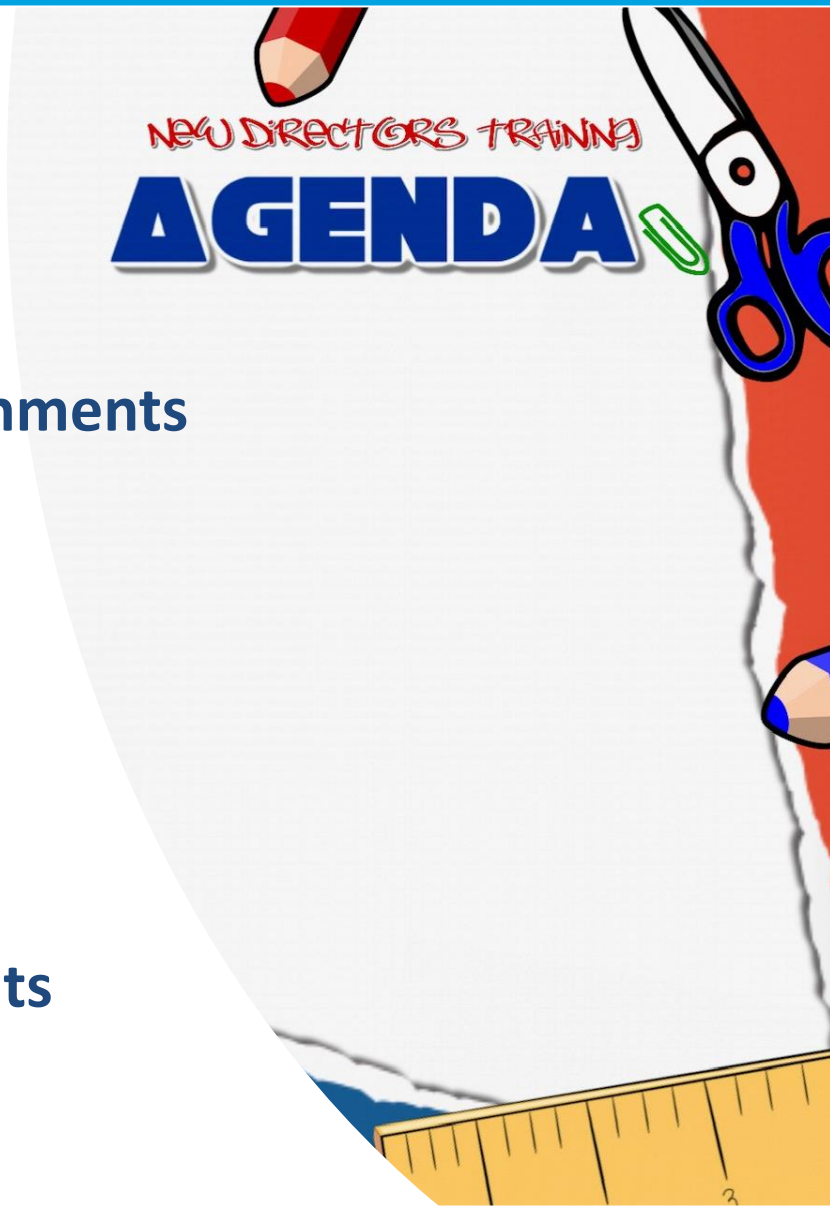
Title Grants New Director Training



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

Title Grants Administration

- The team ensures that program implementation supports district and agency goals, and that activities align with the Every Student Succeeds Act (ESSA).
- The team provides state-level technical assistance for the following programs:
  - Title I, Part 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)
  - Elementary and Secondary School Emergency Relief II (ESSER II)
  - American Rescue Plan Elementary and Secondary School Emergency Relief III (ARP ESSER III)

Title I, Part A – Purpose

- Title I is designed to assist eligible students to achieve proficiency on challenging state academic achievement standards by providing supplemental supportive services.
- Title I provides support to schools for the implementation of a "schoolwide program" or "targeted assistance program."

Title I, Part D – Purpose

- Title I, Part D improves educational services for neglected or delinquent children and youth in local and tribal state institutions.
- Title I, Part D provides:
  - Services for successful institutionalization to schools or employment transition.
  - Support system to assist families and communities.

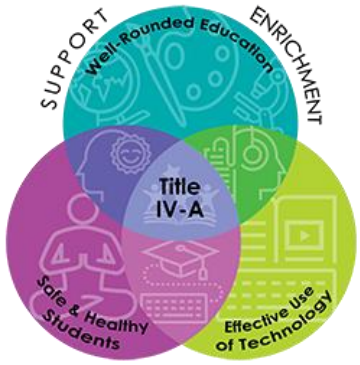
Title II, Part A – Purpose

- Improves 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.
- Reduces class sizes.

Title IV, Part A – Purpose

Improves student achievement by increasing the capacity of states, Local Education Agencies (LEAs), schools, and local communities to:

- Provide all students a **well-rounded education**.
- Create **safe and healthy** conditions for student learning.
- Increase the **use of technology** 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.

Coronavirus Aid, Relief, and Economic Security Act Elementary and Secondary School Emergency Relief (ESSER II)

Provides LEAs, including charter schools that are LEAs, receiving funds under Part A of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) emergency relief funds to address the impact the COVID-19 pandemic has had -- and continues to have -- on elementary and secondary schools.

American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER III)

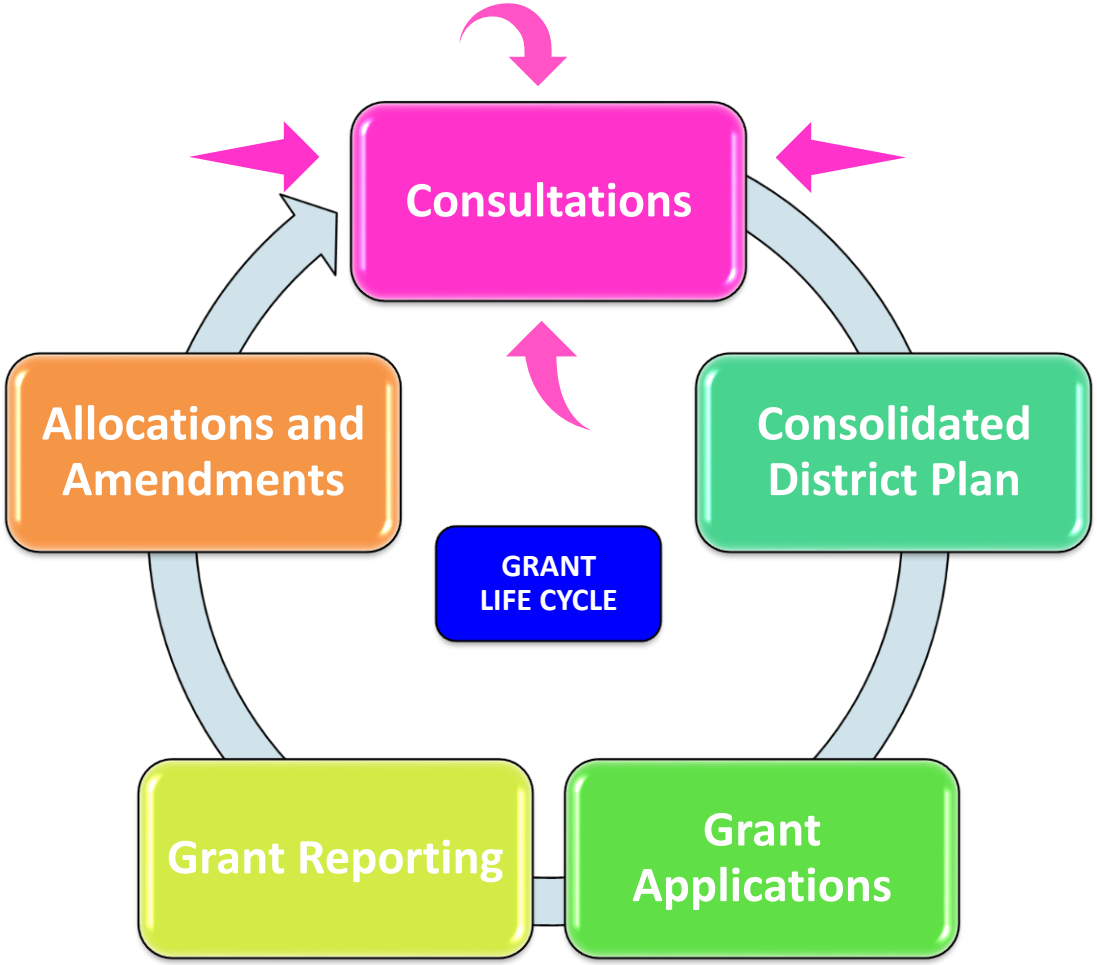
Provides states and school districts help to safely reopen and sustain the safe operation of schools and address the impact of the COVID-19 pandemic on the nation's students.

ESSER II and ARP ESSER III Funds

Periods of fund availability

ESSER I (CARES Act)	ESSER II (CRRSA Act)	ARP ESSER (ARP Act)
• May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. • Available for obligation by State Educational Agencies (SEAs) and subrecipients through September 30, 2022.	• May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. • Available for obligation by SEAs and subrecipients through September 30, 2023.	• May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. • Available for obligation by SEAs and subrecipients through September 30, 2024.

Life Cycle of the Grant: Consultation



Consultation

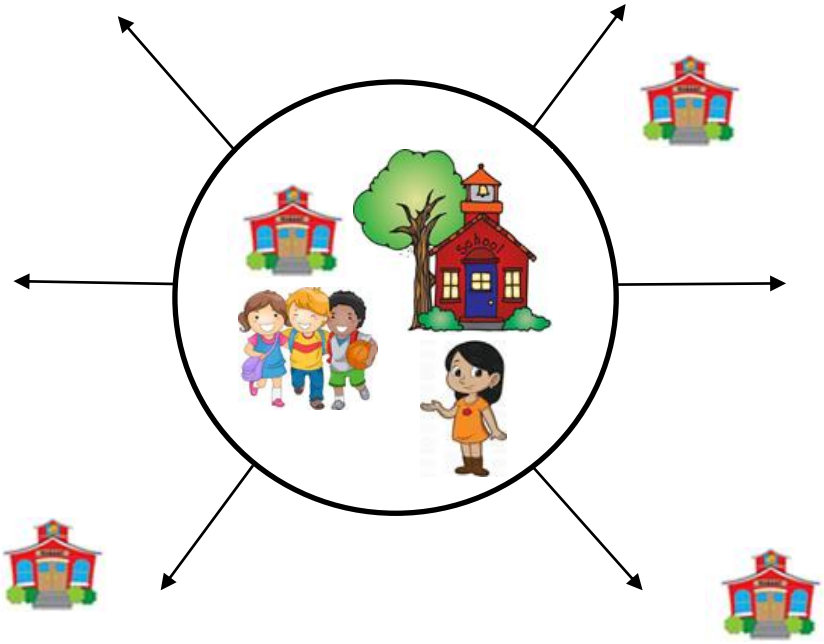
Plan and prepare timely and meaningful consultation with stakeholders in the development of Title programming. Below is an example of a participant list of stakeholders:

- Teachers
- Principals
- Paraprofessionals
- Parents
- Guidance staff
- Administrators of nonpublic schools

Nonpublic Participation

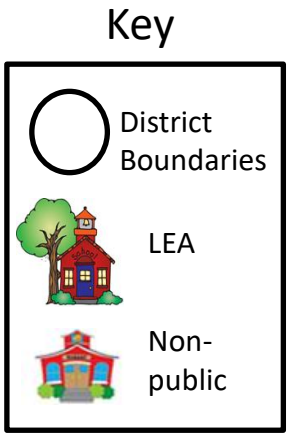
Title I

(NP Low-Income)



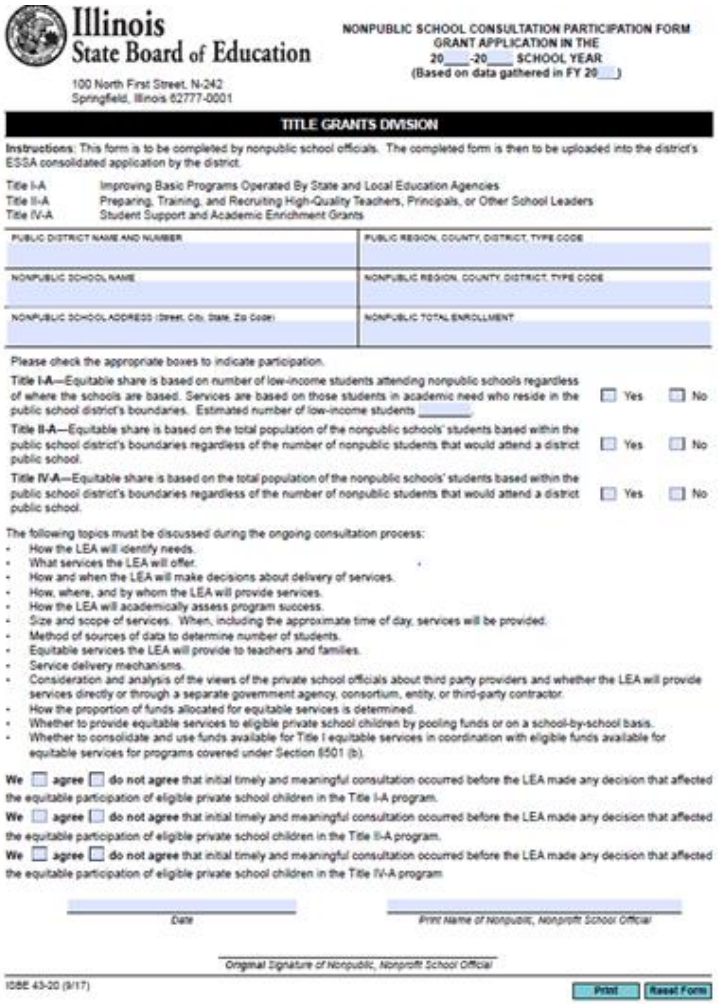
Title II and IV

(Total Enrollment)



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 _____ ☐ Yes ☐ No

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. ☐ Yes ☐ No

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. ☐ Yes ☐ No

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 8501 (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.

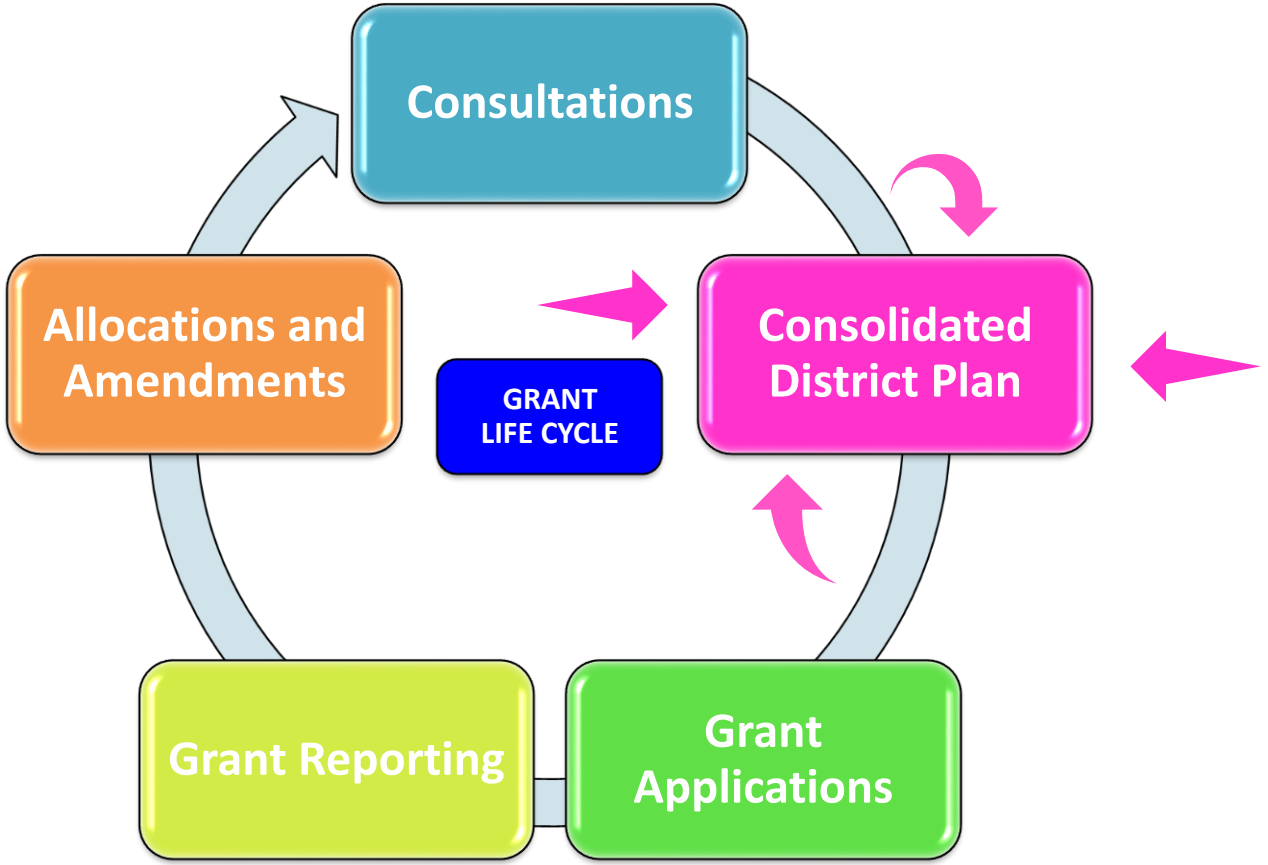
We ☐ agree ☐ do not agree that initial timely and meaningful consultation occurred before the LEA made any decision that affected the equitable participation of eligible private school children in the Title IV-A program.

Date _____ Print Name of Nonpublic, Nonprofit School Official _____

Original Signature of Nonpublic, Nonprofit School Official _____

ISBE 43-20 (9/17) Print Reset Form

Life Cycle of the Grant: Consolidated District Plan



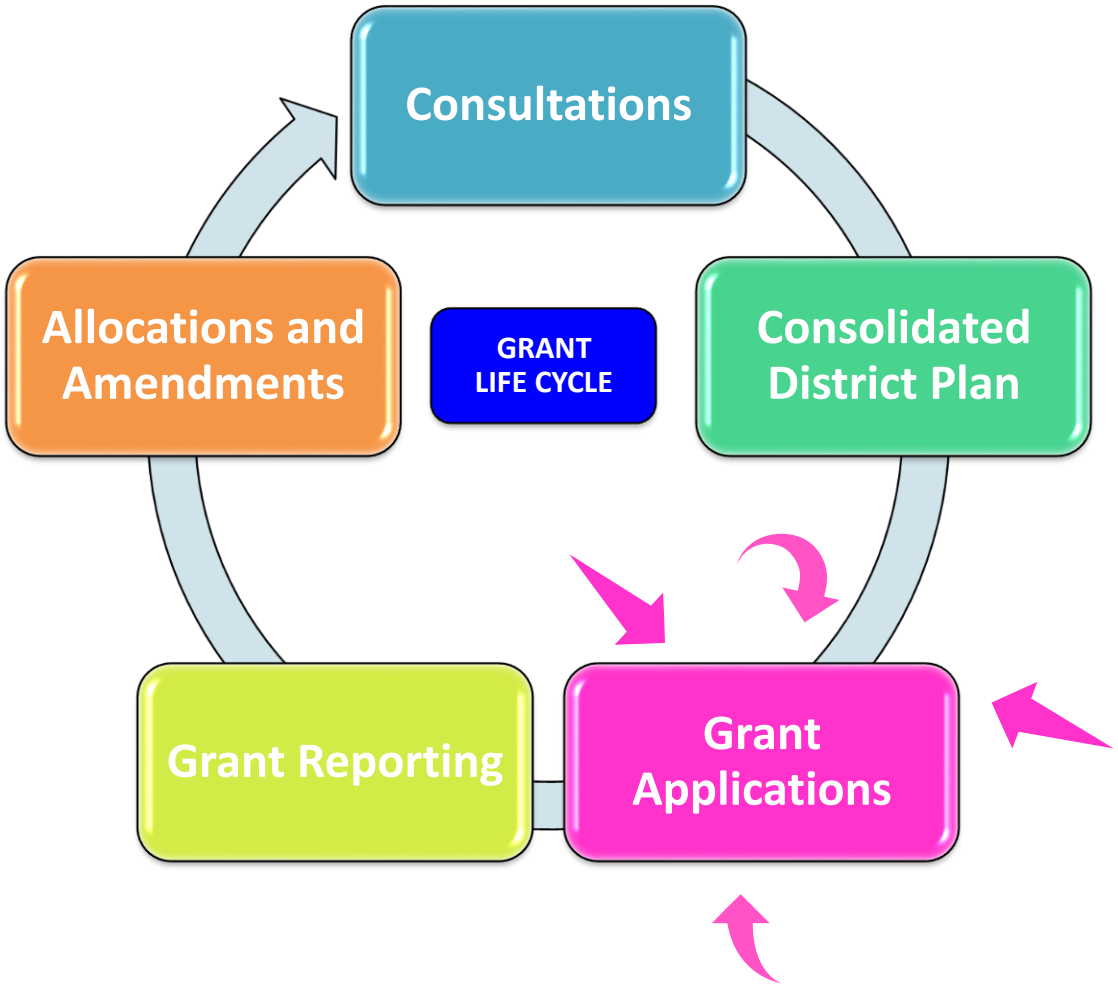
Consolidated District Plan – Purpose

- A Consolidated District Plan (CDP) allows grantees to provide one set of answers to planning questions to meet the 14 federal formula grants requirements.

Consolidated District Plan
14 Federal Grant Programs

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

Life Cycle of the Grant: Grant Applications



What Generates Funding?

Census data drives the allocation to the state and districts.

U.S. Department of Education 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%.

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.

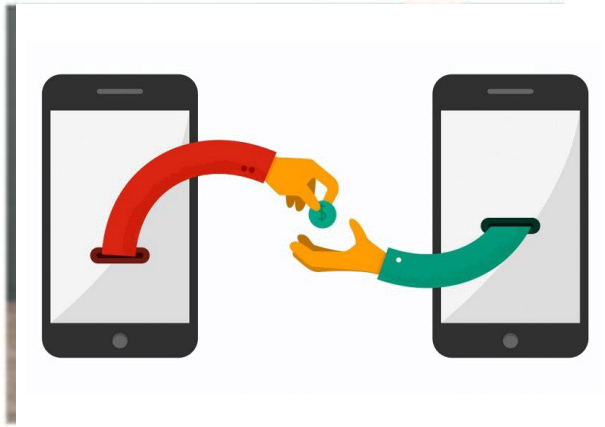
Please contact Funding and Disbursements for more information at 217-782-5256

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

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

Title I Targeting

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:
  - ○ a. Ranking within entire district.
  - ○ b. Ranking by same or similar grade spans.
- 5. Areas with low income greater than or equal to 35%:
  - ○ a. Ranking within entire district.
  - ○ b. Ranking by same or similar grade spans.

Building Allocations

Number of Low Income Students in Participating Schools Public 3,218 NonPublic 181 Proportional Percentage 5.33%

Projected Number of Students Served Public 5,907 NonPublic 181

Minimum Per Pupil Amount

Total Distribution amount Available **$2,559,589** Distribute Amount Evenl

Attendance Center Allocations must align to the Budget Detail Page

Attendance Center	Grade Category	Approved Schoolwide	Public Enrollment	Public Low Income	Low Income Percent	Attendance Center Allocation	Per Pupil Amount
[redacted]	K-5	☑	536	342	63.81%	500,674	$1,464
	K-5	☑	677	429	63.37%	627,965	$1,464
	K-5	☑	478	286	59.83%	418,347	$1,463
	K-5	☑	623	363	58.27%	524,811	$1,446
	K-5	☑	523	280	53.54%	404,864	$1,446
	6-8	☑	1202	675	56.16%	53,510	$79
	9-12	☑	1868	843	45.13%	29,418	$35
Total			5907	3218		$2,559,589	
Difference						$0	
Note: Amounts used for calculating PPA and Public Allocation amounts are the lesser of the Public Low Income or Public Enrollment Amounts.							

Targeted vs. Schoolwide

What is Title I Targeted Assistance?

- Title I Part A funds are for 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 Title I funded activities.
  - 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 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 students with **comprehensive strategies** for improving the **whole school.** The focus is on **schoolwide reform**, rather than separate, add-on services.

Schoolwide Planning Process

- Conduct a comprehensive needs assessment.
- Prepare a schoolwide plan based upon the needs assessment results.
  - Schoolwide plans must be approved by the local school board.
- Evaluate the schoolwide plan annually.
  - 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 on ISBE's Schoolwide Program webpage.

Schoolwide Waiver Requirement

- Schools with a poverty rate above 20% and below 40% that wish to operate a schoolwide program must complete a waiver annually prior to submitting the ESEA of 1965 as Amended application in the fall.

- **Note**: The school must be at or above 20% poverty at the time the plan is board approved AND submittal of the grant application and waiver.

- Schoolwide Waiver application

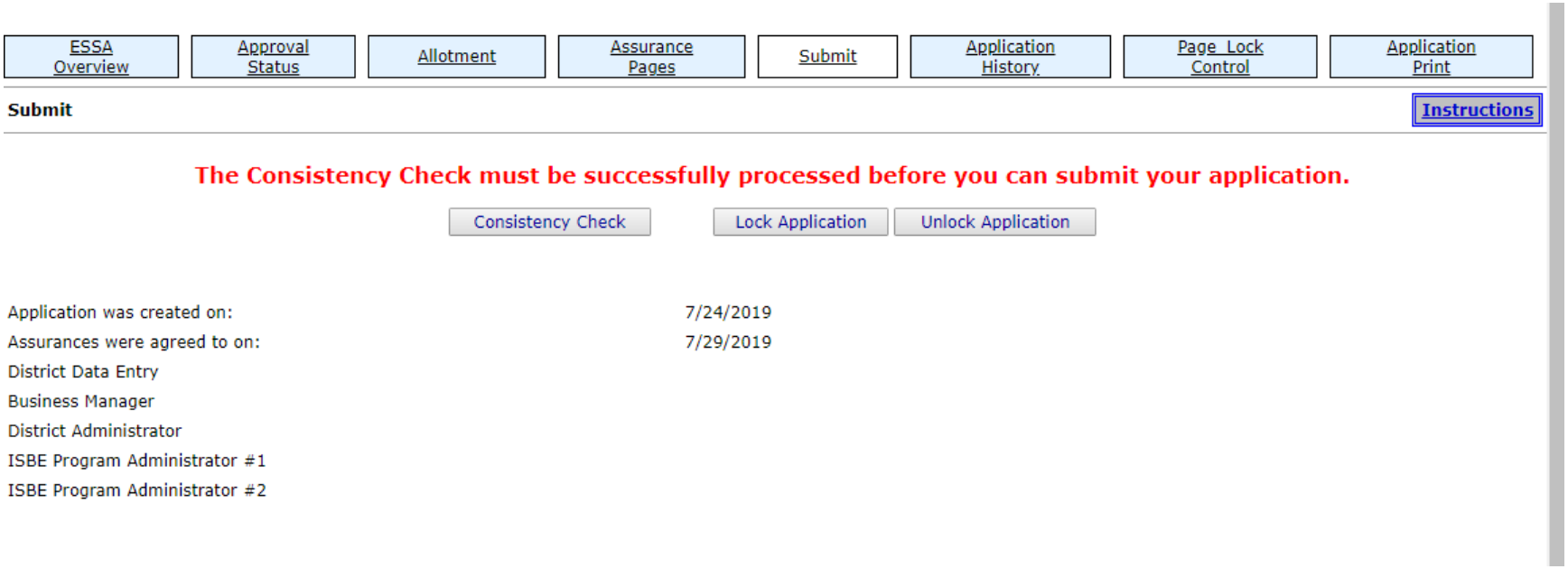
Budget Detail – Required Set-Asides

- Parent and Family Engagement:
- Homeless (McKinney-Vento Homeless Assistance Act):
- Neglected and Delinquent:

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 Nonpublic Instruction: .35 FTE Reading Teacher @ $39,000/year = $13,650	Nonpublic Instruction = $13,650
Benefits	1000/200 Fed. TRS 10.49% = $7,002, Member TRS 9.0% = $6,397, Employer TRS 0.58% = $412, Employer Share of Member THIS 1.24% = $355, Employer THIS 0.92% = $654, Medicare 1.45% = $937, Insurance = $6,256 ---- TOTAL =$22,013.)	Benefits: 2 teachers and 2 paraprofessionals (Hines, Gracie, Whittington, Norris) $75,000
	100/200 2 FTE Reading Teachers @ $34,000 = $68,000 (Smith School and Adams School) • Benefits Budget will be adjusted when carryover is provided, • Remaining benefits will be paid with local funds, or • No benefits associated with this position.	Benefits will be paid by district.
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	Illinois Reading Consultants at $4,800

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



Review Checklist

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

General Comments

Approval Status

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

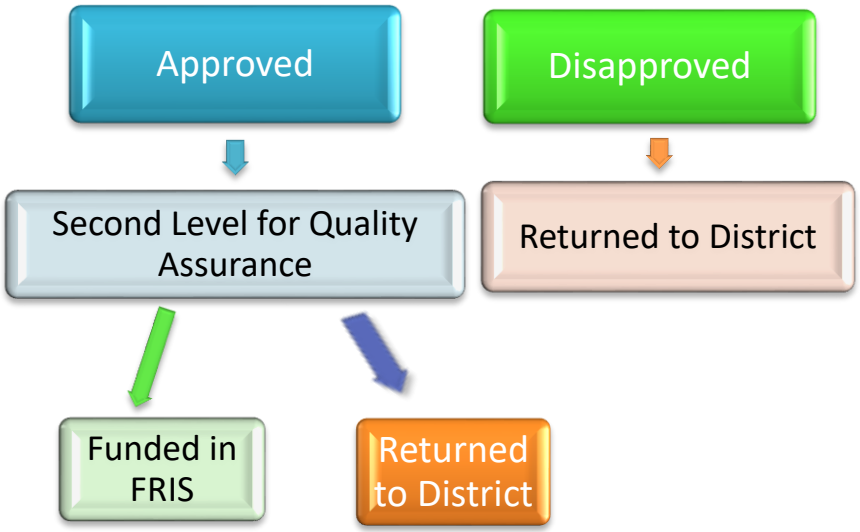
- ◉ The application is being returned for changes. See checklist items below.
- ○ The application is fully approved.

A general issue needs to be addressed.

Yes ▾

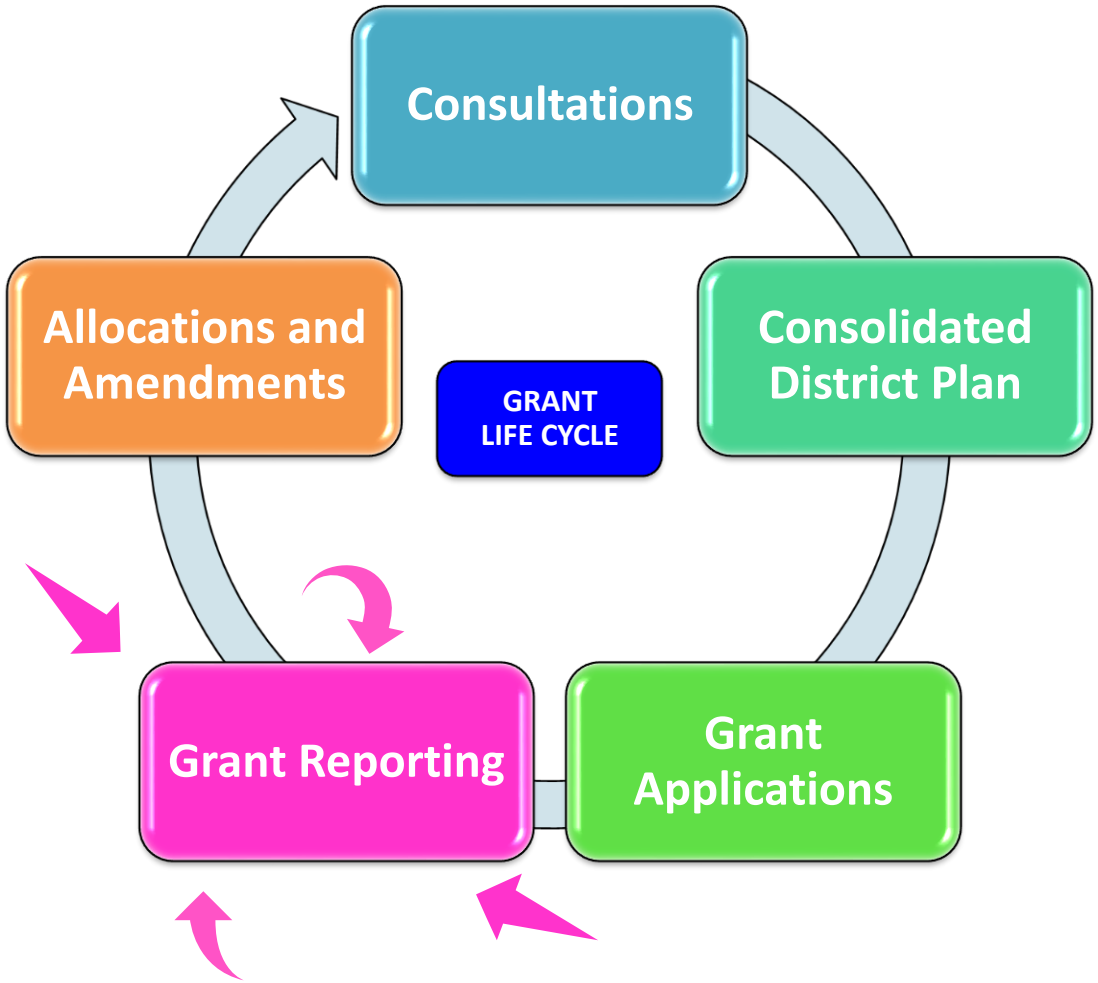
☑ Check to add comment.

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

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

FY 22

Semi Annual	Report Opens	Report Due	State Responses	District Response of not approved
July-December	December 30	January 30	2-weeks	10 days
January-June	June 30	July 30	2-weeks	10 days

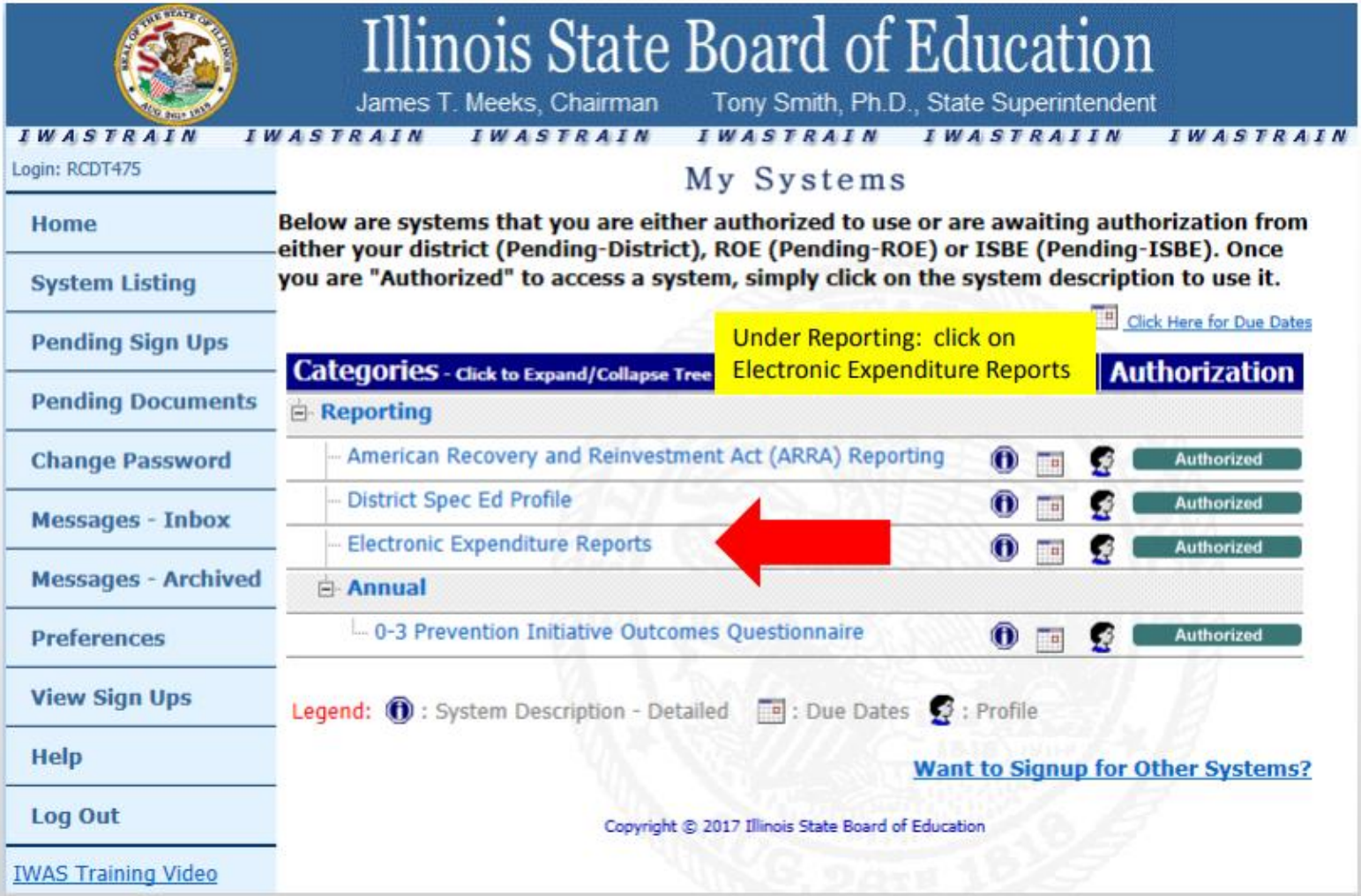
FY 23

Annual	Report Opens	Report Due	State Responses	District Response if not Approved
July-June	June 30	July 30	2-weeks	10 days

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 who worked 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 21st-century skills in critical thinking, communications, and measurement.

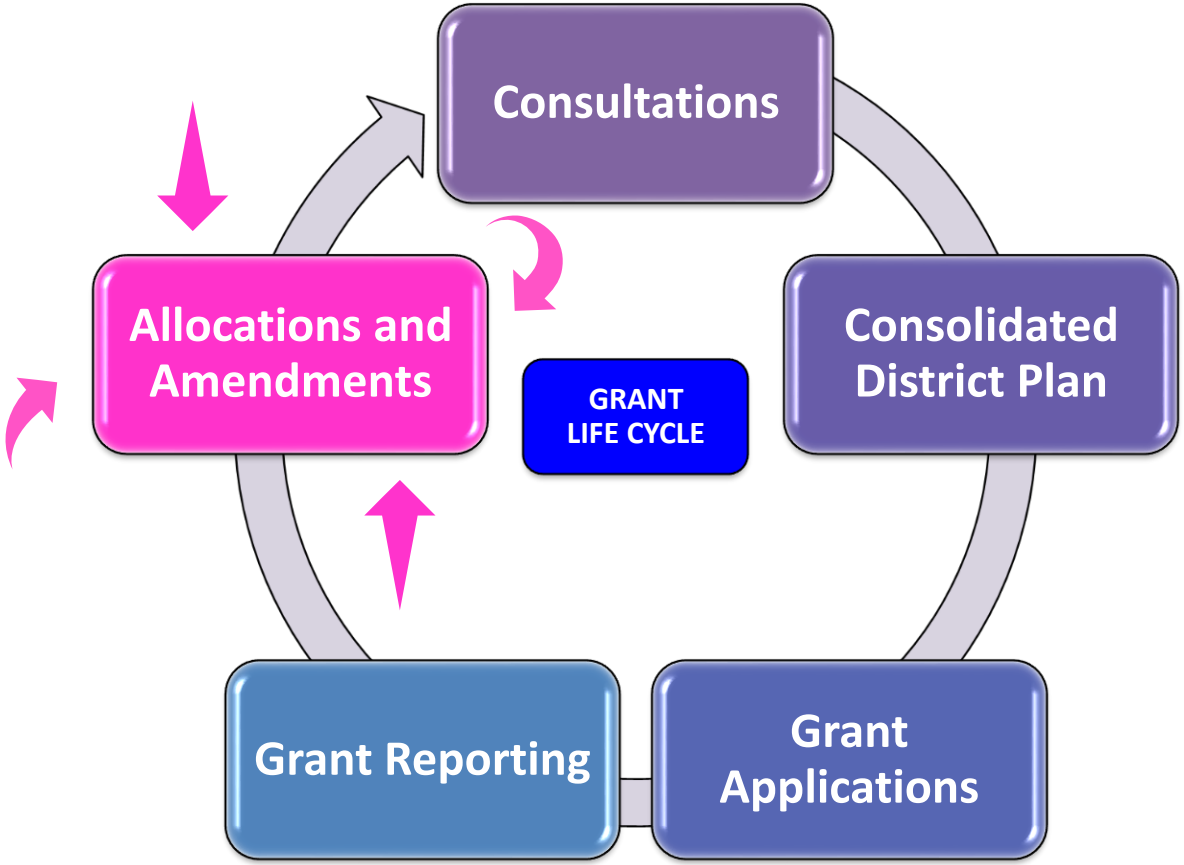
Electronic Expenditure Reporting – Finding reports



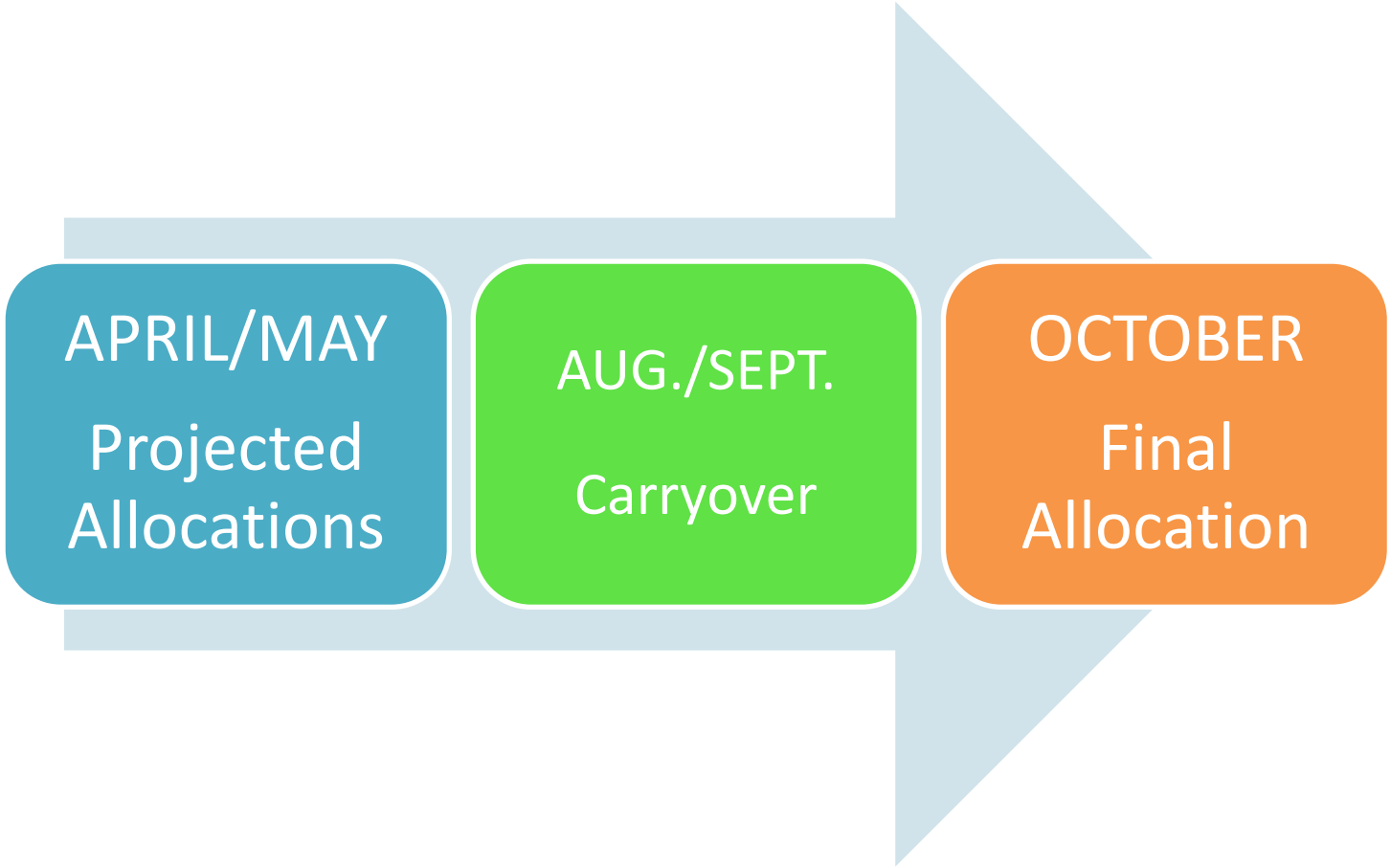
ESEA Performance Report

- 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 U.S. Department of Education.
- Reported information includes:
  - Nonpublic and Neglected/Delinquent Participation
  - Student Participation by Service
  - Staffing
  - Parental Engagement

Lifecycle of the Grant:
Final Allocations and Amendments



Allocations and Amendments



Amendments

- Obligation of funds cannot begin prior to submitting the amendment to ISBE.
- Create an amendment if the scope/intent of a project changes.
- All amendments are due to Illinois State Board of Education 30 days prior to the grant end period date.

  May 31 for projects with end date of June 30, 2023.

  August 1 for projects with end date of August 31, 2023.

Resources

- CDP FAQs
- CDP Step-by-Step Presentation
- CDP Webinar
- FY 2020 ESEA of 1965 as Amended Consolidated Grant Application Step-by- Step Webinar
- Grant Periodic Report System Webinar
- Nonpublic School Participation:
- Parent and Family Engagement
- State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures

Resources

- Schoolwide Programs webpage
- Title Grants-Building Allocations; Set-Asides; Title II; Title IV, and Allowable Use of Funds
- Title I, Part D Neglected and Delinquent Presentation
- Schoolwide and Targeted Assistance Programs
- What's new? Title Grants Technical Assistance Tour Presentations
- ARP ESSER III Step-by-Step Application Webinar
- ESSER II Step by Step Application Process Webinar

THANK
YOU!