Implementation Updates

Illinois Association of Title I Directors
Spring Conference
April 24, 2018

Wireless Internet Access:
Illinois State Board of Education

• **Vision**
  – Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

• **Mission**
  – Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.
Illinois State Board of Education

Goals

• Every child in each public school system in the State of Illinois deserves to attend a system wherein...
  – All kindergartners are assessed for readiness.
  – Ninety percent or more of third-grade students are reading at or above grade level.
  – Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
  – Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
  – Ninety percent or more of students graduate from high school ready for college and career.
  – All students are supported by highly prepared and effective teachers and school leaders.
  – Every school offers a safe and healthy learning environment for all students.
The Whole Child

A child within an ecology of multiple and interconnected parts nested in overlapping systems
Objectives

- IATD Title Grants Updates
- Spring/Summer Program Planning
- Private School Participation
- Title I District Plans
- Schoolwide Waiver and Plans
- GATA Reports
ISBE Title Grants Updates

- **Reallocation of Title I funds**
  - Advanced Placement – letter of intent due April 13

- **FY19 Timeline**
  - Title I District Plan released on March 21
    - Webinar April 17
  - Preliminary Allocations April/May
    - Title I, Part A
    - Title II
    - Title IV
  - Application Release – **ISBE goal of June**
  - Grant Periodic Reporting System – due quarterly or monthly, dependent on the Risk Assessment
  - Expenditure Reports – due quarterly (October, December, March, June)
  - FY18 ESEA Performance Report – release October/due November
ISBE Title Grants Updates

• Transparency
  – Title I – Part A and D, Title II – Part A, and Title IV – Part A (un)allowable use of funds
  – Title I and McKinney-Vento
  – Ranking and serving
  – Parent engagement
  – ESSA Consolidated Application Toolkit – coming soon
## Spring/Summer Planning

<table>
<thead>
<tr>
<th>April/May</th>
<th>May/June/July</th>
<th>July/August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct consultation(s) with relevant stakeholders</td>
<td>Complete Schoolwide Plan, if applicable</td>
<td>Continue FY 2019 grant application</td>
</tr>
<tr>
<td>Conduct parent engagement meeting(s)</td>
<td>Have school board approve Schoolwide Plan, if applicable</td>
<td>Consult with your principal consultant as needed and submit grant for approval</td>
</tr>
<tr>
<td>Review, complete, and submit the Title I District Plan</td>
<td>Submit Schoolwide Waiver to ISBE, if necessary (&gt;20%-&lt;40%)</td>
<td>Complete and submit final Grant Periodic Report for FY 2018 Title grants.</td>
</tr>
<tr>
<td>Conduct any needs assessments necessary for plans/grant.</td>
<td>Begin FY 2019 grant application</td>
<td></td>
</tr>
<tr>
<td>Begin schoolwide planning, if applicable</td>
<td>Completion of all FY 2018 grant purchases and activities, including summer school and/or professional development</td>
<td></td>
</tr>
</tbody>
</table>
Consultation

Consultation to review the needs assessment; Title I District Plan and Title I, II and IV grant applications are required each year.

Relevant stakeholders must be included in these meetings and documentation, including agendas and dates, kept on file at the district level.

The consultation(s) will be reported in the grant application.
Relevant Stakeholders
Include the following, but not limited to...

- Teachers
- Parents
- Principals
- School leaders
- Specialized instructional support personnel
- Local government representatives
- Community-based organizations
- Homeless liaisons (see handout)
Consultation must occur between the LEA and the nonpublic administrator if your district serves nonpublic schools. This consultation also must be documented and the ISBE Nonpublic School Consultation Participation form completed for each nonpublic school within the attendance area.
How do you handle consultation with the nonpublic schools in your district?
**ESSA Private School Participation**

**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.

1. **FY18 Nonpublic School Consultation Participation Form**
2. 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 - 1PRIVATE.SCHOOL.NAME+SIGNATURE
   - 01-001-001Y-00 - 2PRIVATE.SCHOOL.NAME+SIGNATURE
   - 01-001-001Z-00 - COMBINEDPRIVATE.SCHOOL+SIGNATURES

- 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.

- **Upload**
- **Browse...**

**Delete Selected Files**

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

*Required field
Equitable Share Determination

Title I

• Equitable share is based on the number of low-income students attending nonpublic schools regardless of where the schools are based.

• Services are based on those students in academic need who reside within the public school’s boundaries.
# Bottom of Targeting Step 4

## Number of Low Income Students in Participating Schools

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Non Public</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equitable Share</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Low Income Students in Participating Title I School Attendance Areas</td>
<td>993</td>
<td>8</td>
<td>1001</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>99.20%</td>
<td>0.80%</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Proportional Share Amounts</strong></td>
<td>$936,458</td>
<td>$7,552</td>
<td>$944,010</td>
</tr>
</tbody>
</table>

## REQUIRED SET-ASIDES

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Non Public</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent and Family Engagement (District-level) 1% if allocation &gt; $500,000</td>
<td>15827</td>
<td>76</td>
<td>$15,903</td>
</tr>
<tr>
<td>Homeless</td>
<td>2500</td>
<td></td>
<td>$2,500</td>
</tr>
<tr>
<td>Neglected/Delinquent, if applicable</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>

## OPTIONAL SET-ASIDES

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Non Public</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Administration Costs</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Salary Differential</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Comprehensive Improvement School Support</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Targeted Improvement School Support</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Professional Development (District wide)</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Early Childhood Programs (District Wide)</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Summer School (District wide)</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Reservations</strong></td>
<td>$18,327</td>
<td>$76</td>
<td>$18,403</td>
</tr>
</tbody>
</table>

## Funds Available for Non Public Instruction and Professional Development

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Non Public</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funds Available</strong></td>
<td>$918,131</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Funds Available for Instruction to Individual Public Schools

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Non Public</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funds Available</strong></td>
<td>$7,476</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identifying Students for Services

- Multiple, educationally related, **objective** criteria are required:
  - Achievement tests
  - Grades
  - Under ESSA, **teacher recommendations and parent interviews will no longer be allowable**

- This is determined through consultation with the private school officials.

- The LEA must select private school children who are failing, or most at risk of failing, to meet high student academic achievement standards.
Title IIA and Title IVA
The application has been approved. No more updates will be saved for the application.

### Title II, Part A Program Activities

**A. Private School Proportionate Share of Funds - includes current year funds only, including transfers**

Indicate whether private, nonprofit schools will be participating in this program.*

- O Yes
- O 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.*

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>67421</td>
<td>Current Year Title II-A Allocation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td>0</td>
<td>Plus any funds transferred into the Title II-A program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td>0</td>
<td>Minus any funds transferred out of the Title II-A program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1d</td>
<td>67421</td>
<td>Total current year Title II-A Funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>546</td>
<td>Enter the enrollment of participating private schools from the Private Schools Participation form uploaded in the ESSA section of this application</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2053</td>
<td>Enter the total K-12 public enrollment from the Fall Enrollment Counts (formerly the Fall Housing Report) data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2399</td>
<td>Sum of public and participating nonpublic enrollment (Line 2 + Line 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>0.144227</td>
<td>Proportion of participating nonpublic school enrollment compared to total enrollment (Line 2/Line 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9724</td>
<td>Equitable private school share (Line 5 X Line 1d rounded to whole dollar)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Indicate the proposed expenditure(s) for this grant by providing amounts in the appropriate boxes below.* NOTE: The total planned expenditures must equal the total funds available, including carryover, as reflected on the Budget Detail page.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Proposed Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Development - Private Schools Share (calculated above)</td>
<td>9724</td>
</tr>
<tr>
<td>2. Professional Development for Public Schools</td>
<td>62573</td>
</tr>
<tr>
<td>3. Total for Professional Development</td>
<td>72297</td>
</tr>
<tr>
<td>4. Class-size Reduction Teachers (salaries and benefits)</td>
<td></td>
</tr>
<tr>
<td>5. Recruitment of Highly Qualified Teachers</td>
<td>1000</td>
</tr>
<tr>
<td>6. Recruitment of Highly Qualified Principals</td>
<td></td>
</tr>
<tr>
<td>7. Retention of Highly Qualified Teachers</td>
<td>4000</td>
</tr>
<tr>
<td>8. Retention of Highly Qualified Principals</td>
<td></td>
</tr>
<tr>
<td>9. Funds Used for REAP Purposes</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>11. Administration of the Title II-A Program</td>
<td></td>
</tr>
<tr>
<td>12. Other #1 (specify)</td>
<td></td>
</tr>
<tr>
<td>13. Other #2 (specify)</td>
<td></td>
</tr>
<tr>
<td>14. Other #3 (specify)</td>
<td></td>
</tr>
<tr>
<td>15. Other #4 (specify)</td>
<td></td>
</tr>
</tbody>
</table>

Total Proposed Expenditures: 77297

Total Funds Available, including carryover and transfers: 77297

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

### 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.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>10000</td>
<td>Total Title IV-A Funds Available</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>346</td>
<td>Enter the enrollment of participating private schools from the Private Schools Participation form uploaded in the ESSA section of this application</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>2053</td>
<td>Enter the total K-12 public enrollment from the Fall Enrollment Counts (formerly the Fall Housing Report) data</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>2399</td>
<td>Sum of public and participating nonpublic enrollment (Line 2 + Line 3)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>0.144227</td>
<td>Proportion of participating nonpublic school enrollment compared to total enrollment (Line 2/Line 4)</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>1442</td>
<td>Equitable private school share (Line 5 X Line 1 rounded to whole dollar)</td>
<td></td>
</tr>
</tbody>
</table>
ESSA Ombudsman

• “To help ensure such equity for such private school children, teachers, and other educational personnel, the [SEA] shall designate an ombudsman to monitor and enforce the requirements…” Sec. 8501(a)(3)(B)
• The public/nonpublic agreement on programming is to be sent to the ombudsman. Sec. 1117(b)(1)
• Role appears to cover Titles I, II, III, and IV. Sec. 8501(b)(1)
• ISBE views this role as more technical assistance than policeman — helping districts meet their consultation requirements.
• Carmine Draude
Title I District Plan
Title I Plan

• All districts in Illinois receiving Title I funds must submit a plan that was developed in consultation with stakeholders for approval in order to access their Title I dollars.
  ▪ Must revisit consultation and document.
  ▪ Annually review and update as necessary.
• Resubmit prior to submitting FY 2019 grant application.
• Receive Board approval if significant changes have been made.
• Be sure to save each page!!!
Getting Access to the Plan

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.

<table>
<thead>
<tr>
<th>Categories - Click to Expand/Collapse Tree</th>
<th>Authorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants</td>
<td></td>
</tr>
<tr>
<td>eGMS Dashboard</td>
<td>Authorized</td>
</tr>
<tr>
<td>Active Grants</td>
<td></td>
</tr>
<tr>
<td>NCLB Consolidated Application</td>
<td>Authorized</td>
</tr>
<tr>
<td>Reporting</td>
<td></td>
</tr>
<tr>
<td>Annual</td>
<td></td>
</tr>
<tr>
<td>NCLB Performance Report - FY 2016</td>
<td>Authorized</td>
</tr>
<tr>
<td>ISBE Internal</td>
<td></td>
</tr>
<tr>
<td>Web</td>
<td></td>
</tr>
<tr>
<td>Entity Profile System (Internal)</td>
<td>Authorized</td>
</tr>
</tbody>
</table>

Legend:  ℹ️ : System Description - Detailed  📅 : Due Dates  🧑‍💨 : Profile

Want to Signup for Other Systems?
Getting Access to the Plan Cont.

▪ Under Categories, locate “Title I District Plan.”

▪ Click “Sign Up Now.”

▪ This generates an email and IWAS notification to the district superintendent.

▪ The district superintendent has to approve.

▪ For further issues, please feel free to contact the Help Desk at (217) 558-3600.
Consultation

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

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

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 1112(a)(1)(A), 4106(c)(2)).

Resources: U.S. Department of Education Dear Colleague Letter on Stakeholder Engagement Partners for Each and Every Child - A District Guide to ESSA and the Importance of Stakeholder Engagement
Starting the Plan

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 access a system, simply click on the system description to use it.
Starting the Plan

eGMS - Grants Application

Year: 2019

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

<table>
<thead>
<tr>
<th>Application / Amendment</th>
<th>Original Submit Date</th>
<th>Status</th>
<th>Status Date</th>
<th>Consult</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-TIPlan-00 Original Application</td>
<td>06-16-2017</td>
<td>Final Approved</td>
<td>10-06-2017</td>
<td></td>
</tr>
</tbody>
</table>
# Plan Overview

**Program:** Every Student Succeeds Act (ESSA) - District Title I Plan

**Purpose:** The District Title I Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and with parents of children in schools served under this part, and as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C.2301 et seq., the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

**Legislation:**
- Every Student Succeeds Act (ESSA)
- Individuals with Disabilities Education Act
- Rehabilitation Act
- Carl D. Perkins Career and Technical Education Act
- Workforce Innovation and Opportunity Act
- Head Start Act
- McKinney-Vento Homeless Assistance Act
- Adult Education and Family Literacy Act

**Due Date:** As soon as possible, but no later than June 30 if a July 1 start date is required with the understanding that approval of the Title I District Plan is required for the approval of the Title I Application.

**Duration:** The District Title I Plan shall be submitted for the first year for which ESSA is enacted and shall remain in effect for the duration of participation.

**Amendments:** Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan. These amendments may necessitate amendment of the Title I Application.

**Instructions:** [Instructions in PDF format]
District Information

Contact Person

Last Name*

First Name*

Middle Initial

Personal Title *

Position Title*

Address 1*

Address 2

City*

State*

Zip +4 *

Phone*

Fax

Summer Phone*

Email*

Use this text area for any needed explanations to ISBE in regard to this program.
Amendments Tab

Select the radio button that defines your plan submission. If this is an Amended Plan, a brief description of the changes is required.

Indicate whether this is an original plan or an amendment. *
- Original Plan (Applicant is submitting plan without changes from prior year)
- Amending Previously Approved Plan (Applicant is submitting plan with revisions from prior year)

Plan Changes
Provide a brief description of the changes which have been made with this amendment.
(0 of 1500 maximum characters used)
An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below. **ESEA section 1112(a)(1)(A)**

Such stakeholders must include, but are not limited to, the following:
- teachers,
- principals,
- other school leaders,
- paraprofessionals,
- specialized instructional support personnel,
- charter school leaders (in a local educational agency that has charter schools),
- administrators (including administrators of programs described in other parts of this title),
- other appropriate school personnel, and
- parents of children in schools served under this part.

The box below reflects the response from the last approved FY18 Consultation response. It reflects the previous articulation of how the LEA consulted with the stakeholders identified above in the development of this plan. It also includes a list of meeting dates and how stakeholders' input impacted the final plan submission, as well as, references to particular meetings and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested at a later date. Please keep sign-in sheets, agendas, and other documentation on file. *

In the box below, articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Include a list of meeting dates and how stakeholders' input impacted the final plan submission, as well as, references to particular meetings and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested at a later date. Please keep sign-in sheets, agendas, and other documentation on file. *

Re-display of the approved response from the FY18 Title I District Plan.

Our LEA team met on May 2, 2017, May 19, 2017, and May 22, 2017. On May 22nd, our superintendent allowed us access to the District Title I Plan, and the two Title I teachers previewed the information and discussed our current plan. We then brainstormed the list of stakeholders needed to meet with us on May 19th and May 22nd to develop our updated plan. Our principal gave his approval for the meeting dates. We consulted with a paraprofessional who is also a parent of a child served under this plan. Her insight was beneficial to some of the key parent changes in order to increase parental involvement. A fourth grade teacher involved with the creation of this plan was able to help inform us on the literacy curriculum used by all grade levels in the regular classroom setting. Our Special Education Coordinator provided the information for our district behavior and adolescent transition questions. Our Speech Language Pathologist was able to guide us with the details of the per-kindergarten screening process. The team will meet again in May of 2018 to review and revise the District Title I Plan as needed.

Review the information from your FY18 Plan displayed above. Copy the text into the text area below. Make necessary changes and save the page. DO NOT use special characters, 'see above', or n/a as this will delay the approval of your plan.

(0 of 1500 maximum characters used)

*Required field

Copy and paste information. Make changes as needed
Plan Pages - Part 2

District Plan Provisions:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

2. **Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.**

   All staff are highly qualified with the appropriate teaching license, who have mastered their pedagogy and skilled at teaching, and know how to build relationships with students. Liberty CUSD2 makes it a priority to hire the right people for the right positions. Teachers are mentored and have a team of equivalent grade level or subject area to work with when supporting students and in their own growth of professional practice.

   If a disparity is identified with low-income or minority students as we look at data each quarter, we will take those students first when offering interventions and Title I services. We will meet with those students daily to provide additional help. We will progress monitor those students with running records and STAR 360. If the intervention is not working, then we will try a different strategy or approach. Again, continuing to monitor their progress daily.

   To support teachers to work with students and disparities, ineffective teachers are released through their evaluation process. Inexperienced teachers are being mentored. We do not have any teachers who are out-of-field, they are all highly qualified and licensed in the area they teach. We have made it a priority in Liberty CUSD2 to place the “right” people in the “right” positions to make the greatest impact on student achievement.

Review the information from your FY18 Plan displayed above. Copy the text into the text area below. Make necessary changes and save the page. DO NOT use special characters, ‘see above’, or n/a as this will delay the approval of your plan.

(1340 of 7500 maximum characters used)
Plan Pages - Part 3

District Plan Provisions:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

4. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA:
   - Measures of Poverty from 1113(5)(A) and (B)
   - School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
   - TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
   - Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
   - Composite: a composite of such indicators,
   - Secondary School Feeder: For measuring the number of students in low-income families in secondary schools, the district shall/may use the same measure of poverty above or an accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas that feed into the secondary school to the number of students enrolled in such school.

5. (A) Select the types of Title I programs the district is operating in all attendance centers. * Program Guidance
   - Targeted Assistance
   - Schoolwide
   - Both Targeted Assistance and Schoolwide

(B) Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? *
   - Yes
   - No

(C) Create and upload an attachment which lists each attendance center/school, by applicable program. *
   For convenience and consistency, please download the excel template and complete each applicable column. To facilitate future amendments, save the completed document using the district RCDT code and the word Original or Amendment within the name of the file. (example: 88-888-88888-88 Original)
   Excel Template

To Upload: Browse your fields 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 green bordered area below.*

Any uploaded files will appear below. Ensure naming conventions have been applied for differentiation. Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button below. Note: file uploads can only be deleted prior to submission to ISBE.

Delete Selected Files

Check the box below, as appropriate.
   - Upload file represents an original listing of attendance centers.
   - Upload file represents an amendment to the attendance centers previously uploaded.

Save Page

Whole Child ● Whole School ● Whole Community

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Board Approval, Certification, and Assurances

By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the Title I District Plan.

Re-display of the Board Approval date for the FY18 Title I District Plan.

06/15/2017

Copy the date above or enter the amendment date, if applicable, in the text area below. Do not use special characters.

Each district plan shall provide assurances that the district will:

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;

3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));

4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

5. collaborate with the State or local child welfare agency to—
   (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
   (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
      (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security
      (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
         (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
         (II) the local educational agency agrees to pay for the cost of such transportation; or
         (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and

7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9835(a)).
Assurance Pages - Assurances

Assurances

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, 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 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 the Grant 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. (v.2.23.2017)

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 Title I District Plan

Signature of School District Superintendent / Agency Administrator

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

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: 3/21/2018

Application

District Data Entry
Business Manager
District Administrator
ISBE Program Administrator
Schoolwide Programming

- Targeted Assistance vs. Schoolwide
- Schoolwide Waiver
- Planning
- Schoolwide Plan
## Schoolwide Program vs. Targeted Assistance

<table>
<thead>
<tr>
<th>Schoolwide Program Schools</th>
<th>Targeted Assistance Schools</th>
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</thead>
<tbody>
<tr>
<td>• All students are eligible.</td>
<td>• Activity and expenditure must benefit only students/families identified through student selection.</td>
</tr>
<tr>
<td>• Strategies implemented are identified through comprehensive needs assessment included in the Schoolwide Plan.</td>
<td>• Supplemental instruction/services.</td>
</tr>
<tr>
<td>• Provide high-quality education for all students to close the achievement gap.</td>
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</tbody>
</table>
ESSA Schoolwide Waiver

• State Plan Proposal
  – ISBE will use 20% poverty as the initial threshold for schools to receive consideration for the Schoolwide Waiver.
  – Further considerations will include the educational need for schoolwide status.

• Educational need may include:
  – Size of school
  – The benefit the schoolwide status will provide
  – Other
General:
Schoolwide flexibility allows a school to upgrade the entire educational program of a school that serves a high number of children from low-income families, in the instance of this waiver, 20% or more children from low-income families. The school will have to explain how taking advantage of the schoolwide waiver will allow them to use their funds to upgrade the entire educational program to provide a high quality education and close achievement gaps. Normally the threshold is 40% poverty, but this waiver allows schoolwide programs where 20% or greater poverty exist in a school.

Instructions: Complete this form to request a waiver of the 40 percent school poverty threshold requirement for Title I, Part A (schoolwide eligibility). This waiver is required when the poverty rate of a Title I school that wishes to move to a schoolwide program falls below 40 percent. Due to ranking order, Sec. 1113, waiver approval does not guarantee schoolwide eligibility. Please return to the address above, marked to the attention of your assigned Principal Consultant, Strategy and Analytics Division. (NOTE: The school must be at or above 20% poverty at the time of Board Approval.) Please sign, scan, and e-mail this form to your principal consultant. Principal consultant assignments can be found here: https://www.isbe.net/Documents/nclb_pc_reg_asmt.pdf.

Deadline: All waiver applications must be submitted 30 days prior to submitting your original application for the school year that will begin in the fall.
Schoolwide Waiver

• Part 1: Waiver Justification

A. Describe the need and rationale for this schoolwide waiver. Include reasons why the need(s) cannot be met without a schoolwide program and/or why needs are not being met under the current targeted assistance programming.

B. Please provide the educational need to receive schoolwide status. Please outline the size and demographics of the school as well as the academic status of the students and any other factors that may contribute to your need for schoolwide programming.

• Part 2: Certification

The signatures below certify that the waiver application is complete and all data and responses are true and accurate to their knowledge.

__________________________________________________________________________
Signature of School Principal

Date Signed

__________________________________________________________________________
Signature of Superintendent

Date Signed
ESSA Schoolwide Planning

1. Needs Assessment
2. Comprehensive Plan
3. Evaluate
ESSA Schoolwide Plans (§1114)

SCHOOLWIDE PROGRAM PLAN CRITERIA:

• Consultation with ALL stakeholders
• Monitored and updated regularly
• Available to the public
• Developed in coordination and integration with other federal, state, and local services, resources, and programs
  – Violence prevention programs
  – Nutrition programs
  – Housing programs
  – Head Start programs
  – Adult education programs
  – Career and technical education programs
• Comprehensive Needs Assessment
ESSA Schoolwide Plans (§1114)

SCHOOLWIDE PROGRAM PLAN shall include a description of ....

1. Strategies the school will be implementing to address school needs.
   – Describe how strategies will:
     • Provide opportunities for all children, including each of the subgroups of students.
     • Use methods and instructional strategies that strengthen the academic program and address the needs of all children in the school.

2. The specific SEA, LEA, and other federal programs that will be consolidated, if applicable.

3. Schools that operate, establish, or enhance preschool programs for children who are under 6 years of age.
ESSA Schoolwide Plans Continued:

SCHOOLWIDE PROGRAM PLAN shall include a description of ....

4) The services that may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

5) Use of funds for Dual or Concurrent Enrollment Programs that address the needs of low-achieving secondary school students and those at risk of not meeting challenging state academic standards.
Student Support & Academic Enrichment Grants (§4101) under ESSA, Title IV – Part A

Every Student Succeeds Act
Purpose Of Title IV – Part A

The purpose of this subpart is to improve student academic achievement by increasing the capacity of states, Local Education 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.
ESSA allows 100% transferability of Title IV-A funds:

- Between Title II $\leftrightarrow$ Title IV
- From Titles II and IV $\rightarrow$ Title I

- May not transfer funds out of Title I
- State or district may transfer funds
- May transfer only for current fiscal year
Planning for Title IV

If a district receives >$30,000, the following are required when applying for grant:

1. Consultation with all relevant stakeholders
   • Please note that if funds are transferred, private schools must be consulted and a new consultation form completed prior to the funds being transferred.

2. A Comprehensive Needs Assessment
   • Conducted every 3 years and to address all 3 focus areas (well-rounded, safe and healthy students, and technology).
   • Descriptions of the programs/services that the LEA will implement to carry out the objectives of the grant.

If a district’s allotment is <$30,000, the district is exempt from the Needs Assessment requirement.
Programming has 3 Categories

- Well-Rounded Educational Opportunities
- Safe and Healthy Students
- Technology
Activities to Support Well-Rounded Educational Opportunities

• Are coordinated with other schools and community-based services and programs.

• **May** include programs and activities, such as...
  – College and career guidance and counseling programs.
  – Programs and activities that use music and the arts.
  – Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM or STEAM subjects”).
  – Efforts to raise student academic achievement through accelerated learning.
  – Foreign language instruction.
Activities to Support Safe and Healthy Students

• Are coordinated with other schools and community-based services and programs.
• Foster safe, healthy, supportive, and drug-free environments that support student academic achievement.
• Promote the involvement of parents in the activity or program.
• **May** include programs and activities, such as...
  • Drug and violence prevention.
  • Mental health services.
  • Programs or activities that integrate health and safety practices into school or athletic programs.
  • Bullying and harassment prevention.
Activities to Support the Effective Use of Technology (15% CAP)

Funds shall be used to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students by:

- Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to personalize learning to improve student academic achievement and other objectives;
- Building technological capacity and infrastructure;
- Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology;
- Carrying out blended learning projects;
- Providing professional development in the use of technology so that students in rural, remote, and underserved areas have the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators;
- Providing students in rural, remote, and underserved areas with digital learning resources.
Grant Periodic Reporting System Reports
Purpose Of Grant Periodic Reports

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

The Grant Periodic Reports are monthly or quarterly reports completed by the LEA and submitted for approval to ISBE to meet the requirements of GATA and to demonstrate the district’s accountability and transparency with Title services.
How to Find and Check Status of Reports

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.

My Systems

Categories - Click to Expand/Collapse Tree

Reporting

- Grant Periodic Reporting System

Legend: ①: System Description - Detailed ②: Due Dates ④: Profile

Want to Signup for Other Systems?
### Past Due Reports

- Ag Ed Incentive Universities-Budget Application (3235-00)
- Agricultural Education - GAST (3235-01)
- STEM CTE Leadership and Technical Assistance (4720-00)
- Math and Science Area Partnerships (4936-7B)

<table>
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<th>Time Period</th>
<th>Last Update Id</th>
<th>Last Update Date</th>
<th>Due Date</th>
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<tr>
<td>12/31/2017</td>
<td></td>
<td></td>
<td>1/30/2018</td>
</tr>
</tbody>
</table>
Optional upload feature: LEA may choose to include documents to support deliverables or results.
In the UGA Exhibit B text box, write a report of the Title services delivered during the reporting period.

**Deliverables**: What has been paid out of the grant during this reporting period based upon your Title budget. [Deliverables may consist of all services, goods, products, work product, data, items, materials and property to be created, developed, produced, delivered, performed, or provided by or on behalf of, or made available through, the Grantee in connection with the UGA.]
Title I
Deliverables: Please complete, elaborate, and align the deliverables with the Title I budget for the reported period. The information shared should demonstrate progress toward increasing student achievement and closing education gaps while explaining how the students were served.

Title II
Deliverables: Please complete, elaborate, and align the professional development/class-size reduction/recruitment/retention/REAP flexibility with the Title II budget for the reported quarter. If the budget includes class-size reduction, please note this information in both sections.

Title IV
Deliverables: Please complete, elaborate, and align programs that were implemented with the Title IV budget for the reported quarter.

**If funds were transferred to another grant leaving a zero allotment/balance, please note in the “Transferred Funds” section.
In the Results/Accomplishments in Reporting Period textbox, report the results of the services delivered in the box above. Performance Measures: The measurable outcomes from what was purchased and listed in the Deliverables section. [Performance measures: target level of performance expressed as a tangible, measurable objective against which actual achievement can be compared, including a goal expressed as a quantitative standard, value, or rate.]
Title I
Performance Measures: Please complete, elaborate, and align the intended result(s) or consequence(s) that (will) occur(red) from carrying out the program and/or activity/activities impacted for the reported period. Include measurable outcomes (For example, the enrollment of 100 students (will) increase(d) student achievement level by 40% in math/reading, 20 teachers attended professional development activities that (will) affect(ed)/influence(d) 150 students/eight classrooms, or 85% of assessments were completed.)

Title II
Performance Measures: Please complete, elaborate, and align the delivered professional development/class-size reduction/recruitment/retention/REAP flexibility that (will) affect(ed)/influence(d) instruction/performance. Include measurable outcomes. (For example, 20 teachers attended professional development activities that (will) affect(ed)/influence(d) 150 students/eight classroom or 85% of teachers participated in the recruitment and mentoring programs.)

Title IV
Performance Measures: Please complete, elaborate, and align the intended result(s) or consequence(s) that (will) occur(red) from the delivery of a program and/or activity/activities impacted. Include measurable results. (For example, 85% of students enrolled in dual credit coursework that resulted in A/B grades or 100% of the student population participated in the Bully Prevention Program/Assembly.)

**For funds transferred out of another Title leaving a zero allotment/balance, please note each section with “Transferred Funds.”
Complete the last two statements by indicating the status of your grant. If necessary, comment in the text box provided.

Submit your report to RCDT/ISBE for approval.
DisapprovedReports

If a report is disapproved, it will be returned to the district with notes on areas that need to be revised. Please revise reports and resubmit within 10 days of the disapproval to remain in compliance with grant requirements.

Contact your principal consultant with any questions or concerns.
Any questions?
Resources

1. Illinois State Board of Education: [isbe.net/essa](https://isbe.net/essa)
2. Title I District Plan Webinar: [https://attendee.gotowebinar.com/recording/596460159418363649](https://attendee.gotowebinar.com/recording/596460159418363649)
3. GATA: [https://www.isbe.net/gata](https://www.isbe.net/gata)
4. GPRS Webinar: [https://register.gotowebinar.com/recording/6441169303094068482](https://register.gotowebinar.com/recording/6441169303094068482)
5. FY18 ESSA Title allocations: [https://www.isbe.net/Documents/FY18-Projected-ESSA-Allocations-Title-I-II-IV.pdf](https://www.isbe.net/Documents/FY18-Projected-ESSA-Allocations-Title-I-II-IV.pdf)
6. Fall 2016-17 Enrollment Counts: [https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx](https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx)