Ensuring Content Alignment

The Title I District Plan, Schoolwide and Targeted Programs, & The NCLB Consolidated Application

Presented by:
Illinois State Board of Education
Dana Kinley, Principal Consultant
April 28 & 29, 2009
Springfield, Illinois
Presentation Objective
Understand how to align the NCLB Consolidated Application with the Title I District Plan
Memory Jogger

NCLB Consolidated Application

District Name: SPRINGFIELD SD 186
County: Sangamon
Application: Original Application
Project Number: 09-NCLB-00-31-084-1860-23

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

Overview

Program:
The programs included in the NCLB Consolidated Application are:
- Title I, Part A, Improving the Academic Achievement of the Disadvantaged
- Title II, Part A, Teacher and Principal Training and Recruitment Fund (Teacher Quality)
- Title II, Part D, Enhancing Education through Technology (Formula Allocation)
- Title IV, Part A, Safe and Drug-Free Schools and Communities
- Title V, Part A, Innovative Programs (not funded in FY09)
- The Flexible Use of Funds Provision for the Small, Rural Schools Program (Section 6211)

Purpose:
The No Child Left Behind Act of 2001 (NCLB) redesigned the Elementary and Secondary Education Act (ESEA) programs to emphasize four pillars of reform.
1. Accountability for results
2. Doing what works based on scientific research
3. Local control and flexibility
4. Expanded parental options

The overarching goal of NCLB is for every child to meet state academic achievement standards. Title I provides the programs and resources for disadvantaged students to meet this goal. It also requires states and LEAs to close the achievement gap, to place a highly qualified teacher in every classroom, and to improve the qualifications of paraprofessionals who work with disadvantaged students. The former IDEA Title II and Class-Size Reduction grants were replaced by the NCLB Title II Teacher Quality grant that provides the resources for hiring, retaining, and recruiting highly qualified teachers and for training teachers and paraprofessionals. The NCLB Title IV grant removes obstacles to student achievement by providing a safe and drug-free environment, and the Title V grant provides a flexible source of funding to help LEAs achieve these goals. Throughout NCLB, the use of solid research to improve teaching is required and promoted, and parents are provided with information and options to improve the education of their children.

Program Type:
Federal Entitlement Grant

Legislation:
Public Law 107-110, the No Child Left Behind Act of 2001

Resources:
NCLB Handbook
The application has been submitted. No more updates will be saved for the application.

### Program:
Title I, Part A, Improving the Academic Achievement of the Disadvantaged

### Purpose:
To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on state academic achievement standards and assessments.

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

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

### Program Type:
Federal Entitlement Grant

### Legislation:
Public Law 107-110

### Guidance:
- Title I Targeting
- Public School Choice
- Supplemental Educational Services
- Paraprosfessionals
- Services for Private School Children
- LEA and School Improvement
- Report Cards
- Serving Preschool Children
- Schoolwide Programs

### Application Due Date:
July 1st each year (if July 1st begin date is desired)

### Amendment Due Date:
Prior to obligation of funds and no later than 30 calendar days prior to the ending date of the program.

### Grant Period:
July 1st - June 30th each year (Summer programs may request August 31st end date.)

### Expenditure Reports:
Cumulative expenditure reports and a final completion report are required.
**Title I Targeting**

Application has been approved. No changes are allowed.

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

Check the appropriate source box(es):

1. **FREE/REDUCED LUNCH**
2. **TANF (formerly AFDC)**
3. **MEDICAID**

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

### Enrollment

<table>
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<tr>
<th>Attendance Center</th>
<th>Select Category</th>
<th>Grade Span</th>
<th>Feeder Pattern Used</th>
<th>Grandfather or Waiver</th>
<th>Public Enrollment</th>
<th>Non-Public Enrollment</th>
<th>Public # Low Income</th>
<th>Non-Public # Low Income</th>
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<td>1337</td>
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<td></td>
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<td>649</td>
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<td>Middle School</td>
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<tr>
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<td>2010 - JANE ADDAMS ELEM SCHOOL</td>
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<td>2013 - BLACK HAWK ELEM SCHOOL</td>
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<td>2015 - DUBOIS ELEM SCHOOL</td>
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</table>
The application has been approved. No more updates will be saved for the application.

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: If teacher’s retirement is not budgeted, indicate how it will be paid. Click on the “Create Additional Entries” button to enter additional information.

### Description of Function Codes and Object Codes

<table>
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<th>Function Code</th>
<th>Object Code</th>
<th>Expenditure Description and Itemization</th>
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</thead>
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<td>Summer Extended Learning programs; 442.5 stipend hours</td>
</tr>
<tr>
<td>1000</td>
<td>100</td>
<td>44.85 FTE Reading/Math teachers: Adams 2.0; Black Hawk 2.0; Butler 1.5; Dubois 3.0; Enos 2.0; Fairview 1.0; Feithmans 255.0; Graham 1.5; Harvard Park 5.0; Hazel Dell 1.0; Laketown 1.0; Lee 1.5; Matheny-Withrow 2.0; McClernand 2.0; Pleasant Hill 3.25; Ridgely 3.5; Sandburg 1.0; Southern View 1.0; Wanless 2.7; Washington 4.0; Wilcox 1.0 – $1,373,539. Teacher</td>
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<td>TRS $240,020; IMRF $10,529; FICA $6,075; Med Tax $22,143; TRS District Paid $126,170; TRS 2.2 $8541; IMRF District Paid $4,302; THS $21,495; Life Insurance $1,786; Health Insurance $198,791</td>
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<td>Benefits for summer extended learning programs (TRS $2002, medicare $44, TRS District paid $1055 TRS 2.2 $17 (this is $44)</td>
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<tr>
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<td>Admission Fees $2,000; License Fees $25,881; Workers’ Compensation $15,533; Unemployment Insurance $10,598</td>
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<td>1000</td>
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<td>Summer extended learning worker’s comp $30</td>
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<tr>
<td>1000</td>
<td>400</td>
<td>Write Source (students’ books, resource pack, skill books, punctuation pockets, assessment books, daily language workouts, overhead transparencies, reading and writing ready reference books), note cards, Phyllis Hunter Library collection (18), projector carts (5) easel pads (10), take home book bags, guided nonfiction reading materials, classroom</td>
</tr>
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</table>

Reading and Math Instructional Materials: Fast Math, classroom library books, 15 television sets (under $500), computer |
Before you begin writing the **Title I District Plan**, ask yourself, “what’s the district’s Title I program configuration?”

Are the schools operating . . .

1. Targeted Assistance Programs?
2. Schoolwide Programs?
3. Combination of Targeted Assistance & Schoolwide Programs?
Checkpoint: Are these individuals working collaboratively for program fidelity and continuity?
Checkpoint: Areas of Student, Staff, and School Need checked on the NCLB Plan should be woven throughout the Title I District Plan.
Checkpoints:

1. Have I written measurable goals to increase the academic achievement of children toward meeting the Illinois Learning Standards?
2. Will I be using Title I funding to pay staff to conduct progress monitoring and/or administer diagnostic assessments?

3. Am I using Title I funding to purchase evaluation instruments to measure program effectiveness?
Checkpoint: Have I documented the areas of need in the NCLB Plan so that I can identify appropriate needs assessment instruments?
Section I.C. Educational Assistance to Students

Educational Assistance to Students - Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.

Checkpoints:

1. Have I selected the most appropriate targeting method to serve the students most in need?
2. Have I set aside Title I funding for extended programs such as tutoring before or after school or summer school activities?
3. Am I operating a schoolwide program or a targeted assistance program?
Checkpoints:

1. Have I aligned my NCLB Plan to professional development needs?
Checkpoints continued:

2. Am I in school improvement status and required to set aside 10% of district funds or school funds?

3. Have I set aside professional development funds?

4. Am I schoolwide or targeted assistance?

5. Have I budgeted funds for professional development?
Checkpoints continued:
6. Are my Title IIA professional development activities aligned?
7. Am I showing professional development funds in Function 2210?
8. Am I paying staff during the summer months to participate in professional development activities?
Checkpoints:
1. Have I set aside funds for homeless children?
2. Have I set aside funds for neglected/delinquent children?
3. Have I set aside funds for preschool?
Checkpoints continued:

5. As required by Section 1115 of NCLB, how am I evidencing required staff collaboration?

6. If I will be using Title I funds to pay for activities associated with coordination efforts, have I included goals & activities?

7. If I will be using Title I funds to pay staff for activities associated with coordination efforts, have I reported the full time equivalency (FTE) on the staff page?
Checkpoint: What metric does my district use for reporting poverty?

- Free/Reduced Lunch
- Temporary Assistance to Needy Families (TANF)
- Medicaid
Checkpoints:

1. Do any of the activities that I employ to identify eligible children in need of services involve set aside funds (i.e. preschool, parent involvement)?
2. Am I targeted assistance, schoolwide, or combination?
3. Am I using Title I funds to pay for any of the identification activities?
Checkpoints:

1. Have I aligned my NCLB Plan with the programs and educational services I’m providing?
2. Am I targeted assistance, schoolwide, or combination?
3. Do any of the programs and services I’m providing include any of the set aside categories (i.e. Limited English Proficient, Homeless Children, Neglected/Delinquent Children, or Preschool)?
Checkpoints continued:

4. What are my goals, activities, and evaluations for providing these programs and services?
5. Will I be using Title I funds to pay for any of the programs and services?
6. Have I budgeted for programs and services?
Checkpoints:
1. Do my local Board of Education policies align to the NCLB Plan?
2. Does my General Education Provisions Act (GEPA) align to local Board of Education policies?
Checkpoints:

1. If I am using Title I funds to support preschool programs or transition from preschool to kindergarten programs, have I set aside funds for preschool?

2. Have I appropriately selected attendance center categories to serve preschool programs?
Checkpoints continued:

3. What are my goals, activities, and evaluations for preschool programs?
4. Will I be using Title I funds to pay for preschool staff or services?
5. Have I budgeted for preschool services?
Checkpoints:

1. If I am in academic status, have I set aside a minimum of 10% for professional development activities?
2. Do I have goals, activities, and evaluations that are consistent with my School Improvement Plan, District Improvement Plan, and/or Schoolwide Plan?
3. Have I budgeted for activities?
Checkpoints:

1. If I am in School Improvement Status, Corrective Action status, or Restructuring status, have I set aside the required 20% to offer School Choice and/or Supplemental Educational Services?

2. Do I have goals, activities, and evaluations that are consistent with my School Improvement Plan, District Improvement Plan, and/or Schoolwide Plan and support School Choice and/or Supplemental Services?

3. Have I budgeted for activities?
Checkpoints:
1. What are Staff Needs on the NCLB Plan?
2. Am I remembering that Title II-A is intended to improve teacher quality?
3. How do I answer question #2 in Title II-A, Program Specifics asking if the district has a shortage of highly qualified teacher?
Checkpoints:

1. Have I set aside funding for Homeless Children?
2. Have I written goals, activities, and evaluations to serve Homeless Children?
3. Have I budgeted funds to provide for all Homeless Children in the district?
Checkpoints:

1. If my current year allocation exceeds $500,000, have I set aside the required 1% funding for Parent Involvement?
2. If I choose to provide Parent Involvement activities even though I’m not required to do so, have I set aside the same amount I’ve entered on my Budget Detail page?
3. Have I written goals, activities, and evaluations for Parent Involvement events?
Checkpoints continued:

4. Am I hiring staff to work on Parent Involvement activities?

5. Have I budgeted funds to support Parent Involvement activities (Function 3000)?
Checkpoints:
1. Have I extended my grant period if my district is offering summer school?
2. Have I set aside funds for extended learning programs (i.e. after school, before school, summer school in the “Other” category?)
3. Do I have goals, activities, and evaluations to support extended learning programs?
Checkpoints continued:

4. Will I use Title I funds to hire staff to provide extended learning programs?
5. Have I budgeted funds to support extended learning programs?
6. Will I pay staff or program costs over the summer months?
ISBE Principal Consultant Approving

Title I District Plans
ISBE Principal Consultant Approving NCLB Consolidated Applications
ISBE Principal Consultants when the **Title I District Plan** and the **NCLB Consolidated Application** align.
ISBE Principal Consultant when the Title I District Plan and the NCLB Consolidated Application DON’T align.
The application has been submitted for review.

Assurances were agreed to on: 6/6/2008
Consistency Check was run on: 3/16/2009
District Data Entry submitted the application on: 3/16/2009
District Administrator submitted the application to ISBE on: 3/17/2009
ISBE Program Administrator #1
ISBE Program Administrator #2
ISBE Fiscal Administrator

Have questions or need help? Contact our Call Center (217)558-3580 between 8:00am - 5:00pm CST, Monday - Friday or Click here to Contact Us
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## NCLB Consolidated Application

### Application Select

Select an application from the list(s) below and press one of the following buttons:
- Open Application
- Review Checklist

Any pending request is added to a queue to be converted into a PDF file overnight.

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Save Page
It’s almost FY2010 NCLB Consolidated Application Season. Are your ducks in a row?
Contact Information

Dana Kinley, Principal Consultant
Illinois State Board of Education
Division of Grants and Programs
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217.524.4832
dkinley@isbe.net