



Title Grants New Director Training





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

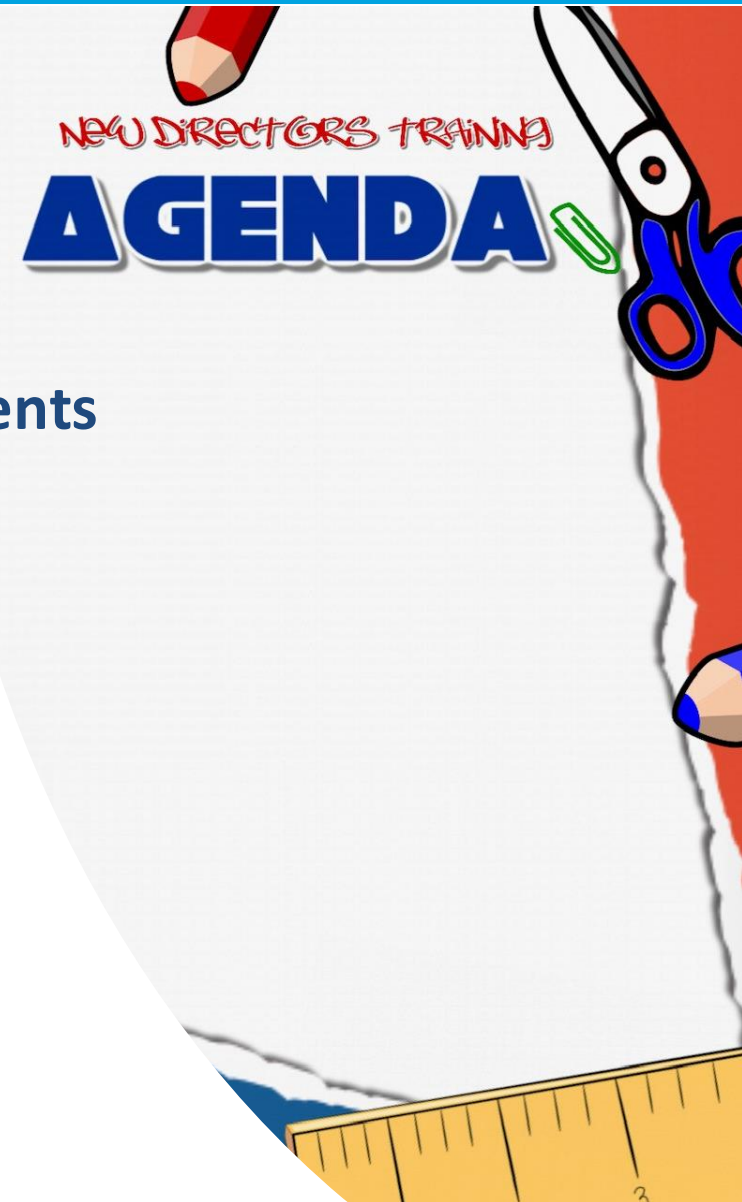
- *Every child in each public school system in the State of Illinois deserves to attend a system wherein...*
 - All kindergartners are assessed for readiness.
 - Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet 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.



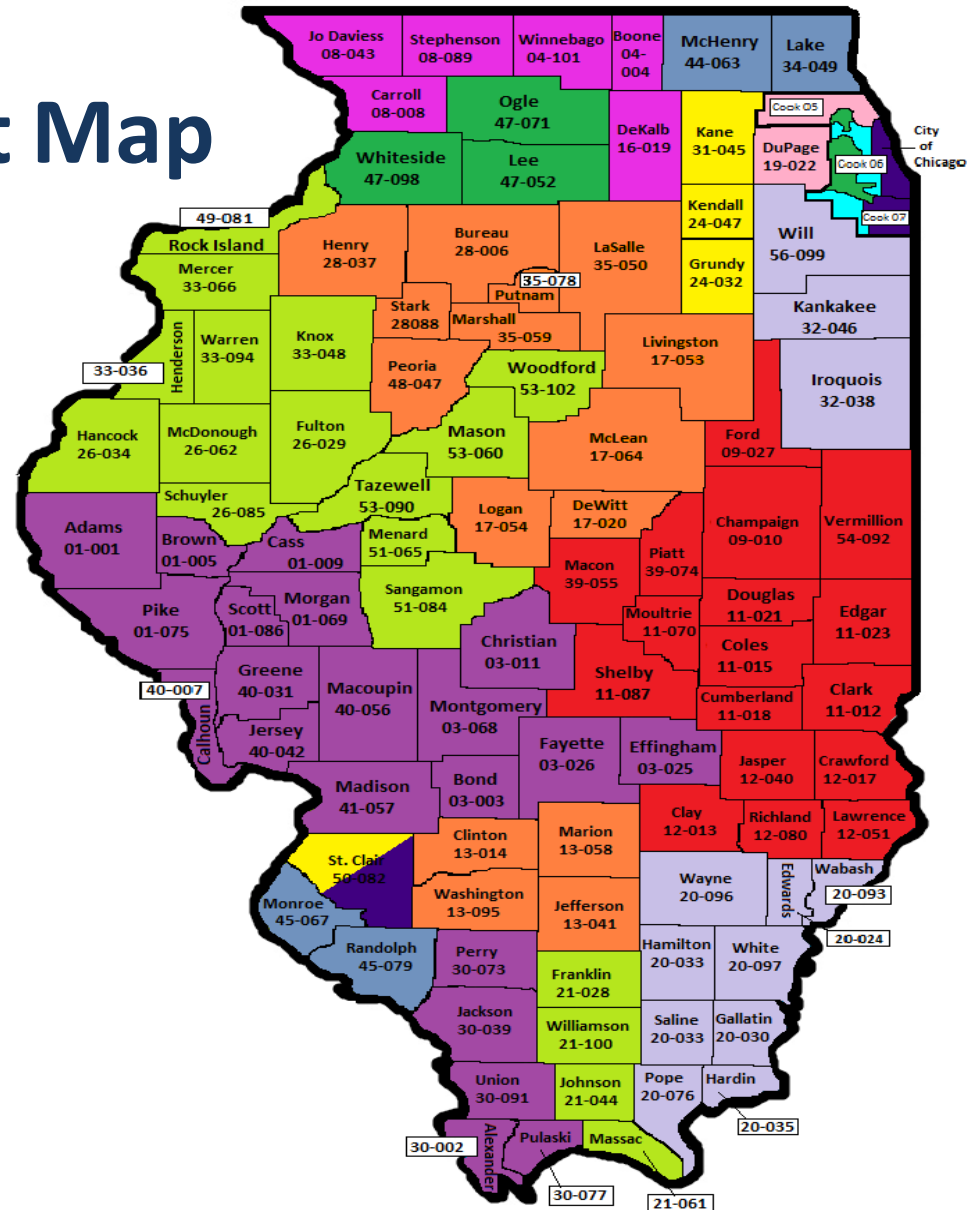


-
- Title Department Role and Assignments
 - Purpose of Title
 - Life Cycle of the Grant
 - Consolidated District Plan (CDP)
 - Grant Application Process
 - Grant Reporting
 - Final Allocations and Amendments
 - Resources



Regional Consultant Map

- Emily Bivens
- RaTasha Bradley
- Claudette Davis
- Kathleen Dowling
- Shiowa Hanson
- Cheryl Ivy
- Lazell Logan
- Amber Murray
- Mitch Parrish
- Nathalie Ruiz
- Roslyn Simmons-Lindsay
- Katrina Toran





Title Grants Administration

- The team ensures that program implementation supports District and Agency goals and activities align with ESSA.
- The team provides state-level technical assistance for the following programs:
 - Title I, Part A
 - Title I, Part A School Improvement 1003(a)
 - Title I, Part D (Neglected and Delinquent)
 - Title II, Part A
 - Title IV, Part A
 - Title V, Part B (Rural and Low-Income Schools-RLIS)



Title I – Part A - Purpose



- Title I is designed to help students served by the program to achieve proficiency on challenging state academic achievement standards by providing supplemental supportive services.
- Title I provides support to schools that implement either a “[schoolwide program](#)” or a “[targeted assistance program](#).”



Title I – Part A

School Improvement 1003(a) - Purpose

- Provides significant opportunity to close education achievement gaps in schools designated as Comprehensive Support and Improvement (Lowest Performing) or Targeted Support and Improvement (Underperforming).
- Schools determined by state's accountability system
- Schools must develop and implement school improvement plans informed by indicators



Title I, Part D - Purpose

- Improves educational services for children and youth in local and tribal State institutions for neglected or delinquent children and youth.

Provides:

- Services for successful transition from institutionalization to schools or employment.
- Support systems with families and community.



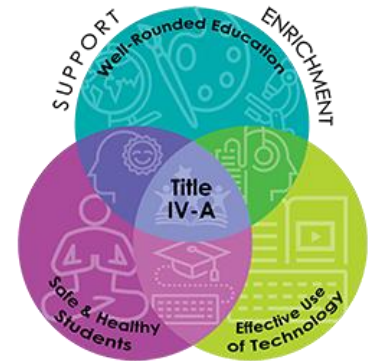
- Increases quality and effectiveness of teachers, principals, and other school leaders.
- Increases the number of effective teachers, principals, and other school leaders.
- Provides low-income and minority students greater access to effective teachers, principals and other school leaders.
- Class size reduction



Title IV, Part A - Purpose

Improves student achievement by increasing the capacity of states, LEA, schools, and local communities to:

- Provides all students a **well-rounded education**.
- Creates **safe & healthy** conditions for student learning.
- Improves the **use of technology** in order to improve the academic achievement and digital literacy of all students.





Title V, Part B - Purpose

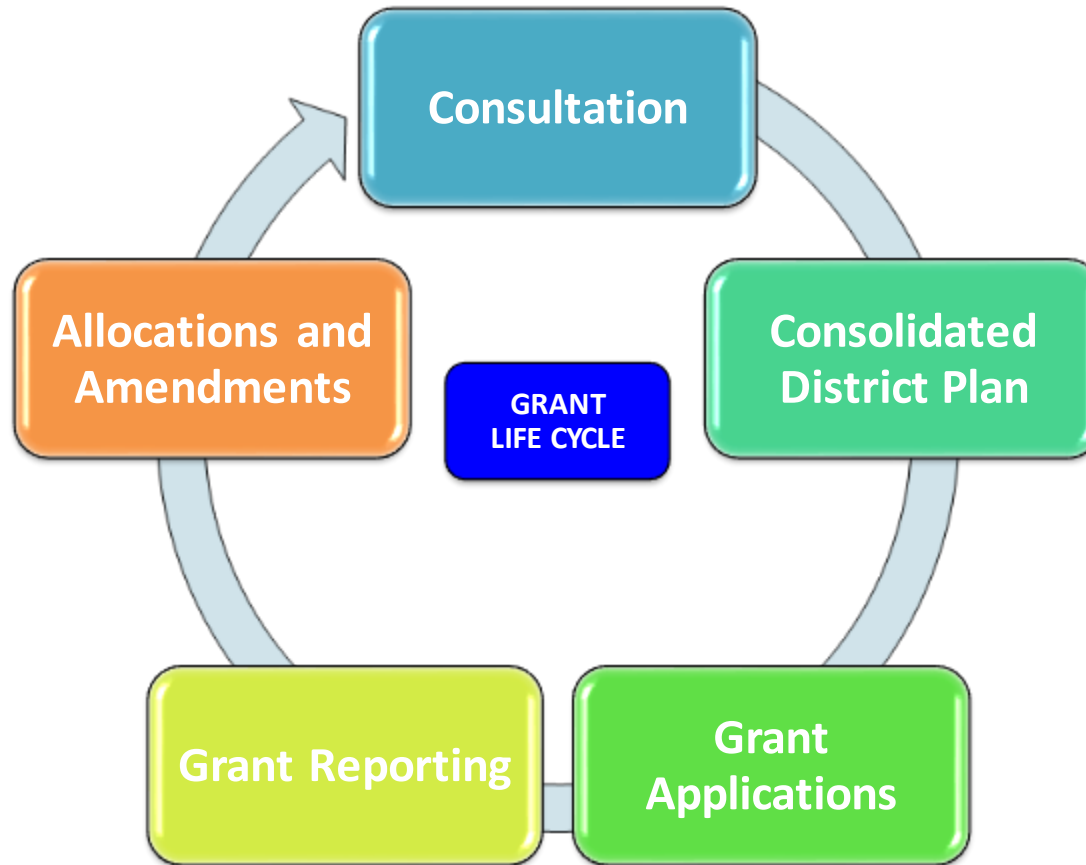
Rural and Low-Income School (RLIS) assists rural school districts that serve large numbers of low-income students to improve the quality of instruction and student academic achievement.

This program addresses the unique needs of rural school districts that frequently:

1. Lack the personnel and resources to compete effectively for Federal competitive grants; and
2. Receive formula grant allocations in amounts too small to effectively meet their intended purposes.

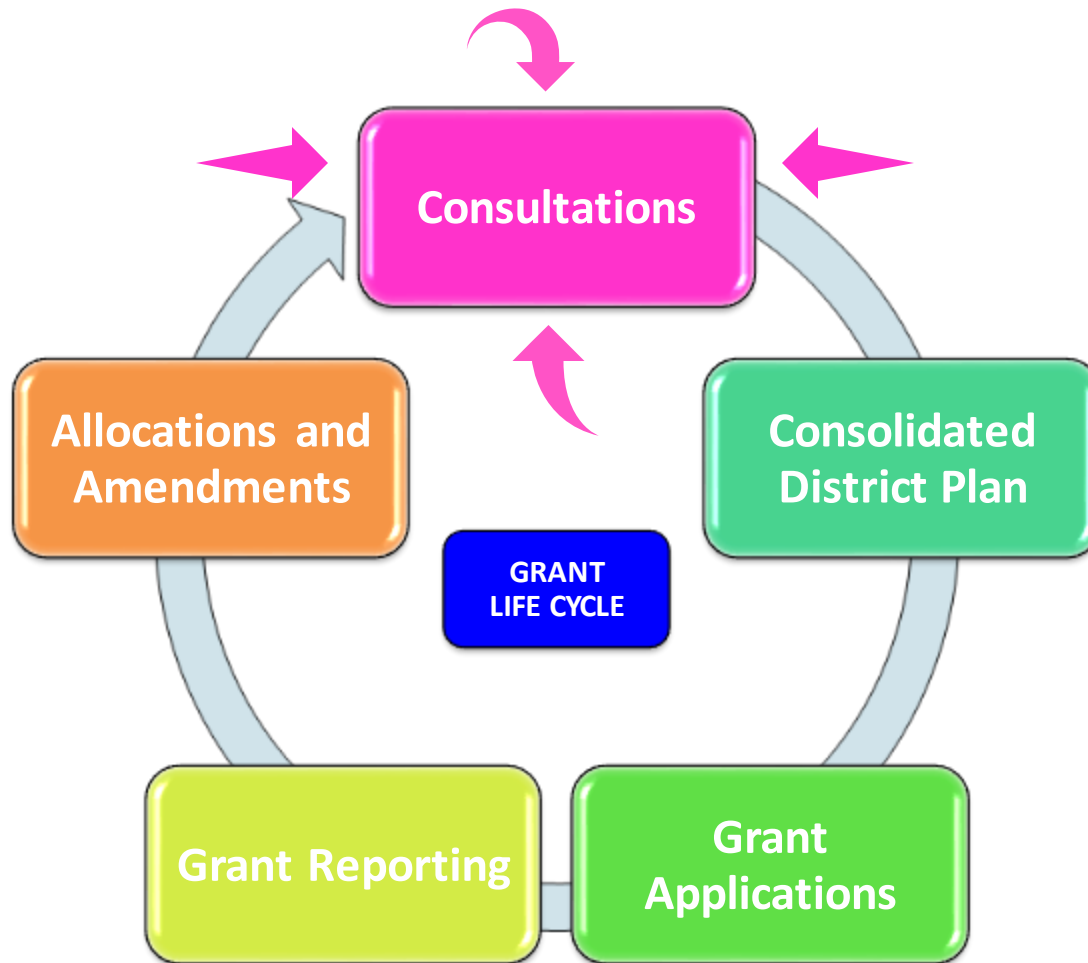


Life Cycle of the Grant





Life Cycle of the Grant: Consultation





Consultation

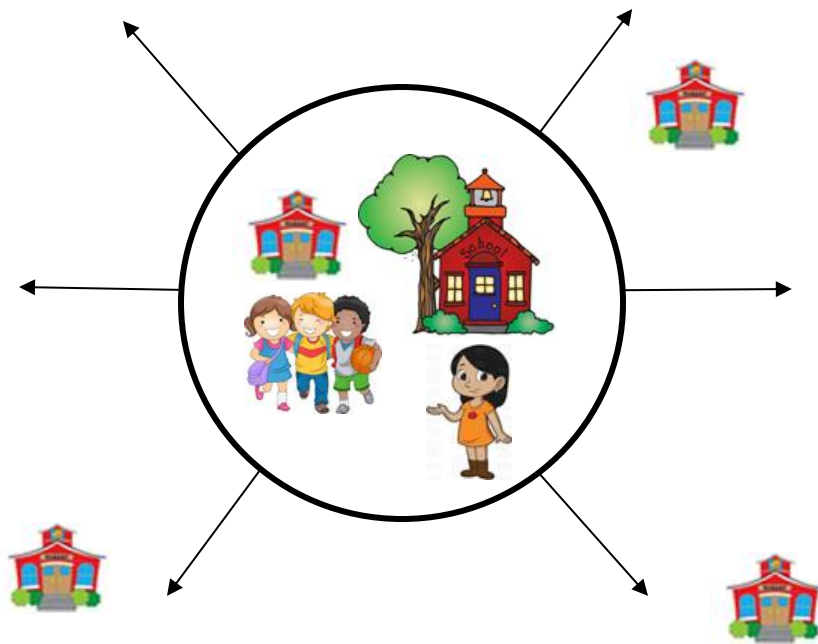
Plan and prepare timely and meaningful consultation with stakeholders in the development of Title programming. Below is an example of stakeholders:

- Teachers
- Principals
- Paraprofessionals
- Parents
- Guidance staff
- Non-public schools



Non-public Participation

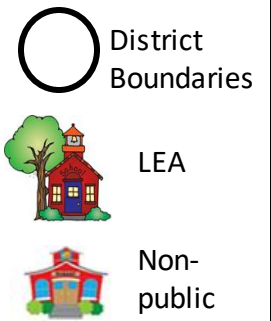
Title I
(NP Low-Income)



Title II & IV
(Total Enrollment)




Key





Nonpublic Consultation

- Consultation must occur between the LEA and the nonpublic administrator if the district serves nonpublic schools.
- Consultation must be documented.
- ISBE Nonpublic School Consultation Participation form must be completed for each nonpublic school within the attendance area.

 **Illinois State Board of Education**
100 North First Street, N-242
Springfield, Illinois 62777-0001

NONPUBLIC SCHOOL CONSULTATION PARTICIPATION FORM
GRANT APPLICATION IN THE
20__-20__ SCHOOL YEAR
(Based on data gathered in FY 20__)

TITLE GRANTS DIVISION

Instructions: This form is to be completed by nonpublic school officials. The completed form is then to be uploaded into the district's ESSA consolidated application by the district.

Title I-A Improving Basic Programs Operated By State and Local Education Agencies
Title II-A Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders
Title IV-A Student Support and Academic Enrichment Grants

PUBLIC DISTRICT NAME AND NUMBER	PUBLIC REGION, COUNTY, DISTRICT, TYPE CODE
NONPUBLIC SCHOOL NAME	NONPUBLIC REGION, COUNTY, DISTRICT, TYPE CODE
NONPUBLIC SCHOOL ADDRESS (Street, City, State, Zip Code)	NONPUBLIC TOTAL ENROLLMENT

Please check the appropriate boxes to indicate participation.

Title I-A—Equitable share is based on 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 in the public school district's boundaries. Estimated number of low-income students _____

Title II-A—Equitable share is based on the total population of the nonpublic schools' students based within the public school district's boundaries regardless of the number of nonpublic students that would attend a district public school.

Title IV-A—Equitable share is based on the total population of the nonpublic schools' students based within the public school district's boundaries regardless of the number of nonpublic students that would attend a district public school.

The following topics must be discussed during the ongoing consultation process:

- How the LEA will identify needs.
- What services the LEA will offer.
- How and when the LEA will make decisions about delivery of services.
- How, where, and by whom the LEA will provide services.
- How the LEA will academically assess program success.
- Size and scope of services. When, including the approximate time of day, services will be provided.
- Method of sources of data to determine number of students.
- Equitable services the LEA will provide to teachers and families.
- Service delivery mechanisms.
- Consideration and analysis of the views of the private school officials about third party providers and whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor.
- How the proportion of funds allocated for equitable services is determined.
- Whether to provide equitable services to eligible private school children by pooling funds or on a school-by-school basis.
- Whether to consolidate and use funds available for Title I equitable services in coordination with eligible funds available for equitable services for programs covered under Section §501 (b).

We ☐ agree ☐ do not agree that initial timely and meaningful consultation occurred before the LEA made any decision that affected the equitable participation of eligible private school children in the Title I-A program.

We ☐ agree ☐ do not agree that initial timely and meaningful consultation occurred before the LEA made any decision that affected the equitable participation of eligible private school children in the Title II-A program.

We ☐ agree ☐ do not agree that initial timely and meaningful consultation occurred before the LEA made any decision that affected the equitable participation of eligible private school children in the Title IV-A program.

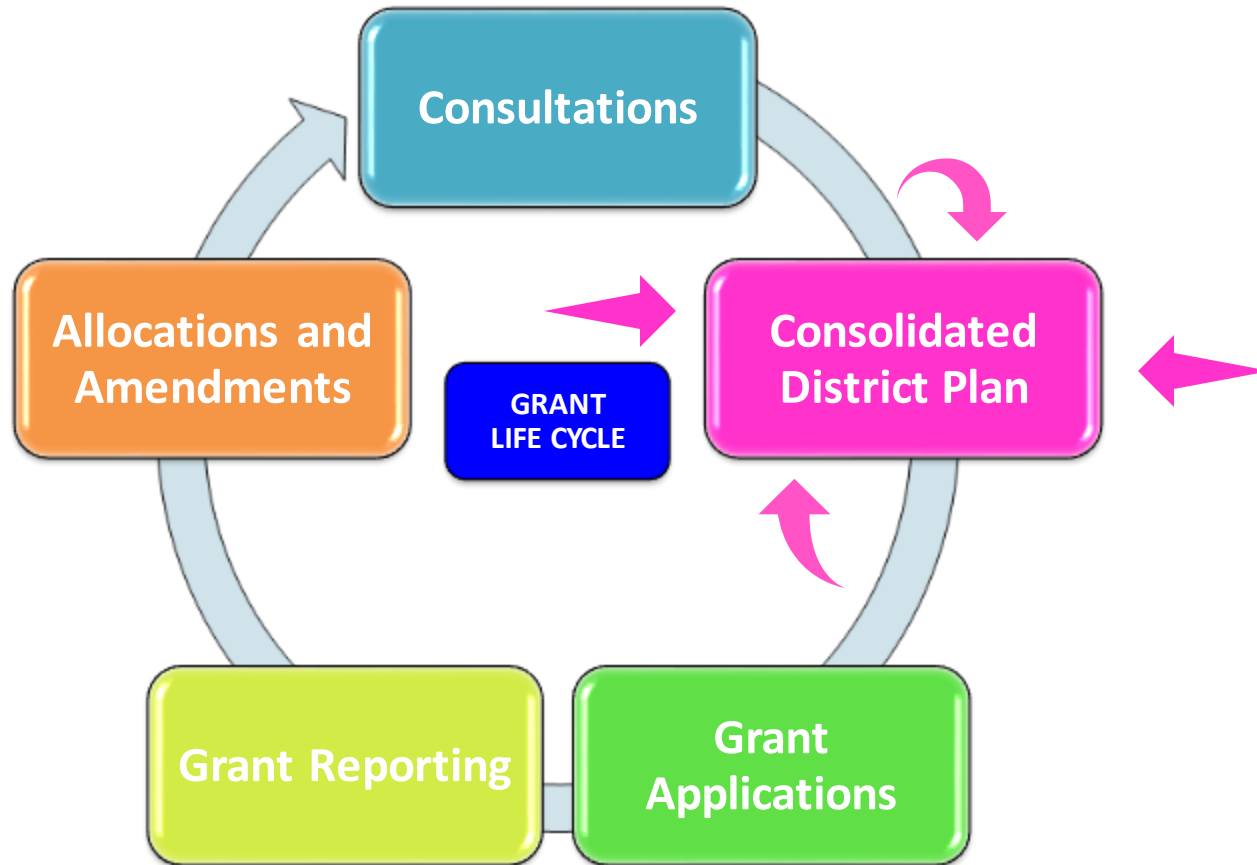
Date _____ First Name of Nonpublic, Nonprofit School Official _____

Original Signature of Nonpublic, Nonprofit School Official _____

ISBE 43-20 (9/17)



Life Cycle of the Grant: Consolidated District Plan





Consolidated District Plan Purpose

- Allows grantees to provide one set of answers to planning questions in order to meet the requirements for 12 federal formula grants.

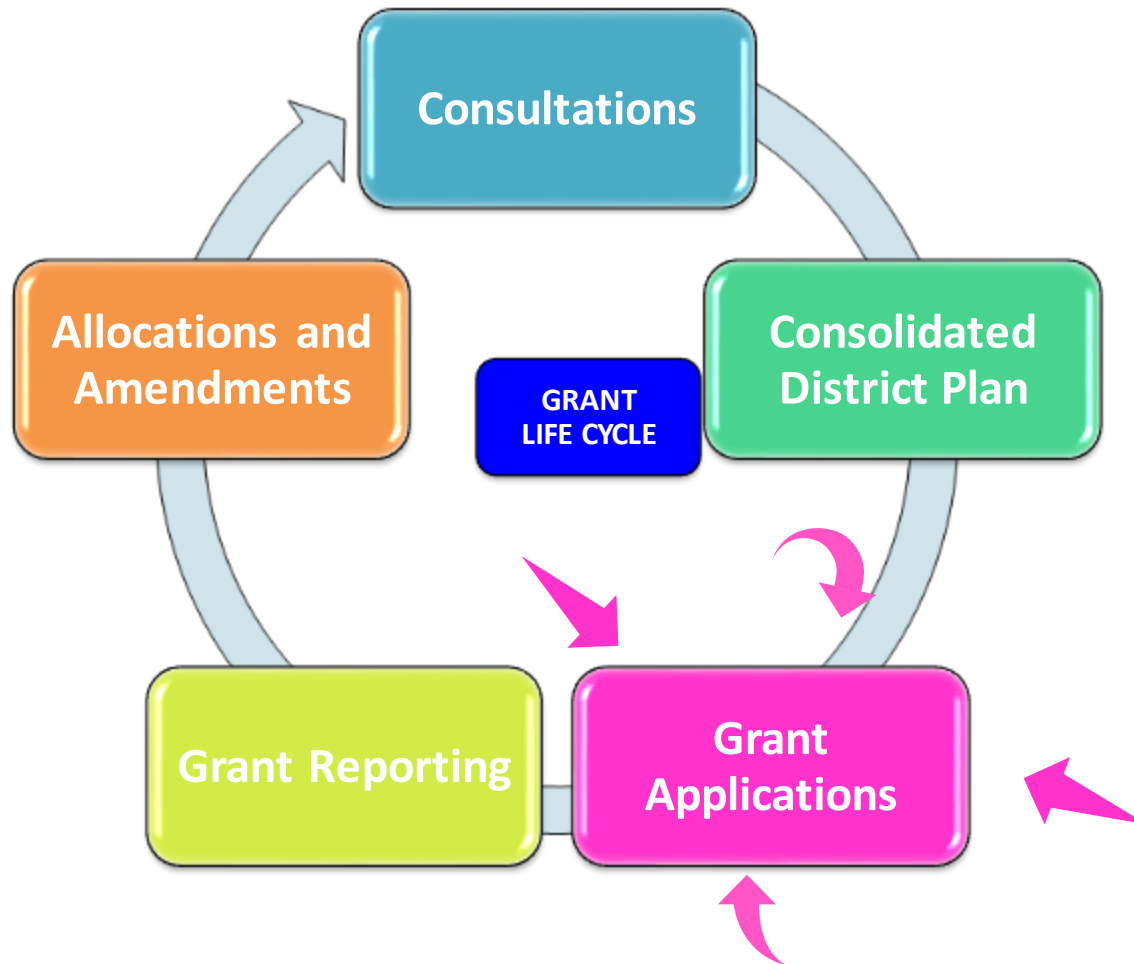


Consolidated District Plan (CDP) Twelve Federal Grant Programs

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



Life Cycle of the Grant: Grant Applications





What Generates Funding?

Census data drives the allocation to the state and districts.

USDE releases/uses data from 3 years prior.

Title I Eligibility:

Basic Grant allocations, a District must have:

- A poverty count of at least 10 students **and**
- A low-income rate of greater than 2%.

Targeted and EFIG Grants allocations, a District must have:

- A poverty count of at least 10 students **and**
- A low-income rate of at least 5%.

Concentration Grants allocations, a District must have:

- Greater than 6,500 in poverty count **or**
- Greater than 15% low-income.

www.census.gov/did/www.saipe.contact.challenges.html

Title II Eligibility:

- Title II is generated by Title I using the same census data **and**
- 80% poverty and 20% population

Title IV Eligibility:

- Based on Title I eligibility

Please contact Funding and Disbursements for more information (217) 782-5256

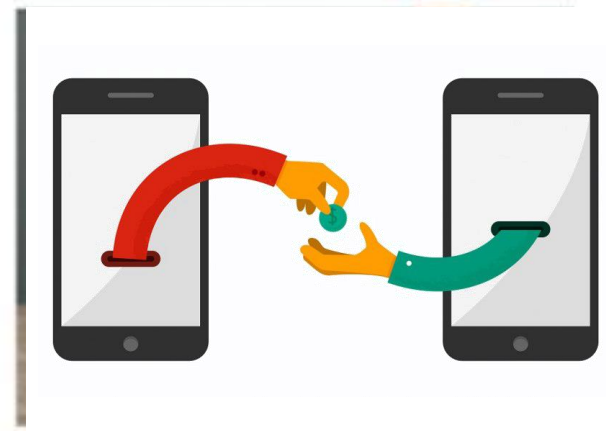


Transferability of Funds

ESSA allows 100% transferability of Title IV-A funds:

Between Title II ↔ Title IV

From Titles II and IV → Title I



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



Allotment

ESSA Overview	Approval Status	Allotment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Allotment

[Instructions](#)

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

	T1ESSA-4300	T2ESSA-4932	T4SSAE-4400
Current Year Allotment	\$188,253	\$26,072	\$12,640
Reallotted Funds (+)	0		
Released Funds (-)	0		
Carryover (+)	\$23,711	\$1,628	0
PrePayment (+)	0	0	0
SUB TOTAL	\$211,964	\$27,700	\$12,640
Multi-District			
Transfer In (+)	0	0	0
Transfer Out (-)	0	0	0
Administrative Agent			
ADJUSTED SUB TOTAL	\$211,964	\$27,700	\$12,640
Transfer Funds *			
Funds Available for Transfer		\$0	\$0
From T2ESSA-4932 (+)	26072		0
From T4SSAE-4400 (+)	12640	0	
Total Transfer Out (-)		(\$26,072)	(\$12,640)
TOTAL AVAILABLE	\$250,676	\$1,628	\$0
	T1ESSA-4300	T2ESSA-4932	T4SSAE-4400

[Calculate Totals](#)



Ranking and Allocations

- Rank order all buildings according to poverty percent
- Must serve buildings with poverty level over 75%.
- If serving lower ranked schools, then rank and serve by district wide or grade span.
- District can serve buildings with poverty levels down to 35%.
 - If district average is lower than 35%, district can serve buildings above or equal to district average.
- Buildings with higher poverty must have a higher building allocation than one with lower poverty.
- Districts with enrollment, less than 1,000 students or one building per grade span, are not required to rank order their buildings.



Ranking Method #1 & #2

1. Exempt: Less than 1000
 - District may serve ANY school

2. Exempt: One attendance center per grade span
 - District may serve ANY school



Ranking Method #3

3. Rank areas with low income greater than or equal to the average of same or similar grade spans.
 - Qualifying schools, elementary, junior high, or high school with a low-income count equal or greater than the district's average for the similar grade span.



Ranking Method #4

4. Areas with low income greater than or equal to the district average.

– Ranking within the entire district

- Schools at or above districtwide average are eligible

(OR)

– Ranking by same or similar grade spans.

- Choose to serve all eligible elementary schools before expanding to include middle or high school grade levels.



Ranking Method #5

5. Areas with low income greater than or equal to 35%.

- Ranking within the entire district.
 - All schools at or above 35% are eligible.

(OR)

- Ranking by same or similar grade spans.
 - Grouped based on school category and any school at or above 35% in each group are eligible



Building Allocations

Served Schools Allocations

Title I Allocation	+ Prior Year Funds	+ Transfers In	= Total Title I Available for LEA
\$1,916,163	\$0	\$42,324	\$1,958,487

Number of Low Income Students in Participating Schools

Public

NonPublic

Proportional Percentage 1.26 %

Projected Number of Students Served

Public

NonPublic

Minimum Per Pupil Amount

Total Distribution about Available

\$1,913,458

Attendance Center	Grade Category	Approved Schoolwide	Public Enrollment	Public Low Income	Low Income Percent	Attendance Center Allocation	Per Pupil Amount
2020 - NIELSON ELEMENTARY SCHOOL	K-5	<input checked="" type="checkbox"/>	422	313	74.17 %	<input type="text" value="0"/>	\$0
2021 - STEELE SCHOOL	K-5	<input checked="" type="checkbox"/>	330	229	69.39 %	<input type="text" value="0"/>	\$0
2017 - KING SCHOOL	K-5	<input checked="" type="checkbox"/>	360	216	60.00 %	<input type="text" value="0"/>	\$0
2015 - SILAS WILLARD ELEM SCHOOL	K-5	<input checked="" type="checkbox"/>	465	241	51.83 %	<input type="text" value="0"/>	\$0
2018 - GALE SCHOOL	K-5	<input checked="" type="checkbox"/>	306	143	46.73 %	<input type="text" value="0"/>	\$0
1022 - LOMBARD JR HIGH SCHOOL	6-8	<input checked="" type="checkbox"/>	468	328	70.09 %	<input type="text" value="0"/>	\$0
1021 - CHURCHILL JR HIGH SCHOOL	6-8	<input checked="" type="checkbox"/>	493	246	49.90 %	<input type="text" value="0"/>	\$0
0023 - GALESBURG HIGH SCHOOL	9-12	<input checked="" type="checkbox"/>	1342	634	47.24 %	<input type="text" value="0"/>	\$0
Total			4186	2350		\$0	
Difference						\$1,913,458	

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

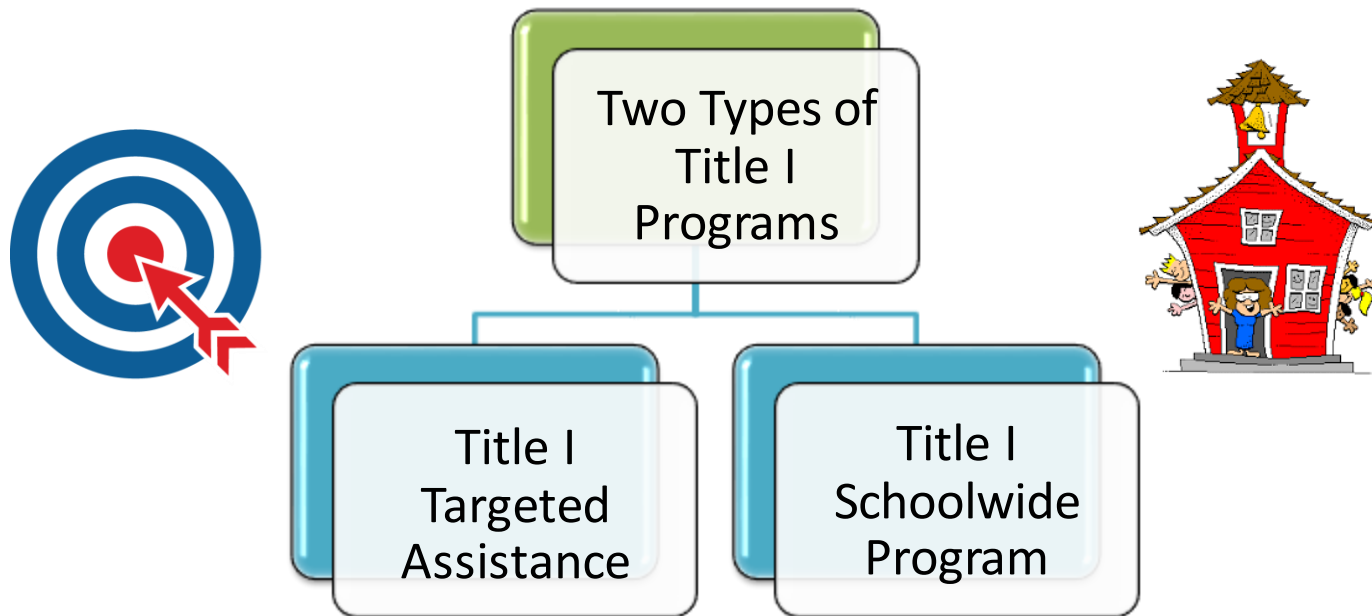
The schools listed below were determined to be ineligible based on the Ranking Method chosen in Step 3:

Attendance(Center)	Public Low Income	NonPublic Low Income	Low Income Percent	Grade Span
3001 - BRIGHT FUTURES PRE-K PROG	0	0	0	P

Comments	Bright Futures Pre-k is fully funded through the Pre-K For All Grant.
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Targeted vs. Schoolwide





Targeted vs. Schoolwide



What is Title I Targeted Assistance?

- Receive Title I Part A funds for target services to a **select group of children**
 - Students identified as not meeting or at risk of not meeting the state's content standards.
- Students identified as targeted are the **only students eligible** to participate in a Title I funded activity.
 - Example: Math software purchased with Title I funding can only be used for Title I eligible students.

What is a Title I Schoolwide Program?

- The purpose is to improve the academic achievement throughout a school so that **all students**, particularly the lowest-achieving students, demonstrate proficiency related to the state's academic standards.
- Program addresses the educational needs of all children with **comprehensive strategies** for improving the **whole school** so that every student achieves high levels of academic proficiency.
- Program builds on **schoolwide reform** strategies, rather than separate, add-on services.





Schoolwide Planning Process

- Conduct a comprehensive needs assessment
- Prepare a comprehensive schoolwide plan based upon the comprehensive needs assessment.
 - Schoolwide plans must be approved by the local school board.
- Evaluate the schoolwide plan annually.
 - Does your current plan align to your program?
 - Have needs changed?
 - If the plan does not align, it must be updated.
- **All schools transitioning to schoolwide programming must develop a schoolwide plan and obtain school board approval.**
- Templates and more information about this process can be found at <https://www.isbe.net/Pages/Schoolwide-Programs.aspx>



Schoolwide Waiver Requirement

- Schools that are above 20% and below 40% poverty that wish to operate a schoolwide program must ANNUALLY submit a schoolwide waiver for review 30 days prior to the submission of their grant application. Submit waivers to Title@isbe.net.
- **Note:** The school must be at or above 20% poverty at the time the schoolwide plan is board approved AND submittal of the grant application and waiver.
- For more information and resources, please visit the schoolwide website page at <https://www.isbe.net/Pages/Schoolwide-Programs.aspx>





Budget Detail – Required Set Asides

- Parent & Family Engagement:
 - Minimum one percent, if allocation is greater than \$500,000.
- Homeless (McKinney-Vento Homeless Assistance Act):
 - A minimum amount is not specified.
- Neglected and Delinquent:
 - The district has the discretion to set aside the necessary amount.



Parent & Family Engagement

THE INVOLVEMENT OF FAMILIES



"Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development and evaluation of such activities, programs, and systems."



Parent and Family Engagement Requirements

Parent and Family Engagement Policy

Each district receiving Title I funds must have a written policy that is jointly created with and distributed to parents and family members of participating students. The policy requires the following:

- Establish expectations and objectives for meaningful parent and family engagement to improve student academic achievement and school performance incorporated into the Consolidated District Plan.
- Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.
- Conduct an annual meeting and evaluate the effectiveness of the policy in improving quality of Title I schools, including identifying barriers to greater participation by families and the needs of parents and family members assisting with the learning of their children; and,
- Conduct meaningful consultation with parents of participating children, which may include establishing an advisory board to develop, revise and review the engagement policy.

Parent Compact

- An outline of how parents, students and school staff will build and develop a partnership to help students achieve
- Must be reviewed and signed by all participating students and parents.



Homeless

Title I, Part A includes provisions that are specifically relevant to homeless children and youths. District is required to set aside a portion of the Title I, Part A allocation for homeless children.

- Children and youth who are homeless are automatically eligible for Title I, Part A services, whether they reside in a Title I attendance center or meet the required academic standards.

Suggested Methods for Determining the Amount of Set Aside:

- Identify homeless students' needs and fund accordingly.
- Obtain a count of homeless students and multiply it by your Title I, Part A per pupil allocation.
- Reserve a specific percentage based on your district's poverty level or total Title I, Part A allocation.



Neglected and Delinquent

- Neglected Students
 - Children who are abandoned by, neglected by or separated by the death of their parent.
- Delinquent Students
 - Children who have been determined by appropriate state or local authority to be delinquent or in need of supervision.
- Title I, Part A
 - Funds must be reserved for local institutions and community day school programs for neglected or delinquent children.



Budget Detail: Approvable & Not Approvable

Function	Approvable: Expenditure Description	Not approvable: Expenditure Description
Instruction Must be included: Title, FTE, Salary, and Location	1000/100 1.0 FTE Title I Reading Teacher @ \$48,000 - Lincoln Elementary; .78 FTE Title I Math Teacher @ \$53,000 - Edison Middle School; 1.0 FTE Title I Reading Interventionist @ \$69,854 - Graham Elementary; .29 FTE Title I Math Teacher @ \$48,899 - Taylor High School; .85 FTE Title I Intervention Teacher @ \$32,000 - Kinley Intermediate School) = \$200,575	Title I Teachers: Hines @ \$48,000; Whittington @ \$41,340; Gracie @ \$69,854; Norris @ \$14,181; TBA @ \$27,200 = \$200,575
	3700/100 Non-Public Instruction: .35 FTE Reading Teacher @ \$39,000/year = \$13,650	Non-Public Instruction = \$13,650
Benefits	1000/200 Fed. TRS 10.66% = \$7002, Member TRS 9.0% = \$6397, Employer TRS 0.58% = \$412, Employer Share of Member THIS 1.24% = \$355, Employer THIS 0.92% = \$654, Medicare 1.45% = \$937, Insurance = \$6256 ---- TOTAL = \$22,013.)	Benefits: 2 teachers and 2 paraprofessional (Hines, Gracie, Whittington, Norris) \$75,000
	100/200 2 FTE Reading Teachers @ \$34,000 = \$68,000 (Smith, school and Adams School) <ul style="list-style-type: none">• Benefits will be paid by district.• Benefits Budget will be adjusted when carryover is provided.• Remaining benefits will be paid with local funds.	
Improvement of Instruction	2210/300 (Professional Development Set-Aside) Illinois Reading Consultants (Springfield Illinois) for 60 hours of on-site guided reading workshops in Oct 2019. Focus will be on how to implement guided reading as a tier 1 intervention – 9 teachers at \$80/hour = \$4,800	Purchased services for \$4800 Illinois Reading Consultants at \$4,800



Budget Detail: Approvable & Not Approvable

Function	Approvable: Expenditure Description	Not approvable: Expenditure Description
Educational media services	2220/300 Supplemental Licenses for School libraries: Summer school: EBSCO site license media resource center \$3,000; Cotton High: EBSCO site license media resource center \$2,500	Media Resource for school libraries \$5,500
Purchase Services	2230/300 Covington Learning Center – Math and reading development, test taking skills and ACT services for at risk students - \$8,000 for each participating Title I Schools.	Covington Learning Center for schools \$32,000
	1000/300 (Well Rounded Education) Learning A-Z, Licenses, and online literacy program that adapts instruction to every student. \$1,000 for Franklin Elementary and \$1,500 for Jones High School.	Online instruction for students \$2,500
Supplies and materials	1000/400 Supplies and Materials- Leveled Literacy Intervention Kits for Title I students: Grade 4 (Levels M-T), Guided Reading Content Areas; second edition. (\$2,850). Materials will be housed with the Title I teacher.	Supplies and materials for at risk students \$2,850
	1000/400 (Well Rounded Education) Supplemental Classroom materials for the Janes HS and Foster JR High in their Science and Social studies classrooms Supplemental materials include supplemental texts (\$400), Lab experiment kits (\$3,000), various informational texts (\$1,100)	STEM materials JR/SR high schools \$4,500



Budget Detail: Approvable & Not Approvable

Function	Approvable: Expenditure Description	Not approvable: Expenditure Description
Other Support Services	2900/300 (Homeless Set- Aside) Transportation for homeless students - bus cards to/from school - \$500 for school year.	Transportation for students \$500
	2900/400 (Homeless Set-Aside) Non instructional supplies for homeless students (ie: backpack, hygiene, shoes) \$1,000	Supplies and material for homeless students \$1,000
Private Schools	3700 100 (Private School Set-Aside) Stipends to pay public school teachers to tutor in the participating private schools. Holy Cathedral 1,567 hrs x \$26 = \$40,742; St Luke 281 hrs x \$26 = \$7,306; Christ the King 3,077 hrs x \$26 = \$80,002;	Instruction at the private Title I schools \$128,090
	3700/300 Professional Development for Private School - Workshops on science, writing, reading strategies, technology Integration, math - 7 x \$250=\$1750; ASCD Conference - 4 teachers/staff x \$825 = \$3,300;	Professional Development for Private School in technology =\$4,700



Submit, Application History, Page Lock Control, and Application Print

ESSA Overview	Approval Status	Allotment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Submit

[Instructions](#)

The Consistency Check must be successfully processed before you can submit your application.

[Consistency Check](#)

[Lock Application](#)

[Unlock Application](#)

Application was created on: 7/24/2019
Assurances were agreed to on: 7/29/2019
District Data Entry
Business Manager
District Administrator
ISBE Program Administrator #1
ISBE Program Administrator #2



Review Checklist

General	<u>Titles</u> I, II-A and IV-A	<u>Quality</u> <u>Assurance</u>
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General Comments

Approval Status

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

- ☒ The application is being returned for changes. See checklist items below.
- ☐ The application is fully approved.

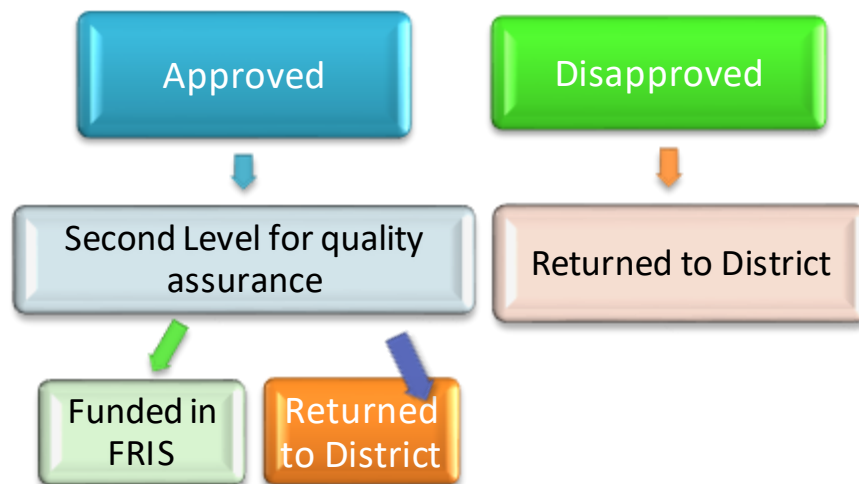
A general issue needs to be addressed.

Yes ▾

☒ Check to add comment.



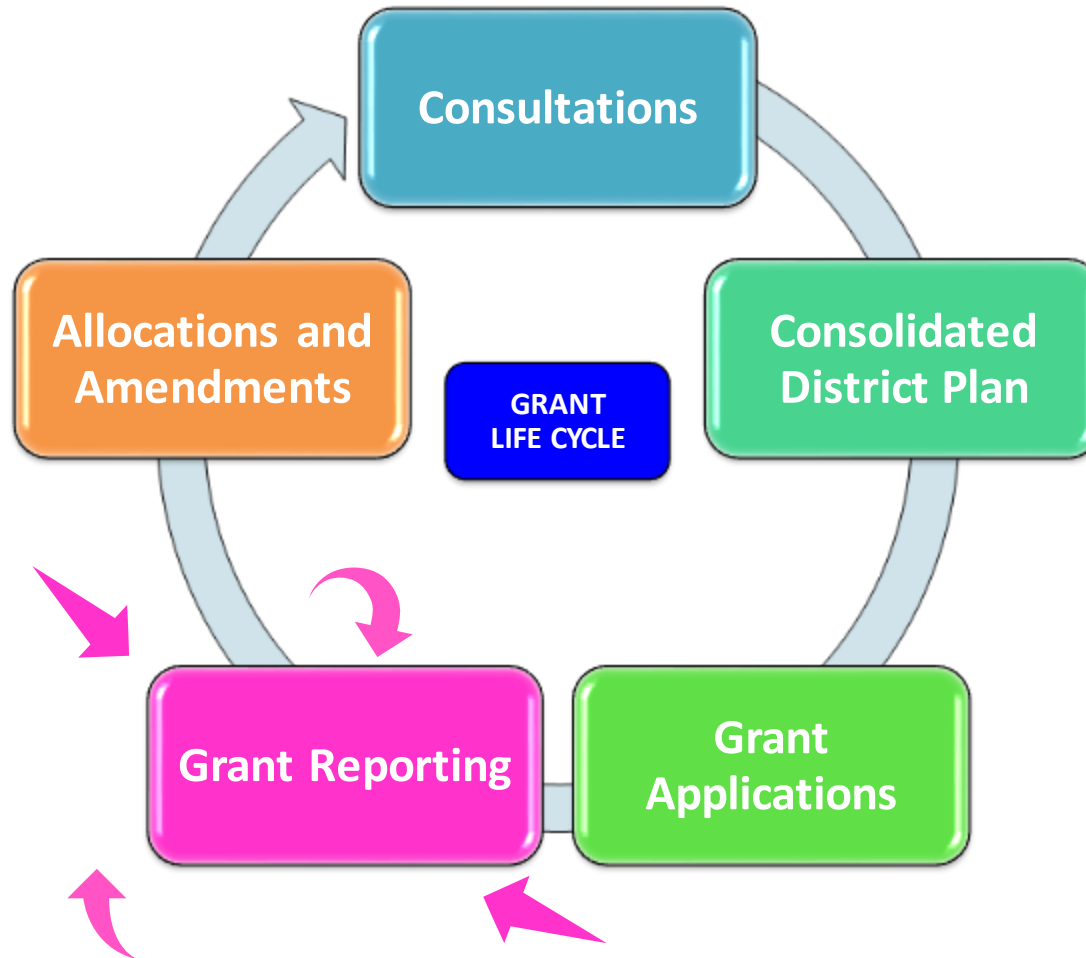
What Happens Next?



- If a grant is returned to the district, address comments made in the review checklist.
- Resubmit grant to ISBE.



Lifecycle of the Grant: Grant Reporting





Grant Periodic Performance Reports

- To align with the Grant Accountability and Transparency Act (GATA), periodic performance reports are required for all grants administered by the State of Illinois unless specifically exempted.
- Reports include information on the accomplishment of deliverables described in the grant, the status of performance measures, and the alignment of accomplishments with spending.
- Quarterly and Monthly reports must be submitted in IWAS and approved by ISBE.

Report	Reporting Period	Report Available	Report Due
First Quarter	Jul 1 – Sep 30	September 30	October 31
Second Quarter	Oct 1 - Dec 31	December 31	January 30
Third Quarter	Jan 1 - Mar 31	March 31	April 30
Fourth Quarter	Apr 1 - Jun 30	June 30	July 30
Extended Report (Program end date=Aug 31)	Jul 1 - Aug 31	August 31	Sept. 30
Monthly Report	Full Month	Last Day of Month	20 Days After Month End



Grant Periodic Reporting System (GPRS) - Finding reports

Illinois State Board of Education
Darren Reisberg, Chairman Dr. Carmen I. Ayala, State Superintendent of Education

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Login: KJDOWLING

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](#)

Categories - Click to Expand/Collapse Tree	Authorization
Grants	
GATA Risk Assessment	Authorized
Active Grants	
Consolidated District Plan	Authorized
ESEA of 1965 As Amended	Authorized
FY20 Organizational Risk Assessment	Authorized
NCLB Consolidated Application	Authorized
Rural and Low Income Grant	Authorized
Title I Delinquent	Authorized
Title I District Plan	Authorized
Title I Neglected	Authorized
Title I School Improvement - 1003(a)	Authorized
Reporting	
Grant Periodic Reporting System	Authorized
Annual	
ESEA Performance Report	Authorized

Legend: ⓘ : System Description - Detailed 📅 : Due Dates 👤 : Profile

[Want to Signup for Other Systems?](#)

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Access reports step-by-step.

1. Signing into IWAS
2. Click "System Listing."
3. Under Reporting, locate "Grant Periodic Reporting System."
4. Select one of the listing (Past Due, Coming Due, Current or All reports.)

Disapproved Reports will be returned to the district and reappear in the GPRS with the reason for disapproval. Reports must be revised and resubmitted within 10 days of the date of disapproval to comply with grant requirements. Contact your principal consultant with any questions or concerns.




Grant Periodic Reporting System (GPRS) - Completing reports

	NOT APPROVABLE DELIVERABLE	NOT APPROVABLE RESULTS/ACCOMPLISHMENTS	APPROVABLE DELIVERABLE	APPROVABLE RESULTS/ACCOMPLISHMENTS
Title I	Paid reading specialist salary	Students are making progress.	Funded two reading specialists who worked with 25 students for 30 minutes/day in pull-out sessions. Assessments were completed with Aimsweb. Students are monitored weekly.	Twenty-three out of 25 students working with the reading specialists improved two or more guided reading levels during this quarter. The other two students are being monitored. Benchmark assessments showed 27 percent of our students needing Tier 2 instruction and 8 percent needing Tier 3.
Title II	Staff attended PD	Staff found PD favorable.	Three teachers attended the Illinois Reading Conference in October.	Teachers who attended the conference met with 22 instructors to discuss comprehension strategies and resources. They shared information from books received at the conference. Comprehension strategies are being implemented in guided reading.
Title IV	STEM materials purchased	Students used STEM materials in the classroom.	STEM materials, such as a 3-D printer, test tubes, batteries and microscopes, have been purchased and used to implement curriculum.	Third-grade students learned about the scale and distances of all the planets from the sun through modeling. Activities were aligned to Common Core Standards, Next Generation Science Standards, and National Science Education Standards. Activity helps build 21 st -century skills in critical thinking, communications, and measurement.



Electronic Expenditure Reporting - Finding reports



Illinois State Board of Education

James T. Meeks, Chairman Tony Smith, Ph.D., State Superintendent

I W A S T R A I N I W A S T R A I N I W A S T R A I N I W A S T R A I N I W A S T R A I N I W A S T R A I N

Login: RCDT475

- Home
- System Listing
- Pending Sign Ups
- Pending Documents
- Change Password
- Messages - Inbox
- Messages - Archived
- Preferences
- View Sign Ups
- Help
- Log Out

[IWAS Training Video](#)










My Systems

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[Click Here for Due Dates](#)




Categories - Click to Expand/Collapse Tree

Reporting

- American Recovery and Reinvestment Act (ARRA) Reporting    **Authorized**
- District Spec Ed Profile    **Authorized**
- Electronic Expenditure Reports    **Authorized**

Annual

- 0-3 Prevention Initiative Outcomes Questionnaire    **Authorized**

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

[Want to Signup for Other Systems?](#)

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ESEA Performance Report

- Input the Title I data from previous fiscal year
- Report released in fall and due in December
- Data collected by the State and reported to the Department of Education
- Reported information includes:
 - Nonpublic and Neglected/Delinquent participation
 - Student participation by service
 - Staffing
 - Parental Engagement

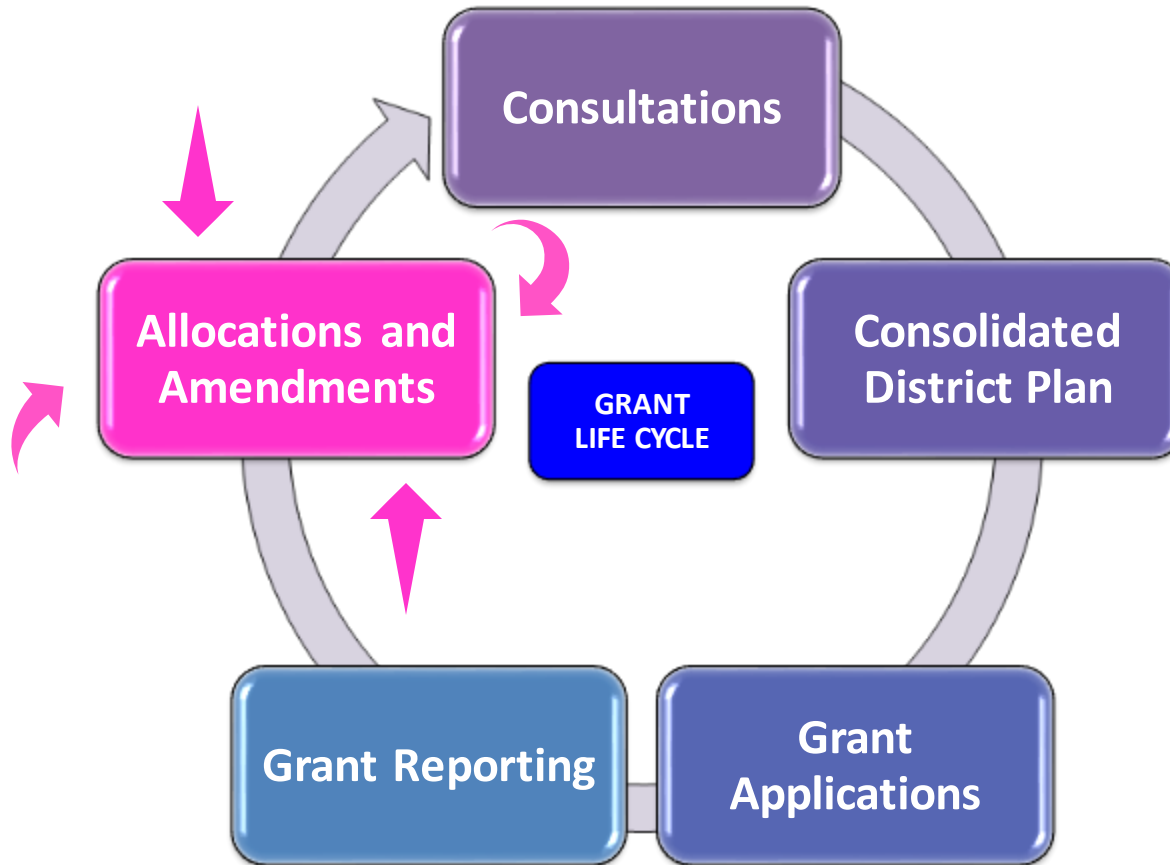


NCLB/ESSA Title I Comparability Documentation

- Demonstrates how the district used state and local funds to provide services in Title I school attendance centers
- Compares services, taken as a whole, provided in Title I school attendance centers to schools that are not receiving Title I funds.
- Three methods to compare:
 - Pupil/Staff ratio
 - Salary/pupil ratio
 - Expenditure/Pupil ratio
- If a district is a single school building, or, has unique grade spans in each building, the district is exempt.
- IWAS release in fall and due in December

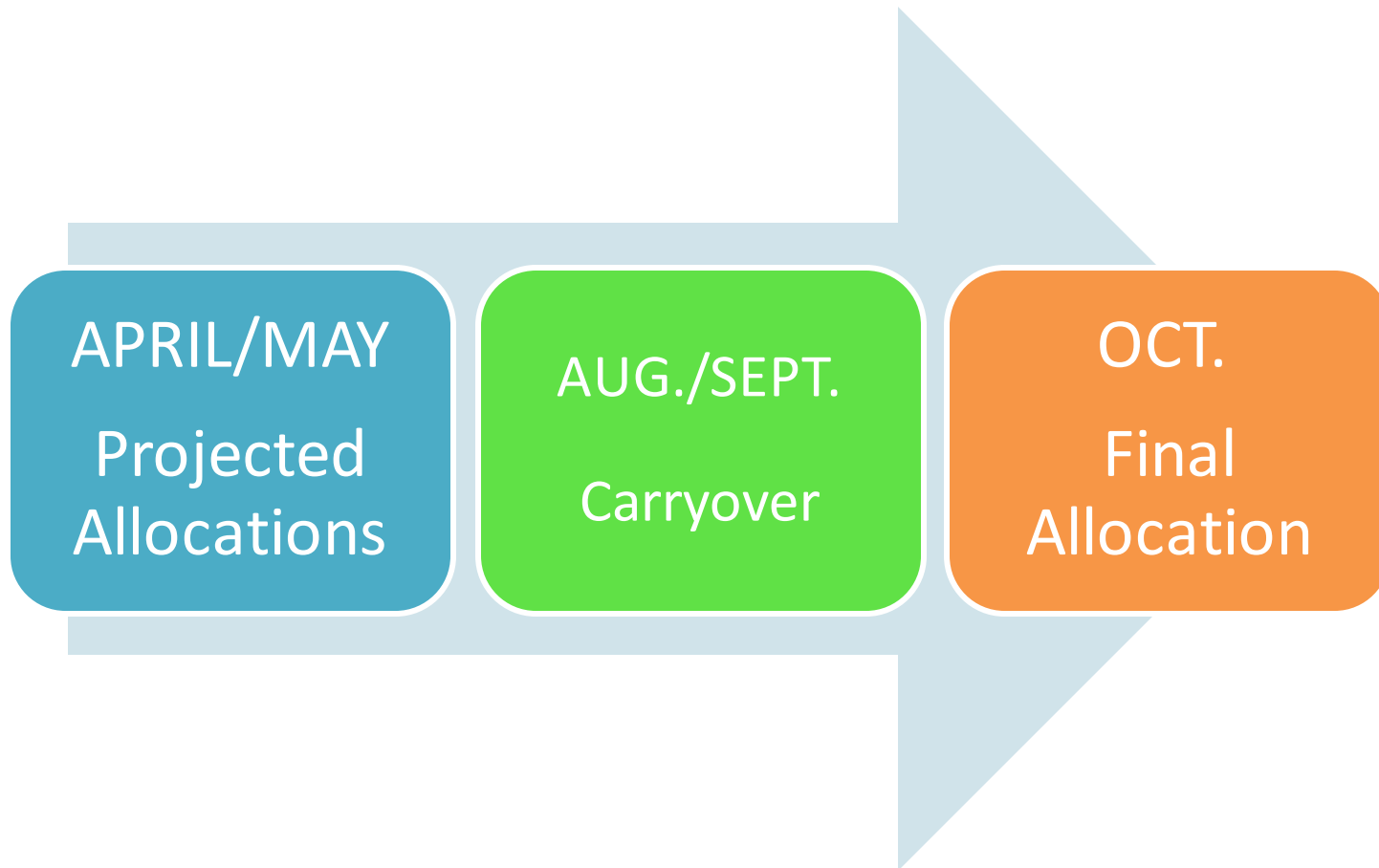


Lifecycle of the Grant: Final Allocations and Amendments





Allocations and Amendments





Amendments

- Obligation of funds cannot begin prior to submitting the amendment to ISBE.
 - Amend before you spend.
- If the scope/intent of a project changes, create an amendment.
- All amendments are due to Illinois State Board of Education 30 days prior to the project end date.

May 30 for projects with end dates of 6/30/2020

August 1 for projects with end dates of 8/31/2020



Amendments

AMENDMENTS ARE REQUIRED WHEN:

- The scope of the program is expected to change
 - Adding a new component - summer school
- Entities wish to budget for more available funds
 - Carryover, prepayment, final allocation, etc.
- The expected expenditures exceeds the variance allowed per program guidelines
 - 10% or \$1,000 per budgeted cell, whichever is greater
- Adding a new expenditure item
 - Function or object code



Resources

- CDP FAQs: <https://www.isbe.net/Documents/CDP-FAQ-application.pdf#search=CDP>.
- CDP Step-by-Step Presentation: <https://www.isbe.net/Documents/CDP-Webinar-Presentation.pdf>.
- CDP Webinar: <https://register.gotowebinar.com/recording/2124329429784461571>.
- FY 2020 ESEA of 1965 as Amended Consolidated Grant Application Step by Step Webinar: <https://www.isbe.net/Pages/Title-Grants.aspx>.
- Grant Periodic Report System Webinar: <https://register.gotowebinar.com/recording/4591950281097730>.



Resources

- ILePlan: www.isbe.net/ILePlan.
- Non Public School Participation:
- <https://www.isbe.net/Pages/Nonpublic-School-Participation.aspx>.
- Parent and Family Engagement: <https://www.isbe.net/Pages/Parent-and-Family-Engagement.aspx>.
- State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures, https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf#search=fiscal%20policy.



Resources

- Title Grants-Building Allocations; Set-Asides; Title II; Title IV, and Allowable Use of Funds: <https://www.isbe.net/Pages/Title-Grants.aspx>.
- Title I School Improvement 1003(a) Grant Application Presentation : <https://www.isbe.net/Documents/Title-I-School-Improvement-1003a-Application.pdf>.



Resources

- Title I, Part D Neglected and Delinquent Presentation: <https://www.isbe.net/Documents/ESSA-Title-I-Part-D.pdf>.
- Title I School Improvement 1003(a) Grant Application Webinar: <https://register.gotowebinar.com/recording/361170808149243853>.
- What's new? Title Grants Technical Assistance Tour Presentations: <https://www.isbe.net/Pages/Title-Grants.aspx>.