



WELCOME



2017-18 ESEA of 1965 As Amended Webinar



Agenda

- General Information
 - ESSA Needs Assessment and Resources
 - ESSA Consultation
 - Budget Pages – Indirect Cost
 - Supplement not Supplant
 - Transferability of Funds
- Title I-A
- Title II-A
- Title IV-A
- Questions



Purpose

This presentation is to acquaint district personnel with the new consolidated application for Titles IA, IIA, and IVA under ESSA.



General Information





ESSA Needs Assessment

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

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

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

Save Page



ESSA Needs Assessment Resource



Districts may select a needs assessment that addresses their unique needs or use one of the following:

- EDSCLS (ED's School Climate Surveys)
 - <https://nces.ed.gov/surveys/edscls/index.asp>
- CDC School Health Index
 - www.cdc.gov/healthyschools/shi/index.htm
- National School Climate Center
 - <http://www.schoolclimate.org/climate/districtguide.php>
- ASCD's School Improvement Tool
 - <http://sitool.ascd.org/Default.aspx?ReturnUrl=%2f>

There are many other options available!



ESSA Consultation



- Consultation is required with involved stakeholders:
 - 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
- Consultation is also required with private schools in order to ensure equitable participation.



ESSA Consultation *(continued)*

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

Resources:

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

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

Save Page



Budget Pages - Indirect Cost

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

Indirect Cost Rate as Applied to this Grant

[Instructions](#)

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

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

Worksheet and Narrative:

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

Indirect Cost Budgeted

Cost

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

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

	<input type="text"/>
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Benefits, Object 200: Describe the benefits, such as TRS, FICA, IMRF, Life Insurance, etc., that are included in Indirect Costs.

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

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

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

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

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

Total

Difference

[Save Page](#)



Supplement not Supplant

What is supplanting?

- Supplanting means substituting or replacing funds from non-federal sources (state/local) for existing or previously existing instructional programs or non-instructional services or
- Substituting or replacing funds from other federal/state programs required by law for specific categories of students





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



Improving Basic Programs Operated by Local Education Agencies **ESSA, Title I – Part A**



Agurann Bates and Gary Greene



Purpose Of Title I – Part A

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



Title I Applicant Information

Select the area affected by the project:

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

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

Save Page



Title I Plan (upper section)

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

Title I Plan [Instructions](#)

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

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

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

1. Describe the measures the LEA will take to monitor student progress in meeting the challenging State academic standards in the text areas below.
 - (A) Describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.

Jacksonville SD #117's goal is to prepare our students for post-secondary life. In order to meet this goal, the district implements a standards based instructional system that is used throughout all schools. In order to fully implement a well-rounded instructional program to meet the needs of all students the following must occur:

 1. A vision of college and career ready individuals both academically and socially.
 2. Strong leadership centered around student achievement
 - (B) What measures does the district take to use and create the identification criteria for students at risk of failure? Please list.

In order to identify students at risk of failure, all students are given the NWEA MAP test three times a year (fall, winter, and spring) in the areas of mathematics and reading. The MAP test aligns to the state standards and provides information on overall student performance, as well as student performance within areas such as foundational skills, informational text, vocabulary, and literature. By using benchmark data, our students are classified according to their RIT score as well as their percentile rankings. Students who are performing below grade level (lower than the 50th percentile) are identified. Classroom teachers meet with our interventionists, EL teachers, resource teachers, and administration to determine collect more information
 - (C) Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.

Within the classroom, teachers use small group instruction to target the specific needs of students. Re-teaching content as well as extra practice is provided through center work, and specific feedback is given. Interventionists push into the classroom as well as pull students out for small group instruction based on their skill deficit. EL teachers and resource teachers also push into the classroom to assist students as well as provide individualized instruction outside of the classroom. Once a student is identified as needing assistance, interventions are provided and monitored to show student progress. If a student is not progressing, a more detailed and specific intervention may be used and monitored through the School Prevention, Review
 - (D) Describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.

In order to strengthen our academic programs, a clear standards based instructional system is used for all grade levels and coursework. Specific and measureable goals are set for the lesson and student success is measured based on those goals. Within the lesson, scaffolding instruction is used in order to target specific skills that are necessary for the attainment of the objective. Guided Reading as well as the Daily 5 is used for both English Language Arts and Math. Within the school day, a time is set aside for focus groups that include multi-grade levels. Strategies used within the classroom are deliberate and meaningful and are based on the objective of the lesson.



Title I Plan *(lower section)*

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

The district follows the guidelines put forth from JSD #117 policy 6:140. Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A "homeless child" is defined as provided in the McKinney Homeless Assistance Act and State law. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

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

Jacksonville School District #117 encourages parent input for the development of LEA plans. For all plans created, a needs survey is open for all parents to complete. These results are compiled and included within each Title I schoolwide plan.

For each school, an annual meeting is held for parents to attend regarding the Title I plan. Input is recorded and included in any amendments to the plan once the school year has begun. Attendance at family nights as well as Parent Teacher Organization meetings are highly encouraged. Parents may request

Comment Box

Save Page



Title I Targeting Step 3-A

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

Title I Targeting

[Instructions](#)

Step 3:

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

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

[Rank](#)

[Previous Step](#)

[Next Step](#)



Title I Targeting Step 3-B

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

Title I Targeting

[Instructions](#)

Targeting - Served Schools

Attendance Center	SW	Not Served	Public Enrollment	Public Low Income	NonPublic Low Income	Low Income Percent
Total for Served Schools			0	0	0	

Proportional Percentage NaN

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



Title I Targeting Step 4 *(upper section)*

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

Title I Targeting

[Instructions](#)

Step 4:

Title I Allocation	+ Transfers In	= Total Title I Available for LEA
\$911,140	\$0	

Title I Allocation	\$911,140
+ Transfers In	\$0
+ Prepayment	\$0
+ Reallocation	\$0
+ Carryover	\$0
(+/-) Multi-District Transfers	\$0
- Released	\$0
= Total Title I Available for LEA	\$911,140

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



Title I Targeting Step 4 (lower section)

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

Save



Supporting Effective Instruction

ESSA, Title II – Part A



Cheryl Ivy



Purpose Of Title II – Part A

- Increase student achievement
- Improve teacher, principal, and other leader quality and effectiveness
- Increase the number of teachers, principals, and other school leaders who are effective
- Provide low-income and minority students greater access to effective teachers, principals and other school leaders



Title II-A Use of Funds

- Provide training and capacity building in selecting assessments and data to improve student achievement.
- Districts that receive Title II professional development funds must use the money to address the learning needs of all students, including children with disabilities, English learners and gifted and talented students.



Title II-A Use of Funds (*continued*)

- Provide high quality personalized professional development that is evidence based.
- Develop programs and activities that increase the ability of teachers to effectively teach children with disabilities and English language learners.
- Provide programs and activities to increase instruction in the early grades.



Title II-A Needs Assessment

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

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



Title II Activities (*upper section*)

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

[Instructions](#)

A. Private School Proportionate Share of Funds

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

Yes No

NOTE: DUE TO POSSIBLE CHANGES IN THE TOTAL TITLE II-A FUNDS AVAILABLE THROUGHOUT THE YEAR, APPLICANTS MUST SELECT YES OR NO EACH TIME A GRANT/AMENDMENT IS CREATED.

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

[Save Page](#)



Title II Activities *(lower section)*

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

<i>Activity</i>	<i>Proposed Expenditure</i>
1. Professional Development - Private Schools Share (calculated above)	0
2. Professional Development for Public Schools	
3. Total for Professional Development	
4. Class-size Reduction Teachers (salaries and benefits)	
5. Recruitment of Highly Qualified Teachers	
6. Recruitment of Highly Qualified Principals	
7. Retention of Highly Qualified Teachers	
8. Retention of Highly Qualified Principals	
9. Funds Used for REAP Purposes	
10. Non-program purposes due to utilization of schoolwide funding flexibility (NOTE: Explain how the purposes of Title II-A will be met when using the schoolwide funding flexibility to expend Title II-A funds on non-program purposes)	
11. Administration of the Title II-A Program	
12. Other #1 (specify) <input type="text"/>	
13. Other #2 (specify) <input type="text"/>	
14. Other #3 (specify) <input type="text"/>	
15. Other #4 (specify) <input type="text"/>	
Total Proposed Expenditures	

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.)

Save Page



Student Support & Academic Enrichment Grants (§4101) under **ESSA, Title IV – Part A**



Mitch Parrish and Heather Ladage



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



Funding

- Districts will receive a formula-driven amount of funds based on subpart 2 of part A of Title I for the preceding fiscal year
- No allocation to an LEA under this subsection may be made in an amount less than \$10,000





Title IV-A Allocations to LEAs of less than \$30,000

- A Needs Assessment is not required.
- Specific allocations for safe and healthy students or well rounded education are not required.
- An annual report to the state is not required.
- MUST spend money in at least one of the three categories.
- 15% technology cap still applies.
- No more than 2% allowed for administrative costs



Title IV-A Allocations to LEAs of \$30,000 or more

- A Needs Assessment is required.
- Specific allocations for safe and healthy students or well rounded education must be met
 - 20% for well-rounded education
 - 20% for safe and healthy students
 - 60% can be spent in any way, but a portion must be spent on technology
- An annual report to the state is required.
- 15% technology equipment cap applies.
- No more than 2% allowed for administrative costs



Leveraging Federal State and Local Resources

- Projects may be conducted in partnership with an institution of higher education, business, nonprofit organization, community based organization, or other public or private entity with a demonstrated record of success in implementing activities under this section.
- Consider how other Federal, State, and local funds may support a holistic approach.
- LEAs may form a consortium with other surrounding LEAs and combine the funds each agency receives to jointly carry out the activities described.



Title IV-A Needs Assessments

- A Comprehensive Needs Assessment should:
 - Address all 3 focus areas-
 - Safe and healthy learning environment
 - Access to well-rounded education
 - Personalized learning experiences supported by technology
 - Be conducted every 3 years
 - Include language that is very broad and provides flexibility in the assessments districts may use
 - Identify specific subjects, activities, and programs necessary to ensure students have access to a well-rounded education.



REMINDER: Districts with allotments of less than \$30,000 are exempt from the Needs Assessment requirement.



Supplement not Supplant

REMINDER:

All Title IV, Part A funds are subject to a supplement not supplant requirement.





Programming has 3 Categories



Well-Rounded Educational Opportunities



Safe and Healthy Students



Technology



Overview of Allowable SSAE Program Activities

Well-Rounded Educational Opportunities (ESEA section 4107)	Safe and Healthy Students (ESEA section 4108)	Effective Use of Technology (ESEA section 4109)
<ul style="list-style-type: none"> Improving access to foreign language instruction, arts, and music education Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent⁵ enrollment programs and early college high schools⁶ Strengthening instruction in American history, civics, economics, geography, government education, and environmental education 	<ul style="list-style-type: none"> Promoting community and parent involvement in schools Providing school-based mental health services and counseling Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline Establishing or improving dropout prevention Supporting re-entry programs and transition services for justice-involved youth Implementing programs that support a healthy, active lifestyle (nutritional and physical education) Implementing systems and practices to prevent bullying and harassment Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse Establishing community partnerships 	<ul style="list-style-type: none"> Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement Building technological capacity and infrastructure Carrying out innovative blended learning projects Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology

*Note: This table provides examples of allowable activities and is not an exhaustive list. Please consult the statute for more information. The text of the ESEA, as amended by ESSA, is available at: <http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>



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 subjects”)
 - efforts to raise student academic achievement through accelerated learning
 - foreign language instruction



ESSA Adds Core Academic Subjects

New to ESEA, and included in ESSA's well-rounded education definition:



Writing



Technology



Engineering



Computer Science



Music



Career and technical education



Health



Physical Education

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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



Overview of Authorized Topics Under Section 4108 of the ESEA*

Safe and Supportive Schools	Student Physical and Mental Health
<ul style="list-style-type: none"> • Preventing Bullying and Harassment • Relationship-Building Skills • School Dropout Prevention • Re-Entry Programs and Transition Services for Justice Involved Youth • School Readiness and Academic Success • Child Sexual Abuse Awareness and Prevention • Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline • Suicide Prevention • Violence Prevention, Crisis Management and Conflict Resolution • Preventing Human Trafficking • Building School and Community Relationships • Culturally Responsive Teaching and Professional Development of Implicit Bias 	<ul style="list-style-type: none"> • Drug and Violence Prevention • Health and Safety Practices in School or Athletic Programs • School-Based Health and Mental Health Services • Healthy, Active Lifestyle, Nutritional Education • Physical Activities • Trauma-Informed Classroom Management • Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes • Chronic Disease Management
<p>Cross Cutting Authorized Topics Mentoring and School Counseling Schoolwide Positive Behavioral Interventions Pay for Success Initiatives aligned with the purposes of <i>Title IV</i></p>	

*NOTE: This chart provides a summary of topics and is not an exhaustive list



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 providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators;
- provide students in rural, remote, and underserved areas with digital learning resource.



Title IV Private Schools

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

Title IV-A Private School Proportionate Share

[Instructions](#)

Private School Proportionate Share of Funds

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

Yes
 No

NOTE: DUE TO POSSIBLE CHANGES IN THE TOTAL TITLE IV-A FUNDS AVAILABLE THROUGHOUT THE YEAR, APPLICANTS MUST SELECT YES OR NO EACH TIME A GRANT/AMENDMENT IS CREATED.

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

[Save Page](#)

*Required field



Title IV Needs Assessment *(upper section)*

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

Title IV-A Needs Assessment

[Instruction](#)

Total Title IV-A Program Funds Available

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

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

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

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

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

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



Title IV Needs Assessment *(lower section)*

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

1. Subject:	<input type="text"/>
Activities:	<input type="text"/>
Programs:	<input type="text"/>
2. Subject:	<input type="text"/>
Activities:	<input type="text"/>
Programs:	<input type="text"/>
3. Subject:	<input type="text"/>
Activities:	<input type="text"/>
Programs:	<input type="text"/>



Title IV Program Allocations

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

Program Allocations

Total Title IV-A Program Funds Available

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

Indicate how funds will be allocated.

<u>Amount</u>	<u>Area</u>	<u>Min/Max</u>
<input type="text"/>	Private School Proportionate Share	
<input type="text"/>	Well-rounded education - at least 20% of the total must be allocated for this, which is:	<input type="text" value="8040"/>
<input type="text"/>	Safe and healthy students - at least 20% of the total must be allocated for this, which is:	<input type="text" value="8040"/>
<input type="text"/>	Technology - funds MUST be allocated for this, up to 15% of the total which is:	<input type="text" value="6030"/>
<input type="text"/>	Administrative costs - must NOT exceed 2% of the total, which is:	<input type="text" value="804"/>
<input type="text"/>	Other (describe)	
<input type="text"/>	Total Allocation (should equal Current Year Allocation above)	



Key Questions

1) May an LEA use a single activity to address more than one of the application assurances regarding use of funds in the three SSAE program content areas (*i.e.*, well-rounded education, safe and healthy students, effective uses of technology)?

There may be certain activities an LEA wishes to fund that could fit into more than one of the SSAE program content areas and could be used to address the application assurances regarding use of funds in each area. For example, a student trauma recovery program that utilizes student performance art could be categorized in either the safe and healthy students content area (ESEA section 4108) or the well-rounded education content area (ESEA section 4107) and could be used to satisfy expenditures requirements in both areas. In such cases, the LEA should explain in its application to the SEA how the activity fits in more than one content area. The SEA will ultimately approve or disapprove the activity through its application approval process consistent with relevant statutory application requirements.



Key Questions *(continued)*

2) What other stakeholders should an LEA consider consulting with as it develops its application?

In addition to the list provided above in the “Local Application Requirements” section, an LEA should consider involving members from the business community, health providers, police, social workers, librarians, technology experts, service providers, faith-based community leaders, and other key stakeholders, as appropriate. Under ESEA sections 4107(a)(2) (well-rounded education) and 4108(4) (safe and healthy students), LEAs are explicitly authorized to use a portion of funds in these areas to develop and implement programs and activities that may be conducted in partnership with an IHE, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing these activities. In addition, LEAs may find it particularly helpful to include such partners in the needs assessment process.



Key Questions *(continued)*

3) If LEAs apply for funds as a consortium, how is the consortium's funding determined?

Section 4105(a)(1) requires that the State make allocations to its LEAs based on each LEA's share of funds under Title I, Part A of the ESEA, and section 4105(a)(3) provides that LEAs may form consortia and combine the allocation that each LEA in the consortium receives to jointly carry out allowable activities. Accordingly, the funding for a consortium is the sum of the allocations of its member LEAs.



Key Questions *(continued)*

4) Is an individual LEA that receives an allocation of less than \$30,000 of SSAE program funds required to use a certain percentage of funds for each of the three content areas?

No. Section 4106(f) allows an individual LEA receiving an allocation of less than \$30,000 to use funds for only one (or more) of the three content areas in the SSAE program. Such LEAs must provide an assurance that they will either use not less than 20 percent of SSAE funds for well-rounded education, use not less than 20 percent of SSAE funds for safe and healthy students, or use a portion of SSAE funds to support the effective use of technology consistent with 4106(f).



Key Questions *(continued)*

5) What does supplement not supplant mean in the context of the SSAE program?

Section 4110 requires that SSAE program funds be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the SSAE program. This means that an SEA or LEA may not use SSAE program funds to carry out activities that would otherwise be paid for with State or local funds. In determining whether a particular use of funds would violate the non-supplanting requirement, SEAs and LEAs should consider matters such as whether the cost involved is currently paid for using State or local funds or whether the cost involved is for an activity that is required by State or local law. In no event may an SEA or LEA decrease the amount of State or local funds used to pay the cost of an activity simply because of the availability of the SSAE program funds. There is a presumption of supplanting if Federal funds are used for State-required costs or costs previously covered with non-Federal funds. The presumption may be overcome if the SEA or LEA is able to demonstrate through written documentation (e.g., State or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the SSAE program funds.



Key Questions *(continued)*

6) Must an LEA distribute SSAE program funds to each of its schools?

No. An LEA is not required to distribute SSAE program funds to each of its schools. Consistent with ESEA section 4106(e)(2)(A), an LEA must prioritize the distribution of funds to schools as described in the LEA or Consortium Assurances section of this document and must implement the SSAE program consistent with all relevant statutory 15 requirements. In prioritizing the distribution of funds, an LEA that provides district-wide services with the SSAE program funds must focus those services on schools with the greatest need identified in ESEA section 4106(e)(2)(A).



Key Questions (*continued*)

7) Do the application assurances regarding use of funds in the three main content areas apply to the schools to which an LEA distributes funds?

No. The application assurances regarding use of funds in the three SSAE program content areas apply at the LEA level. These assurances serve to establish minimum expenditure requirements (i.e., not less than 20 percent of funds for activities to support well-rounded educational opportunities, not less than 20 percent for activities to support safe and healthy students, and a portion for activities to support the effective use of technology) that an LEA must meet with respect to its entire allocation. In meeting these requirements, an LEA has flexibility in determining the amount of funds to distribute to a school and for which activities, provided its determinations are consistent with its needs assessment and school prioritization. An LEA might, for example, use 20 percent of its funds for an arts program in only two of its elementary schools and use 40 percent of its funds for a district-wide school climate program consistent with its assurance to prioritize schools most in need.



Key Questions *(continued)*

8) In the case of a consortium of LEAs, do the application assurances regarding use of funds in the three content areas apply to the consortium as a whole or to each member LEA?

The application assurances regarding use of funds apply to the consortium as a whole, i.e. each LEA in a consortium is not required to meet the expenditure requirements individually with respect to its allocation. Thus, a consortium may, for example, spend less than 20 percent of a single member LEA's allocation of SSAE program funds for activities to support well-rounded educational opportunities in that LEA, provided the consortium spends at least 20 percent of its aggregate funds for those activities.



Questions and/or Comments





Resources

1. Illinois State Board of Education: ISBE.net/essa
2. FY18 ESSA Title allocations:
<https://www.isbe.net/Documents/FY18-Projected-ESSA-Allocations-Title-I-II-IV.pdf>
3. Fall 2016-17 Enrollment Counts: <https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx>
4. Non-Regulatory Guidance – Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Area and Schools:
<ftp://help.isbe.net/webapps/eGMS/2017/T1Targeting.pdf>



Resources (*continue*)

5. Non-Regulatory Guidance – Title I Services to Eligible Private School Children: <ftp://help.isbe.net/webapps/eGMS/2017/PSGuidance.pdf>
6. Non-Regulatory Guidance – Early Learning in the Every Student Succeeds Act *Expanding Opportunities to Support our Youngest Learners*:
<https://www2.ed.gov/policy/elsec/leg/essa/essaelguidance10202016.pdf>
7. USDE Office of Nonpublic Education Page:
<http://www2.ed.gov/about/offices/list/oii/nonpublic/index.html>
8. USDE Title IV-A: Non-Regulatory Guidance *Student Support and Academic Enrichment Grants*:
<https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>



Resources (*continue*)

8. Dear Colleague Letter on Stakeholder Engagement:
<https://www2.ed.gov/policy/elsec/guid/secletter/160622.html>
9. ASCD: <http://www.ascd.org/public-policy/essa-updates.aspx>
10. Education Commission of the States: www.ecs.org
11. SHAPE America: shapeamerica.org



Illinois Association of Title I Directors Fall Conference September 11 – 13, 2017

NEW this year!

- September 11 {**ALL Directors session**}
 - 1 - 4:30 PM: In an effort to provide support to ALL Title I Directors for the new Title I/II/IV application: ESEA of 1965 As Amended, the New Director session is being replaced with a session open to all Title I Directors
- September 12
 - 8:30 AM - 4 PM: ISBE updates and breakout sessions from ISBE staff on ESSA implementation and updates
- September 13
 - 8:30 AM - 2:30 PM: Morning keynote with Baruti Kafele, Breakout sessions from ISBE staff on ESSA implementation and updates, assessment updates
- To register, visit:
<https://www.regonline.com/registration/Checkin.aspx?EventID=2019814>
- To view tentative agenda, visit: <http://www.iatd.net/Files/1116/IATD%202017%20At-a-Glance%20Agenda.pdf>



THANK YOU!

Questions/concerns, please contact your principal consultant.

Principal Consultants Listing by Region:

https://www.isbe.net/Documents/nclb_pc_reg_asmt.pdf

Springfield: (217) 524-4832

Chicago: (312) 814-2220