throughout the application.



Question 2:

How does ESSA ensure that all educators are properly credentialed and students have access to high-quality instruction?

ESSA maintains the requirement that teachers and paraprofessionals working in Title I schools meet state certification and licensure requirements. The “equitable distribution” requirement also remains in the new law, requiring states to ensure that students in Title I schools are not subject to “ineffective” (formerly known as “unqualified” under NCLB) educators more frequently than students in non–Title I schools.



Question 3:

How can funds be transferred?

100 percent of funds may be transferred between Title II and Title IV and may be transferred from Titles II and IV into Title I. *You may not transfer funds out of Title I and you may only transfer for current fiscal year.*

Transferability is simplified and transfers can be made between programs with the low allocations as currently appropriated. However, all funds transferred are subject to each of the rules and requirements applicable to the funds under the provision to which the transferred funds are transferred.



Question 4:

Targeting Step 3-B

Question: A school that I have always served is now showing up as “not served”. What can I do to serve them?



Question 5:

This is a Function/Object Code Question

The Title I Bookkeeper, \$40,266 will type all applications, proposals expenditure reports, amendments, and other pertinent documents for Federal/State programs. Assist in processing of purchase orders for purchasing materials equipment for programs.



What is the correct Function/Object Code?



Question 6:

How is Title IV funding provided to districts?

Funds are allocated to states based on the Title I formula.

Any district that receives \$30,000 or more must conduct a needs assessment and then expend 20 percent of its grant on safe and healthy school activities and 20 percent to provide a well-rounded education. The remaining 60 percent of the money can be spent on all three priorities, including technology. However, there is a 15 percent technology spending cap for devices, equipment, software, and digital content.

If a district receives an allocation below \$30,000, the law does not require a needs assessment or specific allocations safe and healthy students or well-rounded education. However, it must spend the money on activities in at least one of the three categories, and the 15 percent technology spending cap still applies.