NCLB Consolidated Application Toolkit

Innovation & Improvement Division
Illinois State Board of Education

May 2015

Illinois State Board of Education

Table of Contents

Table of Contents

Table of Contents

Table of Contents

Chapter 1
I am a New Director!
What do I do First?
Take a deep breath – it will be OK!

1. **Join the Illinois Association of Title I Directors**.
   a. Go to IATD.net for contact information and meeting dates.
   b. You can register for IATD membership on line.
   c. NOTE: it is especially important to attend IATD's Annual Fall Conference, which is held in collaboration with ISBE towards the end of September. This is the conference where you will not only get the "nuts'n'bolts" of program requirements and expectations for NCLB programs, but have an opportunity to network with ISBE staff and meet your NCLB consultant face-to-face.
   d. The IATD has at least three other meetings throughout the year that provide valuable insight into issues surrounding NCLB programming. These meetings also give you an opportunity to meet and network with colleagues that are traveling this path with you.
   e. *Never underestimate the value of networking with colleagues that have responsibilities similar to those you face on a daily basis!*

2. **Get access to IWAS.** Go to www.ISBE.net and click on IWAS at the top center of the screen. The right side of the screen will allow you to register as a "new partner". Your superintendent will need to approve you for the portions of IWAS relative to your position.

3. **Using IWAS, look at your previous NCLB application.** To access the application, once you have your log-in information, select "System Listing" on the left hand side and then select "NCLB Consolidated Application" to access the grant.
   NOTE: Refer to Chapter 3 of this document for more in-depth explanation of the application. Note in the upper right-hand corner the drop-down window that will direct you to the following components of the NCLB application:
      i. NCLB Consolidated
      ii. Title I – Basic
      iii. Title IIA Teacher Quality
      iv. Title II-D Technology Enhancing Ed formula
      v. Title IVA Drug Free Schools
      vi. Title V Innovative Programs
   Per the suggestions below, there are several pages within this application that will provide you with important information as you begin to learn the rules and regulations of the NCLB programs in your district.

   a. NCLB: *NCLB Plan Page*
      i. Read the links for Required Plans, Coordination and Participation Requirements, and Private School Consultation and Participation.
      ii. Note and click the link for the Title I Plan that will direct you to the IIRC website, where you can review the Title I Plan.
      iii. Note the Needs that have been identified on this page. All NCLB funds must be directly related to these identified needs.

b. NCLB: *Allotment Tab* - this page gives you a "bird's eye-view" of the total amount of NCLB funds available to your district.

c. Title I: *Program Specific Tab Targeting Step 1 Subtab*
   i. Note the schools listed on this page – this should include all schools in your district and provide enrollment data for each site. (NOTE: This list will include all schools – Title I as well as those that do not participate in Title I programming.)

d. Title I: *Program Specific Tab Targeting Step 3 Subtab*
   i. This page will tell you the ranking process used to determine which schools in your district are served by Title I.

e. Title I: *Program Specific Tab Targeting Step 4 Subtab*
   i. The Allocation box tells you the amount of Title I funds available to your district.
   ii. The Set-aside box gives you a concept of what/how much of the Title I budget is spent on district-level activities.
   iii. The Attendance Center box provides you with the individual building allocations.
   iv. The Non-Public Allocation (if applicable) are funds generated for those private schools who are participating in Title I. This amount is considered to be the Instructional allocation for private schools. Note that this instructional allocation is in addition to the Equitable Share for Parent Involvement and Equitable Share for Professional Development as discussed in Item "g" below. This exact amount must appear on the Budget Detail page for private school supplementary instruction.

f. Title I: *Program Specific Tab Private School Share Subtab*
   i. You only need to review this page if you have nonpublic schools in your residential area.
   ii. IF you do have nonpublic schools in your residential area, then you will want to note that this page identifies the amount of Equitable Share that must be allocated to the non-publics for Parent Involvement, Professional Development, and select activities in the "Other" set-aside. If you have NOT set aside funds for these purposes in the table on Targeting Step 4, then there will not be equitable shares generated for private schools.
   iii. NOTE: Equitable Shares of Parent Involvement and Professional Development are allocated in addition to the amount of nonpublic allocation determined on Targeting Step 4.
   iv. NOTE that if district checks the "yes" box to indicate participating Private Schools, then district must have submitted the Private School Participation and Private School Meaningful Consultation forms to ISBE signed by the appropriate private school administrator.

g. Title I: *Program Specific Tab Schoolwide Program Subtab*
   i. District must indicate either "YES" or "NO" to the statement: "*The district will utilize the Schoolwide funding option for one or more schoolwide schools.*"
      • *If yes, complete the entire page.*
      • *If not, click "No", save and proceed to the next page.*
   ii. This page will tell you which Title I programs in your district are Targeted Assistance and which ones are Schoolwide as identified on Targeting #4.

iii. If a district is going to utilize the Schoolwide funding option then the district must check which schools for which it plans to utilize the funding option.

iv. BASE AMOUNT: This amount must be the same for all schools – Title I Schoolwide, Title I Targeted Assistance and Title I Unserved schools.

v. BASE AMOUNT is to represent the per pupil base at which the district funds all schools.   This is often figured by taking the total amount of the local budget and divided by total district enrollment.

- Targeted Assistance: students are identified and targeted for intervention support. Use of Title I funds are restricted to provision of supplementary programming specific to just these targeted and identified students.
- Schoolwide: after a year of planning and approval from ISBE as a Schoolwide Title I Program, Title I funds can be used to assist with supplementary programming that will help the entire school ensure that all students learn to their fullest potential.

h. Title I: *Goals Tab   (Note there is a separate chapter devoted to Goals..)*

   i. Districts typically list between 2-6 goals.

   ii. Each goal has a separate narrative box for the activities to be implemented to support the stated goal, and an evaluation box that will tell how the district plans to determine whether the goal was met.

i. Title I: *Budget Pages Tab Budget Detail Subtab*

   i. Budget Detail page provides specific information regarding how the Title I funds will be spent.

   ii. Two important factors on this page are:

   - Function Code: this divides the spending into categories such as
     a. Function Code <u>1000</u> includes all <u>Instructional</u> costs
     b. Function Code <u>2210</u> includes all costs for <u>Professional Development</u>
     c. Function Code <u>2300</u> includes all <u>Administrative</u> costs
     d. Function Code <u>3000</u> includes <u>Community</u> related costs such as parent involvement and nonpublic funding
     e. A complete listing of Function Codes with descriptions is available in the Illinois Program Accounting Manual.
     - Object Code: divides the spending within each category into subcategories to identify the service or commodity obtained as a result of the specific expenditure.
       i. Object Code <u>100</u> is for all <u>Salaries and Stipends</u>
       ii. Object Code <u>200</u> is for all <u>Benefits</u> (such as TRS, IMRF, FICA, Medicare and Health/Life insurance)
       iii. Object Code <u>300</u> is for all <u>Purchased Services</u> (note that this is where Workers Compensation and Unemployment must be placed, but will also include licensing fees, entry fees, etc.)
       iv. Object Code <u>400</u> is for <u>Supplies and Materials</u> (includes most items under $500)
       v. Object Code <u>500</u> is for <u>Capital Outlay</u> (which includes technology and any other items with a cost of $500 or more)

- The "Instruction" tab in top right corner of this page provides a shortcut to brief description with examples for appropriate use of various Function and Object Codes.
- See page the *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook, available at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf for a list of all function and object codes.

j. Titles IIA and II-D: Follow a similar tabs under each of the other grants will provide you with the same kind of information regarding programming and use of funds.

4. **Go to the IIRC website and review the Interactive Illinois Report Card for your district, available at http://iirc.niu.edu/.**
   a. NOTE: You will need a username and password to access much of the information on this site.
   b. Look up your district and click on "*Login to e-Plans for this District".* You will find the following e-Plans that should relate to and be aligned with your Title I Plan:
        i. District Improvement Plan;
       ii. Technology Integration Plan;
      iii. Title I Plan;
       iv. Restructuring Plans;
        v. School Improvement Plans.
          (NOTE: Refer to Chapter 2 of this document for more in-depth explanation of the various plans.)
   c. Click on *"Login to Student Data for this District."* This page will allow you to look at student data by grade, building, subgroups, etc. This is the data that was used to determine the student, staff and school needs.

5. **Visit the schools and observe the NCLB programs in your district.**
   a. Identify those schools with greatest needs (previously in status, significant change in rate of low income, lowest test scores and outcome data, etc.) to provide greater oversight and support.

6. **Always feel free to contact your assigned ISBE consultant throughout the year if you have questions or need to brainstorm how to most effectively use your NCLB funds.**

Chapter 2-Plans, Plans and More Plans

The Illinois State Board of Education is required by federal law to mandate many of the 'Plans' that are required of your district. As of July 1, 2013 and in an effort to have one continuous improvement plan, ISBE has migrated the 'Plan' requirement from the E-Plan system to the Rising Star platform which can be found on the Illinois Interactive Report Card site at http://illinoisreportcard.com/. This process streamlines and provides an interactive site where teams can work on plans at any time and store them on a secure server. Report Card data is uploaded into Rising Star annually.

Per the ESEA waiver, several plans are no longer required. They are listed here for historical purposes and archived on the district's Dashboard in Rising Star. At this time, districts and schools in Illinois are still required to write, review, and revise the Title I District Plan and Title I Schoolwide Plan on a regular basis.

1. **Title I District Plan**
    a. This Plan is an overview of
        - the needs identified within the district that will be addressed through the provision of supplemental programming funded through Title I, and
        - how the supplemental programming will be developed and implemented.
    b. Submission of a Title I District Plan is required by NCLB, *Section 1112, et.seq*.
    c. **All districts requesting Title I federal funding must have an approved Title I District Plan on file in Rising Star which can be found at** http://illinoisreportcard.com/. **Select the 'MyIIRC' link in the upper right corner of the report card screen.**
    d. The Title I District Plan should reflect the priorities included in the NCLB Consolidated Application grant; (i.e., if the Title I District plan focuses on reading or math instruction then the NCLB consolidated application should have items budgeted for reading or math instruction).
    e. Title I funds may not be released to the local district until the Title I District Plan is on file and verified as being complete by the Illinois State Board of Education.
    f. Guidelines for development of the District Title I Plan are available on the Innovation and Improvement website available at http://www.isbe.net/sos/htmls/title1.htm.
    g. Plans must be developed in consultation with teachers, principals, administrators, and parents of Title I students. It is recommended that a team be identified to write the Title I Plan.

        NOTE: Remember to document this consultation with an agenda for the meeting and a sign-in sheet. Minutes or some other form of post-meeting documentation on what was decided would be adequate proof indicators that will be helpful.
    h. The district must review and update the District Title I Plan on a periodic basis. It is recommended that this be done annually to ensure continued correlation between the Title I Plan and the Title I grant application. This is especially important this year due to

required changes with the No Child Left Behind Waiver.

i. The Response to Intervention Plan (also known as RtI) is incorporated into the District Improvement Plan.

- Response to Intervention is defined as "The practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions."

- This Response to Intervention Plan is not specific to Title I but is a process <u>required</u> by the State of Illinois for <u>all schools</u> to ensure that <u>all students</u> learn to their fullest potential.

- Since this is a requirement of all schools by the State of Illinois, <u>Title I funds may not be used</u> to supplant any state-mandated RtI screenings, assessments, or programming. *This is an important distinction unique to Illinois due to State rules that made RtI a mandate for all schools.* Use of Title I funds for RtI would be supplanting and would place the district in jeopardy of loss of federal funds.

- However, it is important to note that Title I programming, both schoolwide and targeted assistance, is an important part of the interventions that may be offered within the scope of the comprehensive educational program using differentiated instructional strategies.

2. Title I Schoolwide Plans

a. NCLB authorizes two distinct program structures under Title I, Part A: **Targeted Assistance School Programs** and **Schoolwide Programs.**

b. <u>Targeted Assistance School programs</u>: funds may only be used to provide services to specific students who have been identified as failing or most at risk of failing, thereby having the greatest need for special assistance. Services are based on ACADEMIC NEED not POVERTY.

c. <u>Schoolwide program</u>: Funds may be used to implement comprehensive strategies for improving the educational program of the whole school, providing services to any student – but the school must first meet the following eligibility requirements:

- Have a poverty rate of 40% or higher
- Have taken a year of planning (suggested but not required) to transition from Targeted Assistance to Schoolwide
- Have a written plan which incorporates the ten components required by the federal regulations (34 CFR 200.28)
- Local School Board Approval of the Title I Schoolwide Plan

d. Resources are available on the Innovation and Improvement website to assist with the writing of these plans at http://www.isbe.net/grants/html/title1.htm.

e. See also the schoolwide and targeted assistance cross-walk, At-A-Glance Components of Targeted Assistance School Programs and the At-A-Glance Components of Schoolwide Programs within the Appendices.

3. District Improvement Plan (ARCHIVED)

a. Submission of a District Improvement Plan (DIP) is currently NOT required by federal and state regulations for <u>districts that are in academic status, however we encourage districts to continue the DIP process.</u>

b. The plan must cover two fiscal years and <u>must be revised every two years</u> while the district remains in status. NOTE: It is recommended that the DIP be reviewed annually – especially since the higher AYP benchmark creates new challenges for the schools each year.

c. Resources to support the process of reviewing data and writing the District Improvement Plan are available through links to the Innovation and Improvement website available at <u>http://www.isbe.net/sos/htmls/district.htm</u>

d. The District Improvement Plan can be submitted via the Rising Star platform found on the IIRC website, available at <u>http://illinoisreportcard.com/</u>. Click on the 'MyIIRC' link at the top of the page.

e. The objectives and activities of the district's *Response to Intervention Plan* must be incorporated into the District Improvement Plan.

f. Title I parents must be included on the committee that develops this plan.

4. **School Improvement Plan (ARCHIVED)**

a. Submission of a School Improvement Plan (SIP) is currently NOT required by federal and state regulations <u>for schools that are in academic status</u>.

b. The plan must cover two fiscal years (e.g. FY 2015 to FY 2017) and should be revised every two years while the school remains in status.

c. Resources to support the process of reviewing data and writing the School Improvement Plan are available through links to the Innovation and Improvement website available at <u>http://www.isbe.net/sos/htmls/school.htm</u>.

d. The School Improvement Plan can be submitted via the Rising Star platform found on the IIRC website.

e. The plan must:

- Specify the responsibilities of the school, the district, and the state serving the school.
- Incorporate scientifically-based research strategies that will strengthen instruction in the core academic areas.
- Adopt practices most likely to ensure that all student groups in the school will meet state standards.
- Establish measurable achievement goals.
- Ensure that 10% of the district's Title I allocation will be used for professional development. (not currently required due to waiver since there are no district's in status)
- Provide information on how the parents will be engaged in effective parental involvement.
- As appropriate, incorporate out-of-school time for additional learning opportunities.
- Establish a peer review process for the plan. *[NCLB, Sec. 1116(B)(8)(v)]*

f. Title I parents must be included on the committee that develops this plan.

5. Technology Plan (ARCHIVED)

a. As part of the E-rate Modernization Order released on July 23, 2014, the Federal Communications Commission (FCC) determined that an approved technology plan is no longer needed for E-rate funding.

b. Since no federal or state programs require an approved technology plan, the Illinois State Board of Education has determined that it will release schools from the technology plan mandate. To that end, ISBE will no longer review or approve technology plans on a yearly basis.

c. The technology plan template will remain a part of the Illinois Interactive Report Card site. Districts will be able retrieve previous plans or write a new plan using that site for the remainder of this school year (through June 30, 2015). Archived plans can be found on the district's Dashboard in Rising Star. If a district needs a plan reviewed for approval for federal or state grant purposes, staff may contact Jamey Baiter at jbaiter@isbe.net.

6. Restructuring Plan (ARCHIVED)

a. Districts are required to develop restructuring plans on behalf of their schools in restructuring planning status. This is true for schools in status under federal or state requirements.

b. All plans are submitted via the Interactive Illinois Report Card (IIRC) at http://illinoisreportcard.com/ (Click on MyIIRC). Archived plans can be found on the district's dashboard in Rising Starr.

c. Resources to support the process of reviewing data and writing the Restructuring Plan are available through links to the Innovation and Improvement website available at http://www.isbe.net/sos/htmls/restructuring.htm.

d. Districts must identify which of the following Restructuring Options will be initiated with an affected school that is in restructuring planning or restructuring status. Each school restructuring plan must indicate that the district is initiating one or more of the following actions in the affected school:

- Reopening the school as a public charter school, consistent with Article 27A of the School Code [105 ILCS 5/ 27A-5];

- Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;

- Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;

- Turn the "operation of the school over to the State educational agency, if permitted under State law and agreed to by the State"; or

- Engage in another form of major restructuring that makes fundamental reforms, "such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress."

  NOTE: Non-regulatory guidance from the U.S. Department of Education in 2006 further defines this fifth "other" option to include reforms such as:

a. Changing the governance structure of the school either to diminish school-based management and decision-making or to increase control, monitoring, and oversight by the LEA;

b. Closing the school and reopening it as a focus or theme school with new staff or staff skilled in the focus area;

c. Reconstituting the school into smaller autonomous learning communities;

d. Dissolving the school and assigning students to other schools in the district;

e. Pairing the school in restructuring with a higher performing school; or

f. Expanding or narrowing the grades served.

For more information on the School or District Improvement Plans, District Corrective Action Plans, or Restructuring Plans, go to:
http://www.isbe.net/sos/htmls/improvement_process.htm.

Chapter 3 - Application Process

A Page-by-Page Guide to Completing the NCLB Consolidated Grant Application

Overview

To access the Consolidated Application, see instructions in Chapter 1. The screen shot below shows the first page of the document as you open it. In the top right corner of the very first page as you open the document; you will note a drop-down list beside the words: <u>Consolidated Application</u>. By default, this list initially says "NCLB Consolidated," but when you click the down arrow, you will find these additional choices:

Title I - Basic

Title II-A - Teacher Quality

Title II-D - Technology Enhancing Ed Formula (not available in 2015)

Title IV-A- Drug Free Schools (not available in 2015)

Title V - Innovative Programs (not available in 2015)

NOTE: The last three grant choices (Title II-D, Title IVA, and Title V) are not available for funding in the 2014-2015 school year (FY15) and for the foreseeable future. Only the NCLB, Title I and Title II-A programs need to be completed.

REMINDER and DISCLAIMER On each page of the application, there is a link to instructions which provide even greater detail on each stage of the application. The instructions are an important resource and <u>should be reviewed</u> prior to completion of the page. This toolkit is not meant to substitute for the instructions but to provide a quick reference of the components of the application. It is strongly suggested that this document be used while looking at the application available on IWAS.

NCLB Consolidated

1. Overview

    a.   No action required - "Read Only;"

    b.   Provides legislation and additional resource links you can use to determine the appropriateness of your programs.

2. District Information

    a.   Contact information required;

    b.   This may or may not be the District Superintendent;

    c.   Click on "Save Page" before you leave this tab.

    d.   Please pay close attention to the checkbox for "ONLY" district administration

3. NCLB Plan

    a.   Numbers 1-3 provide guidance that will support you as you lead your district through the various components of NCLB programming.

    b.   Needs Assessment: It is very important to check the boxes that reflect the results of your needs assessment! The use of your federal funds must be tied directly back to the needs identified in these checklists. If you have other needs that are not reflected in the checklist – include them in the narrative box at the bottom.

    c.   General Education Provisions Act: This statement must specifically include the six types of barriers that can impede equitable access or participation – which are gender, race, national origin, color, disability, or age.

        SUGGESTION: Use the language in the direction box to format your statement: EX: "Per Section 427 of the General Education Provisions Act, the Board, Administration and Staff of District ___ has adopted a policy which ensures equitable access to and participation

in NCLB programs for students, teachers and beneficiaries with special needs without regard to gender, race, national origin, color, disability, or age. All teachers and instructional staff will receive training on an annual basis to ensure that all students are included in every aspect of the curriculum including extracurricular activities. There are currently no barriers that prevent participation."

    d.   Click on "Save Page" before you leave this tab.

4. Gun-Free

    a.   This information can be obtained from the Superintendent's Office using the Student Information System (SIS) report which is submitted electronically to ISBE.

    b.   Insure that a number is entered in #1. If the district reported no incidents, then place a "0" in the box.

    c.   If there were any expulsions, provide the additional requested information.

    d.   Click on "Save Page" before you leave this tab.

5. Allotment

    a.   No action required UNLESS you want to transfer funds from Title II to Title I.

    b.   You cannot transfer funds from Title I to Title II.

    c.   Funds transferred become subject to the rules and regulations of the receiving fund source. (In other words, if you transfer funds into Title I, those funds must be used in compliance with all Title I rules and regulations, such as rules concerning private school share and the calculation of set-asides.)

    d.   Note that you cannot transfer more than the amount designated in line: *Funds Available for Transfer.* Due to the current NCLB waiver, all districts may transfer all title IIA funds into Title I with limited restrictions.

    e.   If you transfer funds, then you must click "Save Page" at bottom of page.

6. Grant Summary

    a.   No action required - "Read Only"

    b.   This page provides you a summary of how you plan to spend the funds by function code, but is populated after all budget pages are completed and saved.

7. Assurance Pages

a. The five tabs of Assurance Pages will be "Read Only" for <u>everyone except for the Superintendent</u>, who will have a small box to click to indicate their commitment to the assurances as outlined in each document.

b. The grant can be submitted after the Superintendent has gone into the grant and clicked the box on the Assurances Tab for each of the following sections:

   ✓ NCLB Assurance

   ✓ Debarment

   ✓ State Assurance

   ✓ Lobbying

   The Superintendent must also click on the button next to his/her name on the Assurances tab and click on "Organization Approves." This may also be done by staff with Board-certified delegated authority who must also provide his/her name.

8. Submit

DO NOT CLICK THIS BUTTON UNTIL YOU HAVE COMPLETED THE PAGES/TABS FOR TITLES I AND IIA. When all program pages have been completed, return to the Submit page and run the Consistency Check. If error messages display, return to the noted pages and provide corrections. After correcting all errors, rerun the Consistency Check and submit through the district chain-of-command for the Superintendent to sign the Assurances. Once the Assurances have been signed, the application may be sent to ISBE.

9. Application History

a. No action required - "Read Only."

b. This page allows you to check to determine the status of your grant as it goes through the ISBE approval process and lets you know the names of the consultants who have reviewed, and approved or returned your grant for further action.

10. Page Lock Control

a. This page is used when you are ready to revise or amend your grant application after it has been initially approved by ISBE or returned for changes.

b. It is in your best interest to open only the pages that you are required to change.

c. To open a page that is locked, click in the Expand All checkbox for a listing of all individual pages. Click in the checkbox(es) next to the page(s) to be opened.

d. Remember to click the "Save" button at the bottom of the page or you will not be able to make and save the changes you require throughout the grant.

e. HINT: If you start making changes on any page throughout the grant application but do not see a "Save" button at the bottom of the page, it is because you did not unlock the page for editing. You would then have to go to the Page Lock Control tab, open the required pages for editing, return to those pages, and re-enter the data.

f. You are not able to unlock the FFATA after initial submission of the grant. Only ISBE can unlock this page.

Title I – Basic

1. Overview

    a. No action required - "Read Only".

    b. Provides legislation and additional resource links you can use to determine the appropriateness of your programs.

    c. Note the specific guidance links available on this page are to answer questions about Targeting, Non-public, and other NCLB areas of importance.

2. District Information

    a. If the contact person for this grant is the same person identified under the NCLB Consolidated tab, then click the box at the top of this page. Otherwise, complete information as requested.

    b. Experience level of the administrator must be checked

    c. Title I plan ISBE approval date must be entered. This information can be found in IIRC.

    d. Application Status

- Most applicants will select the "District is applying for this grant" checkbox
- If the applicant is eligible for this grant, but has chosen not to apply, check the second box and save the page. It is not necessary to complete any other information on this or any other Title I pages.
- If the applicant has a Title I allocation, but does not complete the Title I pages, and does not check this box, the consistency check on the NCLB Submit page will display error messages indicating that Title I information is missing
- Be sure you have not checked the "NOT APPLYING" button if in fact you are applying for the grant. The FRIS system will not recognize your application and your grant application will not be funded

e. Activity Period box(es) must be checked.
    i. Click "Regular Grant Period" box if budget reflects <u>just regular year programming</u> of 6/30/20XX.
    ii. Click just the "Extended Grant Period" box if budget reflects <u>just summer programming beyond June 30th</u> date.
f. Grant Period will auto populate based on the selection for activity period.
g. District Comment Box: This is an important place for you to provide ISBE consultants with additional information that will aid them as they work with you to approve your grant and facilitate funding. For example:
i. If the district had building closures or grade span changes – note it here!
h. Click on "Save the Page" before you leave this page.

3. Federal Funding Accountability and Transparency Act (FFATA)
a. New federal requirements are now in effect under the Federal Funding Accountability and Transparency Act (FFATA). These new requirements pertain to all prime recipients (e.g. ISBE) that make "first tier" federal subawards and contracts (e.g. to a local education agency).
b. LEAs that receive grant awards of $25,000 or more must report the following new data element:
    i. Title and description of the purpose of the funding action. This narrative should capture the overall purpose of the subaward and, if there are multiple funding actions, sufficient description to define the need for each funding action.
    ii. LEAs must report the following new data element: the Executive Compensation Data which includes the name and total compensation of the five most highly compensated officers if that LEA received $25 million or more in annual gross revenues from federal awards in the preceding fiscal year, the entity received 80% or more of its annual gross revenue in federal awards during the preceding fiscal year and if the public does not have access to this information through other federal reports.

4. Program Specific

4.1 Targeting Step 1

Applicant: ROCKFORD SCHOOL DIST 205
Application: 2014-2015 NCLB Consolidated - 00
Cycle: Original Application
Project Number: 15-4300-00-04-101-2050-25

County: Winnebago

Consolidated Application: Title I - Basic ▼

Printer-Friendly
Click to Return to Organization Select
Click to Return to Application Select

Overview	District Information	FFATA	Program Specific	Goals	Budget Pages	Page Lock Control
Targeting Step 1	Targeting Step 2	Targeting Step 3	Targeting Step 4	Private School Share		Schoolwide Programs

Title I Targeting   [Instructions]

Application has been approved. No changes are allowed.

NOTE: READ BEFORE IMPORTING - Data Import Instructions   Data Import Template
Choose File | No file chosen
Validate File

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)

		Month	Year
1.	☑ FREE/REDUCED LUNCH	March ▼	2014
2.	☐ TANF (formerly AFDC)	▼	
3.	☐ MEDICAID	▼	
4.	☐ Direct Certification		

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   ○ Residing

Attendance Center	Select Category	Grade Span	Feeder Pattern Used	CEO	Grandfather or Waiver	Public Enrollment	Non-Public Enrollment	Public # Low Income	Non-Public # Low Income
0001 - AUBURN HIGH SCHOOL	High School ▼	9-12	☐	☐	☐	1762	0	1221	0
0002 - ROCKFORD EAST HIGH SCHOOL	High School ▼	9-12	☐	☐	☐	1792	0	1347	0
0003 - GUILFORD HIGH SCHOOL	High School ▼	9-12	☐	☐	☐	1665	0	1173	0
0004 - JEFFERSON HIGH SCHOOL	High School ▼	9-12	☐	☐	☐	1664	0	1374	0
1001 - WEST MIDDLE SCHOOL	Middle School ▼	6-8	☐	☐	☐	837	87	757	18

A. Poverty Data Source

   i. Select method used to determine poverty in the district (Free/Reduced Lunch, TANF, Medicaid, or Direct Certification) – this will become the method used to identify Title I schools in the district.

   ii. Identify the month and year of data used to identify the Title I schools in the district. NOTE: must use recent data available (Districts should select the month that is most representative of their low-income distribution over the majority of the year, but this should reasonably be within 6 months of the application date. District will not need to adjust this information as it makes amendments throughout the year.

      HINT: Most districts use Free/Reduced Lunch count as this information is most readily available to district staff. This data should be available for Federal and State Monitoring to review.

B. Enrollment Description: Explain the source of the enrollment data by indicating whether it:

   i. Is actual public school and private school enrollments; OR

   ii. Is the number of public school students residing within the attendance area, regardless of whether or not they are actually enrolled in that attendance center, plus private school students within the attendance center.

C. Attendance Center information

   i. This portion is extremely important as it determines the Title I allocations for each public and private school building.

   ii. Be certain that all underline public schools in the district are listed – even those that will not receive Title I programming services. (This information is automatically prepopulated, so if the listing is not correct or if any of the populated information is

incorrect, e-mail Janet Allison at mailto:jallison@isbe.net or Denise Burge at mailto:dburge@isbe.net before entering any data on the application.) If for any reason the requested changes cannot be made, make a note in the Comment Box on the District Information Page. The District is required to inform ISBE of school changes (opening, closing, consolidating, and/or grade span changes) through the Entity Profile System and follow the CDS Codes: Guidelines and Procedures for Changes document.

D. Feeder Pattern - <u>Check this box for</u> a middle school or high school **only** if low income numbers appear to be underreported and a feeder pattern has <u>been used to qualify</u> the school.

   a. Feeder pattern calculations must be maintained at the district for audit documentation.

   b. For information on calculating low income numbers by using a feeder pattern, see question 10 of the Title I guidance (page 12) at http://www.ed.gov/programs/titleiparta/wdag.doc.

E. CEO information - Beginning in the 2011-2012 school year, the United States Department of Agriculture and the United States Department of Education implemented a new program for providing reimbursements to LEAs for providing free (no cost to the student) breakfasts and lunches to all students in schools with significantly economically disadvantaged populations. This new program is known as the Community Eligibility Option (CEO).

   - Districts with approved CEO programs have the CEO box automatically checked as a method of low-income data on the Targeting Step 1 page of the Title I portion of the NCLB Consolidated Application.

   - Districts with both CEO and non-CEO schools will need to check one or more measures of poverty to account for the non-CEO schools.

   - Since not all schools within a District may qualify for CEO, the District must mark which schools are participating.

   - The poverty rate for those CEO schools will automatically be multiplied by 1.6 and ranked accordingly in Targeting Steps 2-4.

   - For more information on CEO, please read the e-bulletin available at: http://www.isbe.net/e-bulletins/pdf/02-12.pdf

F. Grandfather or Waiver.

   a. Grandfather: This applies if the school building had qualified for Title I services in the preceding fiscal year but can no longer qualify. The Grandfather clause permits a building to receive Title I services for one additional year when qualification criteria drops below eligibility. However, the Grandfather or Waiver exception cannot be used for more than one consecutive year.

   b. Waiver: Note that any waiver reflected in this box must be previously approved by the U. S. Department of Education (ED) – and a copy of the approval must be filed with ISBE.

G. Public Enrollment

   a. If the district selected **enrollment** as the basis for ranking schools, enter the **actual enrollments** for each school as of the date specified on this webpage for the selected

low-income data sources.

b. If the district selected **residing** as the basis for ranking schools, enter the number of children **residing** in each attendance area. Include all children who, by reason of age, are eligible to attend that school:

1. All children enrolled in public schools;
2. All children enrolled in private schools;
3. Students with disabilities who reside within the attendance center boundaries, regardless of where they are enrolled;
4. Homeless children who reside within the attendance center boundaries, regardless of where they are enrolled;
5. Children eligible to attend but who are not attending school (dropouts and home schooled).

H. Private Enrollment: Enter the number of children residing in each attendance area who are enrolled in private schools.

I. Public # Low Income: Enter the number of public school children from low-income families determined by the count from the data source(s) indicated on this webpage.

J. Private # Low Income

a. Enter the number of private school children from low-income families determined by the count from the data source(s) indicated on this webpage or from comparable measures.

b. Steps to follow to obtain data for private enrollment and private low income:

i. Obtain listing of all local district students attending private schools. Private schools are not required to provide the names but must provide at least the addresses of the district eligible students enrolled in their school.

ii. List must include addresses to verify residency and to place students in the appropriate attendance areas. Use the list to determine the private enrollment for each attendance area.

iii. From the list, identify private students that qualify for free or reduced lunches. If free/reduced data is not available, comparable poverty measures may be used. Use this information to determine the number of private, low-income students residing in each attendance area.

HINT: ask private schools to provide:

- A list of student addresses,
- Whether each student qualifies for Free/Reduced Lunch, TANF, or Medicaid (dependent upon which category selected as data source at top of page).
- This information then will need to be sorted to determine the number and low-income percentage of students attending private schools residentially eligible for each public school building.
- See Targeting Step 1 instruction for more information on Generating Funds for Services to Eligible Private School Children.

c. Click on "Save Page" or "Next Step" before you leave this page in order to save all data.

- Be careful about **warnings**, such as "category selected for attendance center doesn't match the default value," that may display if, for example, the grade

span does not match the system defaults.

- Warnings do not prevent the application from being submitted, but they are intended to make sure targeting has been done correctly.

4.2 Targeting Step 2

a. Ranking: Select the basis to be used to determine ranking of schools for Title I programming, either:

    i. Use public and private values for ranking (this combines the public and private data from Targeting Step 1 Page); OR

    ii. Use only public values for ranking.

b. Click on "Proceed to Ranking" or "Next Step" before you leave this page.

4.3 Targeting Step 3

a. This portion is very important as this step determines which schools will be eligible for Title I funding. Funds available may not be sufficient to serve all identified attendance centers.

b. NOTE: Choices made on this tab will determine which schools will be listed on Targeting Step 4 to qualify to receive Title I funding.

c. NOTE: All attendance centers with 75% or greater low-income students **must** be served, unless the district has a waiver approved by ED.

d. EXEMPTION NOTE: If the district meets one of the following two criteria, mark the appropriate box as indicated below:

    i. *Mark Box 1*: if total district enrollment is less than 1000 students

    ii. *Mark Box 2*: if district has one school per grade span

e. *LOW INCOME* NOTE: If district is not exempt (as noted by #1 or # 2 above) it must identify how it plans to rank Title I eligible schools for service by marking the appropriate box as indicated below.

i. *Mark Box 3*: If district plans to qualify for services only those schools from elementary, junior high, or high school with a low income count above the average for the grade span.

f. If district plans t*o* qualify only schools with low income count equal or greater than the district low income average, district must indicate which form of ranking will be used:

i. *Mark B*ox 4a: ranking schools in district (with low income count equal to or greater than district low income count average)

h. *Mark Box 4b*: ranking schools in district by grade spans (then by low income count equal to or greater than district low income count average)

    a. EX: Choosing to serve all eligible elementary schools before expanding to include middle or high school grade levels.

    b. This is usually used by districts that have schools with less than 35% poverty.

    c. If district plans to qualify all eligible schools having low income count greater than 35%, district must indicate which form of ranking will be used:

i. *Mark Bo*x 5a: ranking within entire district.

j. Mark Box 5b: ranking by same or similar grade spans.
REMEMBER: Districts must serve any school with a poverty rate of 75% or higher.

4.4 Targeting Step 4

Step 4:

1. Input all necessary set asides for your district and then click the 'Calculate Distribution Amount' button.
2. Note that the set asides are based on the current year Title I allocation only. Prepayments and carryover are not part of these set aside amounts.
3. Select eligible schools that will not be served.
4. Click the 'Distribute Amount Evenly' button to distribute the same per pupil amount to each school being served.
5. Adjust the resulting allocations, if needed, to put higher per pupil amounts in higher ranked schools. Click the 'Check Distribution' button.
6. If the distribution amounts are correct click the 'Save Distribution' to accept the distribution. return to step 3 to select an alternate ranking method.
7. If the chosen ranking method did not achieve the desired results, return to step 3 to select an alternate ranking method.

Title I Allocation	$14,164,652
+ Transfers In	$0
+ Prepayment	$0
+ Reallocation	$0
+ Carryover	$2,840,671
(+ / -) Multi-District Transfers	$0
- Released	$0
= Total Title I Available for LEA	$17,005,323

Set-Asides * See Instructions for Set-Aside Clarifications and other page instructions.

Private School Noninstructional Costs		0	Parent Involvement (District Wide)	141647
			Prior Yr Unexpended Parent Involvement	0
			Total Amount for Parent Involvement	141647
Administration		474530	Preschool (District Wide)	0
Homeless Children		197025		
			Professional Development (District Wide)	0
			Priority School	953718
Limited English Proficient (LEP)		0	Focus School	0
Neglected/Delinquent Children		0		
Other		0		
Other	Tech Support	63262		
Other	Assessment	69815		
Other	Indirect Costs	474923		
Other	Summer Suppl. Prog.	1288624		
			Total Distribution Amount: $13,341,779	
			Minimum Per Pupil Amount (if applicable) 0	

a. NOTE: In order to complete this tab correctly, the district must have developed a budget that will reflect the planned use of their Title I allocation. The information on this tab must match the budget detail tab.

b. The Title I Allocation table at the top of this page is Read Only, providing a district with the amount of funds allocated for Title I.

c. Set-Asides table (must match the Budget Detail Page)

   i. Note: A district may reserve funds for certain reasonable and necessary services before allocating funds to schools. Funds set aside are deducted from the Total Title I (Allocation) available to theLEA. Because the reservation of funds by an LEA will reduce the funds available for distribution to participating public schools as well as private schools, consultation with teachers, principals, parents, and private school officials must include discussion on necessary reservations.

   ii. Enter the amount of funds to be set aside, if any, for the purposes noted below. Please see Targeting Step 4 instructions for more details about each of the set asides. Functions provided are not exclusive, other function codes may be appropriate.

      a. Private School Non-instructional Cost: Costs for noninstructional expenses for private school services, such as transportation. (Function Code 3000)

      b. Administration: Any funds in budget for administration (Function Code 2300) must be set aside. Note the general limit of 5% of Title I allocation to be used for administrative purposes. Prepayment and carryover are not to be included in this 5% calculation.

      c. Homeless: Homeless set aside is mandated by the McKinney Vento legislation. Homeless students attending a non-Title I building may receive services through a tutor (Function Code 1000); funds may also be used for medical or dental work, school uniforms and/or a winter coat (Function Code 2900), for example. There are no guidelines regarding the amount that must be placed in the Title I budget for homeless students and families, only that funds be reserved "as needed." Private schools do not receive an equitable share of this

set-aside.

  d.   <u>Limited English Proficient (LEP):</u> LEP set aside may be used to transition students from LEP to regular classroom. (Function Code 1000) Private schools do not receive an equitable share of this set-aside.

  e.   <u>Neglected / Delinquent Children:</u> funds must be reserved to work in local institutions or community day school programs for neglected and/or delinquent children if such are located in the district residential area. Private schools do not receive an equitable share of this set aside. (Function Code 3000 or Function Code 4000 if paid to public governmental institution).

  f.   <u>Other:</u> Other set aside could include any funds for summer school, Indirect Costs, salary differentials, rewards for staff in Title I schools in status, etc. With the exception of Indirect Cost, Private schools will most probably be entitled to an equitable share of these costs.

  g.   <u>District-wide Parent Involvement:</u> 1% of any Title I allocation greater than $500,000 is mandated with 95% of the amount set aside distributed to Title I Schools. Private schools are entitled to an equitable share of these costs. (Function Code 3000 – or 2560 if providing meals for parents, 2550 if providing transportation for parents and children to activity).

  h.   <u>Preschool:</u> District may set-aside funds to run a preschool in the district for eligible children. Private schools will not receive an equitable share of these funds. (Function Code 1000).

  i.   <u>District-wide Professional Development</u>: The District wide professional development set aside may be used in districts where all schools participate in title I and all schools operate schoolwide programs.(Function Code 2210) Private schools will receive an equitable share of this amount – If the district does not meet this requirement, then professional development funds can be set aside in the "other" category. Private schools would also receive an equitable share of these funds.

  j.   <u>Priority Schools</u> – those schools identified as priority schools should set aside an appropriate amount with which who provide services for instructional improvement

  k.   Focus Schools - – those schools identified as focus schools should set aside an appropriate amount with which who provide services for instructional improvement

d.   Calculate: when this box is checked, the software will calculate the amount of the Title I allocation that is not reflected in the set-asides – which will then be available to be distributed among the attendance centers.

e.   Equitable distribution: The district has the option of distributing funds based on low-income numbers and building needs, or to provide equitable distribution of Title I funds across all eligible buildings based on low-income counts. When checked, equitable distribution will automatically distribute the funds remaining from set-asides based on number of low-income students.

f.   Estimated Number of Students who will participate:

  i.   Public:

    a.   If Targeted Assistance program – this will be the estimated number of students planned to be served.

b. If Schoolwide program – this will be the total enrollment of buildings receiving Title I funds.

    ii. Non-Public– this will be an estimated number based on projected level of services to the private schools.

g. Attendance Center:

    i. This is a generated list of buildings based upon ranking method selected in Targeting Step 3.

    ii. Indicate if any buildings have done the requested year of planning, met poverty requirements, and are operating as Schoolwide Title I programs. A check must appear in these boxes in order to allow the district to budget activities based upon all students. Otherwise, the district may only fund targeted assistance activities focused on identified at-risk students and cannot fund activities for all students. Any buildings checked as schoolwide here will be listed as such on the Schoolwide Program Page.

        NOTE: when amending your grant, pay careful attention that this button remains selected if operating a Schoolwide Program.

    iii. Indicate if any of the buildings listed will not receive any Title I services. The <u>district may elect not to serve</u> an eligible school that has a higher low income percentage rate if the school meets <u>all</u> of the following:

        a. The school meets the comparability requirements of section 1120A.

        b. The school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 (Schoolwide Programs) or section 1115 (Targeted Assistance Programs).

        c. The funds expended from such other sources equal or exceed the amount that would be provided under this part.

        d. **NOTE:** when a school is not served, please list items a, b & c above in the comment box.

    iv. Public Low-income, Non-Public Low-income, and Low-income percentage are automatically populated based upon information provided in Targeting Step 1.

    v. Attendance Center Allocation: District may determine Attendance Center Allocations based upon one of two methods:

        a. Equitable distribution: If the district checks the Equitable Distribution box (beside the set-aside calculation box) – then the software will automatically populate the allocation for each school based on low-income count multiplied by the minimum per pupil allotment.

        b. Manual distribution: The district may choose to provide allocation to buildings based upon identified needs.

            1. An LEA <u>must</u> allocate Part A funds to participating school attendance areas or schools, in rank order, based on the total number of children from low-income families in each area or school. An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order.

            2. If an LEA serves any areas or schools below 35% poverty, the LEA must allocate to all its participating areas or schools an amount for each low-income child in each participating school attendance area or school that is at

least 125% of the LEA's allocation per low-income child.

3. In determining what per-child amount to allocate, the LEA should bear in mind the purpose of such funding – to enable children who are most at risk to meet the State's challenging student academic achievement standards. The per-child allocation amount must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose.

4. An LEA is not required to allocate the same per-child amount to each area or school. However, the LEA must allocate a higher per-child amount to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

5. An LEA that opts to serve schools below 75% poverty using grade span groupings may determine different per-child amounts for different grade spans so long as those amounts do not exceed the amount allocated to any area or school above 75% poverty. Per-child amounts within grade spans may also vary so long as the LEA allocates higher per-child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.
NOTE: See Targeting Step 4 instructions for more information on ranking schools.

c. Either method will then automatically populate the next two columns (Per pupil amount and Non-Public allocation).
REMINDER: Remember that the per pupil amount (PPA) must not be less than the Minimum Per Pupil amount as noted at the bottom of the set-aside table, if applicable.

d. NOTE: the Total Non-Public Allocation is designated as a total at the bottom of this table.

e. If you are serving buildings with less than 35% poverty, you must serve those building at 125% of the PPA, except for the last building due to the district running out of funds. If you get a warning message, make sure that all buildings get 125% of the PPA if ANY building with a poverty rate of less than 35% is served, regardless of the poverty rate of all higher ranked buildings) except for the last building. For example, if the minimum PPA is $990 (calculated at the 125% level), schools A, B, C in order of poverty would need to get $990 until there is insufficient funds which would go to school D .

f. Error messages prevent applications from being submitted. Examples of error message are when set-asides for parent involvement are not sufficient or when attendance center difference must equal 0.

4.5 Private School Share

Applicant: ROCKFORD SCHOOL DIST 205
Application: 2014-2015 NCLB Consolidated - 00
Cycle: Original Application
Project Number: 15-4300-00-04-101-2050-25

County: Winnebago
Consolidated Application Title I - Basic

Printer-Friendly
Click to Return to Organization Select
Click to Return to Application Select

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

Overview	District Information	FFATA	Program Specific	Goals	Budget Pages	Page_Lock Control
Targeting Step 1	Targeting Step 2	Targeting Step 3	Targeting Step 4		Private School Share	Schoolwide Programs

Private School Share   **Instructions**

◉ Yes   ○ No   Are private, nonprofit schools participating in this grant program?* If yes, complete this page. If no, save page and continue to next page.

This information is pulled from the Targeting Step 4 page, except for Item 9, which must be entered manually.

1. `252` — The number of low-income private school students in participating public school attendance areas
2. `20185` — The number of low-income public school students in participating public school attendance areas
3. `20437` — Total number of low-income students in participating public school attendance areas (Line 1 + Line 2)
4. `0.012331` — Private school proportion of low-income students (Line 1/Line 3)
5. `141647` — The districtwide Parent Involvement reservation from Targeting Step 4
6. `1747` — **Equitable private school share of Parent Involvement reservation**
(This amount should be entered in Function 3000 on the Budget Detail page)
(Line 4 x Line 5 rounded to whole dollar)
7. `0` — The amount reserved on Targeting Step 4 for professional development activities
8. `0` — **Equitable private school share of Professional Development reservation** (This amount should be entered in Function Codes 3000 or 4000 on the Budget Detail page as appropriate)
(Line 4 x Line 7 rounded to whole dollar)
9. `1421701` — **The total summed amount of all Other instruction set-aside amounts entered on Targeting Step 4**
NOTE: THE SUM ABOVE SHOULD INCLUDE ALL ITEMS LISTED IN THE OTHER DESCRIPTIONS ON TARGETING STEP 4
10. `17531` — **Equitable private school share of all Other instruction set-asides**
(Line 4 x Line 9 rounded to whole dollar)

a. Check "Yes" or "No" as appropriate – depending upon whether private schools are participating in this grant.

b. NOTE: Districts must submit to ISBE the Private Schools Participation Form to ISBE as hardcopy – with administrative signatures of the participating private schools.

i. The number of low-income private school students in participating public school attendance areas is prepopulated. NOTE: This will match the number in Targeting Step 1.

ii. The number of low-income public school students in participating public school attendance areas is prepopulated.NOTE: This will match the number in Targeting Step 1.

iii. This field automatically populates based on data provided by the district in steps 1 and 2 when the page is saved.

iv. This field automatically calculates based on data in lines 1 and 3.

v. Enter the amount set aside for Parent Involvement in Targeting Step 4 into the district's Parent Involvement cell on the Private School Share tab.

vi. This field automatically populates when page is saved but note that this amount must be reflected specifically as Private Parent Involvement Equitable Share in the Budget Detail Page in addition to the total private allocation as identified in Targeting Step 4.

vii. Private schools are due equitable shares of Professional Development funds. If the district is choosing to set-aside funds for this purpose, enter the amount set aside for Professional Development in Targeting Step 4 into the district's Professional Development cell on the Private School Share tab.

viii. This field automatically populates when the page is saved–note that private equitable share for Professional Development is based on the amount beyond the minimum required for a district in status.

ix. Please enter the summed amounts of the other set asides from targeting   step 4.

x. This field automatically populates when page is saved–but note that this amount must be reflected specifically as Other Equitable Share in the Budget Detail Page in addition to the total private allocation as identified in Targeting Step 4.

4.6 Schoolwide Programs

a. SCHOOLWIDE: Any schools for which the Schoolwide box is checked on Targeting Step 4 Page will automatically be listed under the Approved Schoolwide Programs box. For each Schoolwide site:

i. Please check yes or no indicating whether the district will utilize schoolwide funding flexibility

ii. Please calculate the per pupil base amount

b. TARGETED ASSISTANCE: The remaining Title I schools will be listed in this box.

5. Goals

a. For every Goal there must be correlating activities and evaluation.

b. IMPORTANT NOTE: every item in the Budget Detail Page must relate to at least one goal and every set-aside on Targeting Step 4 should have a corresponding goal

c. HINT: A district could limit its goals to three or four specific areas (for instance, Reading, Math, Parent Involvement, Preschool, LEP, Attendance, etc.), state the goals in broad language (Ex: By March, 2015, 77.5% of Title I students will meet or exceed State Standards in Reading), and let the activities reflect the various components of the program and budget (such as homeless, private, etc.).

d. The **Goal Statement** should be stated in measurable terms of expected student outcomes and when appropriate (as in Targeted Assistance Programs) must specifically identify and focus on Title I students.

i. Format for goal statement: *By (date or amount of time), (percent or number) of (participants or clients) will (specific achievement).*

ii. EX: *By end of year, 2015, 77.5% of Title I students will read at or above appropriate grade level of achievement.*

e. The **Activity Statement** should be a broad listing of the overall activities that will be implemented through Title I funds that will lead to achievement of the stated goal. District should specify if these activities are Schoolwide or specific to identified students in a Targeted Assistance Program.

Example for a Schoolwide program:
Students will be screened at beginning of year to determine entrance level of reading using DIBELS, with those students scoring in the at-risk category targeted for progress monitoring every week. Reading Coach will work with classroom teachers to review student outcomes on a weekly basis, providing support to differentiate instruction to meet the needs of all students, but especially those students who fail to show expected growth and continue to read below expected level of achievement. The size of reading classes will be reduced by the provision of a Reading Specialist who will provide direct instruction in reading to students identified as in greatest need. The provision of a flex-period each day will allow for differentiation of instruction – with a focus on reteaching and preteaching.

f. The **Evaluation Statement** should tell how the district will know if the goal was met and

include the benchmark / assessment used to determine the success / failure of the goal.
Example:
77.5% or more students will read on or above appropriate grade level of achievement as determined by the DIBELS (gr.K-2) or ISAT (gr.3-5).

    g.   For more information on Goals, see Chapter 7.

6. Budget Pages

6.1 Budget Detail

    a.   The Title I Budget must be consistent with the Title I Plan on the Illinois Interactive Report Card.

    b.   The *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* available at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf should be used to ensure compliance with NCLB rules and regulations.

    c.   Please ensure activities are programmatically approvable and reasonable and necessary according to OMB Circular A-87 to carry out programmatic goals. (see http://www.whitehouse.gov/omb/circulars_a087_2004)

    d.   Provide enough detail in the Budget description cells to demonstrate appropriate use of funds and compliance with program rules and regulations.

        i.   Staff: provide full-time equivalents (FTEs) for each position, salary, and building and position assignments. NOTE: please do NOT include names, social security numbers or FEIN numbers for staff. (EX: 5 Reading specialists @ $155,000: 1@Fairview, 2@Hill, 2@Washington. 3 Reading paraprofessionals @ $62,000: 1@Fairview, 2@Hill, 2@Washington).

        ii.   Benefits: List the percentage rate used to determine benefits as well as the total cost per benefit. (EX: Medicare @ .0145 = $11,342, ITRS @ .2580=$192,116, IMRF @

.1565 = \$57,345, Insurance @ \$5040 = \$146,160,
TRS@ .12638 = \$93,550, FICA @ .0765 = \$28,299).

   iii. <u>Purchased Service</u>: This includes Workman's Compensation and Unemployment as well as any other kinds of purchased services that might be appropriate (license fees, on-line subscriptions programs, field trip entrance fees and related travel costs, consultant fees, etc.).

   iv. <u>Materials</u>: provide list of materials with descriptors (supplementary books, classroom libraries, videos, etc.), quantity, per unit costs, grade level/span to be used, where materials will be housed, etc. Note: when considering items to purchase with Title I funds, please refer to the guidance on Supplementing vs. Supplanting funds and guidelines for each school's "program type" (Targeted Assistance or Schoolwide). If in doubt, please discuss with your Principal Consultant as some items may not be allowable and would result in an audit finding.

   v. <u>Homeless</u>: 1000/400 would include INSTRUCTIONAL supplies such as pens, pencils, paper, notebooks, calculator, etc. (You will need a narrative description in each separate cell.) 2900/400 would include clothes, coats, etc. NOTE: Homeless funds must not be used for district consumable costs.

   vi. <u>Capital Outlay</u>: purchase of equipment over \$500 per unit. Narrative must include descriptor of item, quantity, per unit cost, where equipment will be maintained. Object 700 - Items that would be classified as capital assets except that they cost less than the capitalization threshold adopted by the school board but more than the \$500 minimum value. IF (and ONLY IF) the LEA has a BOARD-APPROVED, ENTITY-WIDE threshold for non-capitalized equipment of >\$500 should an item be listed in object 700. IF there are items listed in object 700, the BOARD-APPROVED, ENTITY-WIDE threshold must be included in the description

   vii. <u>Professional Development</u>: list the participating buildings, topics, names of particular workshops/conferences when known, number of hours, participants and rate of stipend pay for in-district workshops, number of days and rate of pay for substitute costs incurred as a part of professional development, etc.

   viii. If district has both Schoolwide and Targeted Assistance programs, then separate the costs into different budget narrative cells and label the cell according to the kind of Title I program to ensure compliance with the restrictive use policy of NCLB.

   Example <u>Schoolwide:</u>
   7 computers @ \$500 per unit for Cannon Elementary School, to be placed in 7 primary grade classrooms.

   Example <u>Targeted Assistance</u>:
   7 computers @ \$500 per unit for Cannon Elementary School, 3 to be placed in Primary Title I classroom, 4 to be placed in Intermediate Title I classroom.

   ix. NOTES

      a. In a Targeted Assistance program, all materials and equipment must be maintained in the Title I classroom.

      b. If district places funds in the Indirect Cost cell, this same amount should be included in the "Other" set-aside on Targeting Step 4 Page.

6.2 Budget

a. This is a "Read Only" page – this summarizes district spending.

b. Reader can use this page to check percentage mandates in the grant – such as 5% cap for Administration or 1% minimum for parent involvement (if total allocation is greater than $500,000).

7. Page Lock Control

a. This page is used when you are ready to revise your grant application after it has been returned for changes.

b. It is in your best interest to open only the pages that you are required to change.

c. See earlier directions on Page Lock Control section of the NCLB portion of this grant. Remember to click the "Save" button at the bottom of the page or you will not be able to make and save the changes you require throughout the grant.

HINT: If you start making changes on any pages throughout the grant application but do not see a "Save" button at the bottom of those pages, it is because you did not unlock the page for editing. You will then have to go to the Page Lock Control tab, open the required pages for editing, return to those pages, and re-enter the data.

Title IIA – Teacher Quality

1. Overview

   a.   No action required - "Read Only."

   b.   Provides legislation and additional resource links you can use to determine the appropriateness of your programs.

2. District Information

   a.   If the contact person for this grant is the same person identified under the NCLB Consolidated tab, then click the box at the top of this page. Otherwise, complete information as requested.

   b.   **Application Status: districts will check the correct box if they are or are <u>not making an application for the Title IIA grant at this time.</u>**

   c.   Activity Period – select either regular or extended

      i.   Click "Regular Grant Period" box if the budget reflects only <u>regular year programming</u>.

      ii. Click <u>both</u> the "Regular Grant Period" and "Extended Grant Period" boxes if budget reflects <u>regular year and summer programming</u> beyond the June 30th date.

      iii. Click just the "Extended Grant Period" box if budget reflects only <u>summer programming beyond the June 30th</u> date. NOTE: if "Extended Grant Period" box is clicked, the district must enter an end date of 8/31/20XX.

   d.   Grant Period: the box will prepopulate based on the activity period selection.

   e.   District Comment Box: This is the place to inform ISBE of any unusual or changed circumstances regarding your Title IIA grant application.

3. FFATA

The Federal Funding Accountability and Transparency Act requires the Office of Management and Budget to "ensure the existence and operation of a single searchable website" for Federal

awards. The Transparency Act's definition of "awards" includes not only prime awards of grants and contracts (in this instance Federal awards made to ISBE), but also includes sub-award recipients. Sub-award is defined by the Office of Management & Budget as a monetary award made as a result of a Federal award to a grant recipient or contractor to a sub-recipient or subcontractor respectively. The data collected on the FFATA page will be reported to http://www.usaspending.gov/.

- A Project Description is required. In the text area, provide a description for each funding activity and action that will help you meet the goal of the grant being funded. Sufficient details should be provided to describe each funding action. Example: "Funds will be used for professional development to train teachers in the use of technology to improve instructions." You are limited to 255 characters, so be concise. Your project description must also match what you have entered on your budget page as well as your needs assessments.
- Complete the 9-digit DUNS number. Use the hyperlink for additional DUNS information. https://mycredit.dnb.com/get-a-duns-number/
- Agency's Annual Gross Revenues: Either the "Yes" or "No" radio button is required. Most districts in Illinois are able to select "NO" because of funding levels. If the "Yes" radio button is selected, additional text fields will show. The names and total compensation of the top five highest paid individuals within your organization are to be reported in these additional text areas. Further clarification for "Reporting Executive Compensation and First-Tier Subcontract Awards" is available at: ftp://help.isbe.net/webapps/eGMS/FFATA_Fed_Regis_7_8_2010.pdf

4. Needs Assessment
    a. Data Sources
- At least one data source must be selected
- Additional data sources may be selected as appropriate
- If an "Other" data source is selected, identify the source

    b. Needs Assessment Results
- Include a summary of needs assessment results, consistent with the data source(s) identified above
- Include a description of strategies for closing any achievement gaps
- Include a description of key professional development opportunities for teachers and/or principals
- Include any other relevant information related to the needs assessment data and review results

    c. Use of Funds Related to Results
- Describe how Title II-A funds will be used to meet the needs identified from the data source(s) identified above
- Make sure that any use of funds noted here is included on the Budget Detail page

5. Program Specific Pages

5.1 Private School Share

a. <u>Yes or No</u>: Indicate whether Private Schools will participate in Title II-A.

 i. If "No" – then check the box and move to next page.

 ii. If "Yes" – then...

   1. Enter the Title IIA allocation (must be amount from NCLB, Allotment Page). Note: this figure does include prepayment/carryover, but should include funds transferred INTO (or OUT OF) Title IIA (if the district has chosen to do so).

   2. Enter any administrative charges in the budget (Function Code 2300 from proposed budget).

   3. Enter any costs for public school class size reduction, recruitment, and/or retention in the proposed Title IIA budget.

   4. Click on the Save Page button and this line will be automatically calculated. This is the amount to be used for professional development.

   . NOTE: this amount must match the professional development costs in the proposed budget (Function Code 2210 or 3000).

   5. Enter enrollment of participating private schools. This amount must match the Enrollment data taken from the FY15 Private School Participation Form provided by ISBE which includes enrollment figures.

      NOTE: the enrollment figures supplied by ISBE are the ones to be used (which are taken from private reports submitted to ISBE)–private schools cannot arbitrarily adjust their enrollment figures for the Title IIA grant application.

   6. This line will be automatically calculated (will be the sum of public and private enrollment data) when page is saved.

   7. This line will be automatically calculated (will reflect the percent of total enrollment attending private schools) when page is saved.

   8. This line will be automatically calculated (will reflect equitable private school

share for professional development) when page is saved.

9. Private Hold Harmless: enter the amount that private school received in FY2002 through the Title IIA grant. This can be found by searching in FRIS

10. Enter the larger of the two amounts from Lines 9 and 10 and save page. This is the amount that must be included in the proposed Title IIA budget for private schools.

5.2 Program Activities

a. Equitable Participation of Private Schools: No Action Needed: software will automatically enter amount from Line 11 of previous page (Private School Share)

b. Highly Qualified Teachers: check "Yes" or "No" to indicate whether district has shortage of highly qualified teachers. (Note: if you indicate "yes", then 40% of your Title IIA funds MUST be used for recruitment/retention of highly qualified teachers.)

c. Proposed Title IIA Activities:
NOTE: these amounts must match the Budget Detail Page.

   i. Professional Development for Public Schools: enter amount allocated in proposed budget for professional development (Function Code 2210).

   ii. Professional Development for Private Schools: enter amount allocated in proposed budget for private school professional development (Function Code 3000) This amount MUST match the figure generated at the bottom of the Private School Share tab.

   iii. Total for Professional Development: This line is automatically calculated when page is saved.

   iv. Class Size Reduction Teachers (salaries and benefits): enter amount allocated in proposed budget (Function Codes 1000/100-Salaries, 300-Work.Comp1000/200-Benefits, and 1000/300-Work.Comp and Unemployment).

   v. Recruitment Of Highly Qualified Teachers: enter amount allocated in proposed budget for teacher recruitment purposes (Function Code 2640).

   vi. Recruitment Of Highly Qualified Principals: enter amount allocated in proposed budget specific to recruitment of highly qualified principals (Function Code 2640).

   vii. Retention Of Highly Qualified Teachers: enter amount allocated in proposed budget specific to retention of highly qualified teachers (Function Code 2640).

   viii. Retention Of Highly Qualified Principals: enter amount allocated in proposed budget specific to retention of highly qualified principals (Function Code 2640).

   ix. Administration Of Title IIA Program: enter amount allocated for administration – but remember that this must be supplementary administrative costs and cannot supplant regular administration of district programs (Function Code 2300).

   x. Funds Used For REAP Purposes: note that any amount placed in this box ensures the flexibility of the REAP program, but must correlate to any goals marked for REAP flexibility on the Goals Page. For more information go to http://www2.ed.gov/programs/reapsrsa/eligibility.html

   xi. Schoolwide Funding Flexibility: Enter the amount of Title IIA dollars to be used for Non-program purposes due to utilization of schoolwide funding flexibility. In the text box, 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. If

a schoolwide building participating in this flexibility has an unusual budget request, the district should indicate the building is using the schoolwide flexibility within the budget detail descriptor. In Title IIA, funds available thru schoolwide consolidation can be used for more than just professional development, recruitment, retention, and class-size reduction. For these types of expenditures, use the appropriate function and object code and include in the budget detail description, "schoolwide consolidation funds".

    xii. <u>Other</u>: any funds not already listed above will be included in this cell but must be labeled in the narrative box (Ex: indirect cost).

    xiii. Be sure to save the page before moving to the next page.

6. Goals

  a. REAP Flexibility: Small Rural School Grants, Rural Education Achievement Program, REAP

    i. Program Description: The purpose of this program is to provide financial assistance to rural districts to assist them in meeting their state's definition of adequate yearly progress (AYP). Applicants do not compete but rather are entitled to funds if they meet basic eligibility requirements. Eligibility is restricted by statute. Awards are issued annually directly to eligible LEAs on a formula basis.

    ii. Types of Projects: Recipients may use program funds to conduct activities under the following ESEA programs: Title I, Part A (Improving the Academic Achievement of the Disadvantaged); Title II, Part A (Improving Teacher Quality State Grants, # 84.367).

For more information go to http://www2.ed.gov/programs/reapsrsa/eligibility.html

Note: districts eligible for REAP flexibility must check the box at the top of the goals page.

  b. IMPORTANT NOTE: every item in the Budget Detail Page must relate to at least one goal.

  c. <u>Goal Statement</u>: should be stated in measurable terms of expected student outcomes. Format for goal statement: *By (date or amount of time), (percent or number) of (participants or clients) will (specific achievement).*
Example: *By end of year 2012, 77.5% of students in third grade reduced size classroom will read at or above grade level of achievement.*

  d. <u>Activity Statement</u>: should be a broad listing of the overall activities that will be implemented through Title IIA funds that will lead to achievement of the stated goal. Example: *A fourth classroom of third grade students will be opened, thereby reducing the student teacher ratio in third grade from 33:1 to 25:1.*

  e. <u>Evaluation Statement</u>: should tell how the district will know if the goal was met and include the benchmark/assessment used to determine the success/failure of the goal. Example: *77.5% or more students in the third grade reduced size classroom will read on or above appropriate grade level of achievement as determined by the DIBELS and/or ISAT.*

More information on Goals can be found in Chapter 7.

7. Budget Pages

7.1 Budget Detail

a. The *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook available at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf should be used to ensure compliance with NCLB rules and regulations. Gray cells available only to Title I school wide and REAP districts.

b. Provide enough detail in the Budget description cells to demonstrate appropriate use of funds and compliance with program rules and regulations.

   i. Staff: provide FTE for each position, salary, and building and position assignments. NOTE: do not include social security numbers or FEIN numbers (EX: 5 class size reduction teachers @ $155,000: 1@Fairview, 2@Hill, 2@Washington).

   ii. Benefits: List the percentage rate used to determine benefits as well as the total cost per benefit. (EX: Medicare @ .0145 = $11,342, mailto:TRS@.2578=$17,136TRS @ mailto:TRS@.2578=$17,136.2580=$192,116, IMRF @ .1565 = $57,345, Insurance @ $5040 = $146,160, TRS@ .12638 = $93,550, FICA @ .0765 = $28,299).

   iii. Purchased Service: This includes Workman's Compensation and Unemployment as well as any other kinds of purchased services that might be appropriate (consultant fees for professional development, etc.).

   iv. Materials: Materials are not typically allowed in 1000/400 unless:

      a. funds are being used to support a Title I Schoolwide Program in a supplementary manner or

      b. district is REAP eligible and chooses to use the flexibility with use of Title IIA grant funds.

v. <u>Capital Outlay</u>: purchase of items and equipment over $500 per unit are not typically allowed in Title IIA <u>unless equipment is required for professional development</u>. Narrative must include descriptor of item, quantity, per unit cost and where equipment will be maintained.

vi. <u>Professional Development</u>: list the participating buildings, topics, names of particular workshops/conferences when known, number of hours, participants and rate of stipend pay for in-district workshops, number of days and rate of pay for substitute costs incurred as a part of professional development, etc.

7.2 Budget

a. This is a "Read Only" page – this summarizes district spending.

b. Reader can use this page to check percentage mandates in grant – such as 5% cap for Administration.

8. Page Lock Control

a. This page is used when you are ready to revise your grant application after it has been returned for changes.

b. It is in your best interest to open only the pages that you are required to change.

c. To open a page that is locked, click in the Expand All checkbox for a listing of all individual pages. Click in the checkbox(es) next to the page(s) to be opened.

d. Remember to click the "Save" button at the bottom of the page or you will not be able to make and save the changes you require throughout the grant.

   HINT: If you start making changes on any page throughout the grant application but do not see a "Save" button at the bottom of the page, it is because you did not unlock the page for editing. You will then have to go to the Page Lock Control tab, open the required pages for editing, return to those pages, and re-enter the data.

e. FFATA pages can only be unlocked by ISBE. Please contact your consultant if you need to revise these pages after initial submission.

Review Checklist

What do I do when my grant/amendment is returned as disapproved?

a. ISBE reviewers may return applications and/or amendments for needed corrections.

b. To find out the issues that need to be addressed first click on the radio button on the NCLB application opening page next to the returned application/amendment and then click on the review checklist box to the right of the application select box. This will open the review checklist window in front of the application or amendment.

c. **HINT:** If the review checklist does not appear, a pop-up blocker may need to be disabled or can sometimes be bypassed by holding down the Control (Ctrl) and Alternate (Alt) keys (at the same time) while clicking on the review checklist box. (To turn off the pop-up blocker - go to tools menu at the top of the page, then go to options where it will allow you to disable the pop-up blocker.)

d. The general comment box that comes up on the review checklist may have comments.

e. The district would then need to click on one of the two other tabs to access the reviewer's comments. If returned by the first program reviewer the district would click on the Titles I, II-A tabs. If returned by the quality control reviewer the district would click on the Quality Assurance tab to view needed corrections.

f. **HINT:** The checklist may be minimized to provide access while making corrections or, if a district has many needed corrections, it is a good idea to use the printer friendly link in the upper right hand corner of the checklist to print off all needed corrections.

Chapter 4- Parent Involvement Policies and Notifications

NCLB makes it clear that Congress expects schools receiving federal funds to ensure that parents are actively involved and knowledgeable about their schools and their children's education. The law requires schools to give parents information and notices in a uniform and understandable format, and to the extent practicable, in a language that the parents can understand. Listed below are several key notifications and policies that districts and schools must provide to the parents of Title I served students.

It is important to note that while some reports are at the district level, some of the required reports are specific to the individual schools. It is also very important to keep documentation of the following for audit purposes.

1. District and School Parent Involvement Policies

A district receiving Title I funds must develop a district-level parent involvement policy and must develop a school parent involvement policy for each Title I school. Note that the District Parent Involvement Policy is separate from, and may be different than the School Parent Involvement Policy. Each school receiving Title I funding must have its own School Parent Involvement Policy. The policy must explain how the district and/or the school will involve parents in the development and implementation of the district and each school's parent policies.

Following are guidelines for writing the parent policy:

a. The policy must be in a written format.

b. If a school or district has a parental involvement policy that applies to all parents, it may amend the policy to meet the requirements under No Child Left Behind.

c. Schools must hold at least one annual meeting for Title I parents and offer a flexible number of meetings to review the policy.

d. Parents need to be involved in an ongoing manner in the planning, review and improvement of the Title I programs.

e. Provide the following information to Title I parents:

   1. Explanation of program formats.

   2. Description and explanation of curriculum.

   3. Forms of academic assessment and if requested, opportunities for regular meetings to discuss the education of their children.

2. Annual Evaluation

Districts must conduct, with the involvement of Title I parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served with Title I, Part A, funds.

The review must:

a. Identify barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;

b. Use the findings of the evaluation to design strategies for more effective parent involvement;

c. Revise, if necessary, the LEA's parent involvement policies; and

d. Involve parents in the activities of schools served under Title I, Part A.
[Sec. 1118(a)(2)]

3.   School-Parent Compact

A school receiving Title I funds (including private school students receiving Title I services) must develop a school-parent compact that outlines the responsibilities of each party for improved student academic achievement. The school-parent compact must describe the following:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the state's student academic achievement standards.

b. Ways in which parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time).

c. Additional guidance may be obtained on the Innovation and Improvement website at http://www.isbe.net/grants/html/parent.htm and Parent Involvement E- Bulletin #02-08 available at http://www.isbe.net/e-bulletins/default.htm.

d. The importance of communication between teachers and parents on an ongoing basis through, at a minimum—

   1. Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement.

   2. Frequent reports to parents on their child's progress.

   3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. *[Sec. 1118(d)]*

4.   Annual Title I Parent Meeting Required

An Annual Parent Meeting is also required to review the policies above, the requirements and components of Title I and to involve parents in decisions regarding use of district and school parent involvement set-aside funds for Parent Involvement Activities.

5.   District and School Report Cards

a. These Report Cards can be sent to parents via the students, through the mail, or made available at building administrative offices and on the district website.

b. Districts and schools may use the link to the Illinois State Report Card for electronic distribution.

c. Districts and schools must also provide this information in a written format to be available to those parents/guardians that do not have electronic accessibility. *[Sec. 1111(h)(1) and (2))(B)(ii)]*

6.   Teacher Qualifications

At the beginning of each school year, districts must notify parents that they have the right to request specific information about the professional qualifications of their child's classroom teacher(s). This information includes:

a. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

b. Whether the teacher is teaching under emergency or conditional certification.

c. The baccalaureate degree major of the teacher and other graduate certification or degree, and the field of discipline of the certification and/or degree.

d. The information must also disclose whether the child is provided services by paraprofessionals,

and if so, the paraprofessionals' qualifications. *[20 U.S.C. Sec. 1111(h)(6)(A)]; <u>U.S. Department of Education's non-regulatory guidance on Parent Involvement in Title I, Part A,</u> question C-6 found at* http://www2.ed.gov/programs/titleiparta/parentinvguid.pdf.

Chapter 5 - Private School

The local school district is responsible for planning, designing, and implementing the Title I program for private school children under the auspices of Title I of the *Elementary and Secondary Education Act* (ESEA), as amended by NCLB. In particular, <u>Section 1120 of Title I, Part A</u>, requires school districts receiving Title I funds to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families.

To ensure compliance with the entirety of this mandate, each school district must plan to provide full-school year programming, <u>must consult</u> with private officials in a timely and meaningful manner, and <u>must allocate</u> appropriate funding.

1. **Consult**
   a. Plan to conduct full school year programming.
   b. Have timely and meaningful consultation with private school officials;
      i. Set up a schedule of regularly scheduled meetings (must have multiple meetings per year – suggest one per quarter);
      ii. Establish a timeline for frequent on-site visits of the private school by public school administrator.
   c. Have an agenda for each meeting (law mandates the following areas must be covered);
      i. What size and scope of services are to be offered to private, which must be based on or have at least considered the views of the private school officials. Services must be secular, neutral, and non-ideological. Types of services could include but are not limited to
         1. Instructional services
         2. Extended day services
         3. Family literacy programs
         4. Counseling programs
         5. Computer assisted instruction
         6. Home tutoring
         7. Instruction using take-home computers
         8. Professional development (secular in nature) targeted to help teachers better teach at-risk students.
      ii. How will the district use data from private schools to determine the private school allocation based on the number of private school children from low income families residing in participating public school attendance areas (per Section 200.78)<u>: http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?type=simple;c=ecfr;cc=ecfr;sid=097a85a29c8352974a1532e4ad9269d8;idno=34;region=DIV1;q1=200.78;rgn=div8;view=text;node=34%3A1.2.2.1.1.1.158.76</u>
      iii. How will eligible students be identified for programming (must use same criteria as in Targeted Assistance public school programs - low grades, low

screening scores, teacher observation, etc.)

    iv. How will the district format programs to be offered to private school eligible students, staff and families, utilizing input from private school officials.

    v. How and when will the district determine the format of delivery each year.

    vi. How will the district plan to assess private school students and how the district will use results of that assessment to improve Title I instructional services (in accordance with Section 200.10 of the Title I regulations). http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=fcfcf4b0e225d4105c3dcd8510c52bda&rgn=div8&view=text&node=34:1.2.2.1.1.1.149.10&idno=34

    vii. Review program (Title I) rules and regulations (including but not limited to):

        a. All programs for private school students must operate as Targeted Assistance programs.

        b. Fiscal requirements will not allow funds to flow directly to private school.

        c. All supplies, materials, and equipment remain the property of the public school and appropriate and accurate inventory records must be kept.

        d. Keep written notes of each meeting and share with private school officials. NOTE: If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private school the reasons in writing why the LEA chooses not to use a contractor.
NOTE: It is the responsibility of the LEA to provide oversight, make decisions, control use of purchased materials, determine hiring of personnel, supervise third party contracts, evaluate and supervise Title I personnel and programs.

2. Allocate – Per Pupil Allocation

    a. Collect data to be used to determine private school allocation.

    b. Collect addresses for all private school students from the private school officials.

    c. Collect low income information for private students by address from private school officials.

    d. Sort addresses by the public school that serves that residential area - which will then:

        i. Identify the number of private students (for Program Specific, Targeting Step 1 page of e-grant application);

        ii. Identify the number of low income private students (for Program Specific, Targeting Step 1 page of e-grant application).

    e. Calculate the allocation for all private schools serving students within the district residential area will be automatically on the Program Specific, Targeting Step 4 page of the e-grant application.

    f. Distribute funds among the private schools based on the percent of low income private students attending each private school.
Example: If Targeting Step 4 page reflects 100 total low-income private students attending St. Mary, St. Paul and St. Thomas schools, generating $7000 total allocation for private programming, but 50% of the low-income students attend St. Mary, 35% attend St. Paul and 15% of the low-income students attend St. Thomas – then 50% of the

allocation will go towards programming at St. Mary, 35% will go towards programming at St. Paul, and 15% will go towards programming at St. Thomas.)

g. NOTE: if private students, by virtue of their residential address, would have attended a public school that does not qualify for or receive Title I programming, then these students do not generate Title I funds for the private school.

3. Allocate – Additional Allocation Known as SET-ASIDE EQUITABLE SHARE

a. Private schools receive a percentage of the amounts set-aside by the district for parent involvement, professional development, and most items that might be placed under "Other" (such as summer school and salary differential) on the Program Specific, Targeting Step 4 page of the E-grant.

b. <u>Parent Involvement</u>: districts that receive a Title I allocation of $500,000 or more are required to provide a percentage of this amount for private programming – in addition to the private per-student allocation.

c. To determine the Private School Parent Involvement Equitable Share:

   i. For this example, let the LEA current year allocation equal $6,432,000.

   ii. The parent involvement 1% set-aside would be $64,320.

   iii. From Program Specific Targeting Step Four, there are 2,500 low income public school students and 375 low income private school students residing in the attendance area.

   iv. Add the total of public and private low income students and you have a total of 2,875 low income students.

   v. Next, determine a ratio of public to private students (375 / 2875 = .130435) rounded to six decimal points.

   vi. The final step is to multiply the 1% set-aside of $64,320 by the ratio (.130435), to reach the amount, $8,390 in this example, of the parent involvement set-aside for parents of children attending private schools.

d. <u>Professional Development</u>: private schools are to receive an Equitable Share of the set aside for Professional Development as well. Previously, however, if the district was in status and required to set aside 10% for professional development to address areas of weakness as reflected by the State assessment, then private schools will only receive their Equitable Share of the amount set-aside that exceeds the mandated 10%. Now due to the NCLB waiver, private schools get an equitable share of all professional development funds set aside.
NOTE: <u>Title I programs must not be staffed exclusively with paraprofessionals</u>. Paraprofessionals must be under the direct and immediate supervision of highly qualified teachers. Paraprofessionals must not determine the program of services; only highly qualified teachers can determine the program of services. However, highly qualified supervisory teachers do not have to be paid for with Title I funds.

Additional guidance is available through the Innovation and Improvement Division website (http://www.isbe.net/grants/default.htm).

Chapter 6 - Time and Effort

Federal law requires all employees, including teachers, paraprofessionals, and other staff that are paid with federal funds, to document the time and effort they spend within that program. The portion of the federally paid salary should be reflective of the time and effort the individual has put forth for that federal program. The local school district is required to maintain <u>auditable "time and effort" documentation</u> that shows how each Title I employee spent his or her compensated time.

1. **Documentation must be:**
   a. Completed after-the-fact.
   b. Account for the total time for which the employee is compensated with federal funds.
   c. Coincide with one or more pay periods.
   d. Be signed by the employee and countersigned by an administrator or supervisor.

   NOTE: If there are differences between percent of salary funded by Title I and the amount of a day spent on Title I activities, adjustment must be made in the payroll to accurately reflect the time and effort spent on Title I programming.

2. **Staff funded 100% from Title I – which means that their entire day is spent implementing Title I programming - their documentation:**
   a. Must be completed at least twice a year (suggest end of each semester).
   b. Certification must include:
      i. Period to be covered (EX: August 1, 2007 – January 31, 2008);
      ii. Identification of Title I as the program;
      iii. Statement that identified individual worked solely in activities supported by the Title I grant; and
      iv. Signature and date of employee <u>and</u> supervisor having first-hand knowledge of the work performed by the employee (EX: Title I Director, Building Administrator).
   c. Documentation to support this certification could be:
      i. Permanent schedule
      ii. Daily planner
      iii. Schedules
      iv. Time sheets
      v. Daily logs
   d. Sample assurance: "*From January 1, 2007 to June 30, 2007 Jane Doe spent 100% of her time on Title I, Part A, instructional activities as evidence by the enclosed schedule.*" Signed by employee and supervisor.

3. **Staff who maintain a set schedule and are funded a partial percentage from Title I with the remaining percentage charged to other revenue sources (typically teachers and reading/math coaches).**
   a. Must be completed monthly
   b. Certification must include:

 i. Period to be covered (EX: August 1, 2007 – August 31, 2007);

 ii. Identification of Title I as the program;

 iii. Statement that identified individual worked in activities supported by the Title I grant a percentage appropriate to the percentage of the salary funded through Title I funds; and

 iv. Signature and date of employee <u>and</u> supervisor having first-hand knowledge of the work performed by the employee (EX: Title I Director, Building Administrator).

 c. Documentation to support this certification could be:

  i. Permanent schedule

  ii. Daily planner

  iii. Schedules

  iv. Time sheets

  v. Daily logs

 d. Sample assurance language: "*For the month of October, 2007, Jane Doe spent 50% of her time on Title I, Part A, instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule.*" Signed by employee and supervisor.

4. Staff who work less than 100% for Title I programming but whose schedule changes from day to day, have the option of logging their time spent in the federal program every day (typically Title I Directors/Administrators).

 a. Daily Log of time spent on Title I program versus time spent on other duties

 b. Daily log must be signed by individual and supervisor

5. Stipends and other supplemental contracts documentation could include:

 a. A signed supplemental contract that stipulates Title I work activity

 b. Sign-in attendance log approved by supervisor (such as for professional development activities)

 c. Employee time/pay slips that specify Title I and are approved by supervisor

IMPORTANT NOTE: Things to watch out for:

 d. Changes in position at beginning or during the year

 e. Changes in funding percentages when amending budget during year

 f. Failing to provide training to staff who are responsible for completing/approving time and effort documentation

 g. Reporting time according to how the ratios were budgeted without regard to how staff actually work

 h. Time and effort reports that are not reviewed and signed by appropriate staff

 i. Entire days' schedule not accounted for

 j. Lack of time and effort reports and documentation for employees compensated through supplemental contracts, stipends, extra hours, etc.

6. Additional Information

More information can be found on the <u>Innovation and Improvement Division website</u>

and in <u>Time and Effort Requirements, E-Bulletin #02-10</u>.   E-Bulletins may be accessed at <u>http://www.isbe.net/e-bulletins/default.htm</u> and in the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures document available at

<u>http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf</u>.

Chapter 7 - Goals

The purpose of writing goals is to communicate clearly the needs of the school/district and what *specifically* it is that the district is attempting to achieve relative to those needs. There are three components to each goal – the Goal Statement, Activities, and Evaluation.

A goal should ensure that all components of this NCLB application (Program Specifics, Budget Detail) work together to form a plan that focuses on student achievement. Items from the Budget Detail page, for example, must correlate to the activities and/or evaluation of the goal entry. In addition, a multiplicity of goals might be coordinated together to tackle an issue from several perspectives (for example, a district could have an elementary reading goal and a middle school language arts goal that together are intended to have freshmen arrive at the high school level ready to do secondary-level reading and writing). Or a district might have a set of goals that individually deal with a few major problem areas that are not necessarily interconnected. Or a district might have just a few goals that make use of (and even share) a large number of activities.

1. Determining Priority Needs

Although the ultimate means for determining progress is the state assessment, there are other sources of data that are more readily available in schools (such as formative assessments like DIBELS, Aimsweb, MAP, other CBMs, etc.), and these are often good indicators of predictability for a student meeting state standards. A district might want to collect data from more than one source to clarify the nature of a problem area or to help prioritize the issues.

Once the data are in hand, they should be reviewed with various questions, such as the ones below, in mind.

- Are there specific deficit areas which are causing (or may cause) our students to fall behind?
- Are there subgroups that are (or are at risk of) lagging behind their peers?
- Are there specific core academic subject areas in which our students struggle? (NCLB, in Title IX, recognizes English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography as core academic subjects.)

NOTE: For a Targeted Assistance Program, districts will ask these questions in relation to the identified Title I students since they are the focus of that particular type of program. For a Schoolwide Program, districts will examine the data of *all* students served with those funds.

2. Goal Statement

It is important to remember that the purpose of Title I funding is to raise student achievement. Therefore, all goals should be focused on raising student achievement. ISBE recommends that districts write goals that are <u>SMART</u>—

<div align="center">

S pecific

M easurable

A ttainable

R elevant

T ime-bound

</div>

The Goal Statement should bring together the need to be addressed (the OBJECTIVE), the means by which this will be done (the ACTIVITIES), and the method by which success will be measured (the EVALUATION).

3. Goal Objective

In a goal statement, the objective frequently becomes clear through other language, such as the measurable student outcomes, but the grant application expects districts to articulate their objectives. Here are examples of how the objective portion of a goal might be articulated:

- In a Schoolwide program: "In order to decrease the percentage of K-5 students receiving interventions in math, the district will...."
- In a Targeted Assistance program: "The district will improve reading scores for Title I students in grades K-5 who receive pull-out interventions...."

4. Goal Activity

The Activity section is a narrative that describes <u>how</u> the district will reach the intended student achievement goal. This is the bulk of the goal entry and should give the reader a clear picture of the specific strategies and activities that will be implemented in order to achieve the goal.

Most likely, items from the Budget Detail page will be linked to this section of the goal entry. *How are we going to achieve the stated goal? Have we included all activities in items on the Budget Detail page?*

As an example, in a Schoolwide Program goal, the Activity portion might read:

"Universal screenings will be done in September, January, and May (AIMSweb - grades K-2, MAP - grades 3-5). <u>Title I teachers</u>, classroom teachers, and <u>paraprofessionals</u> will provide scientifically research-based interventions with students requiring interventions. Intervention tools include, but are not limited to, <u>Reading Recovery</u> and <u>Reading Mastery</u>. <u>After-school tutoring</u> is available and utilized as an intervention method. All students are eligible to participate regardless of ability to pay (i.e. <u>the district will provide tutoring for homeless students</u>). Students needing the most intensive interventions are strongly encouraged to participate in our summer reading program (<u>summer school</u>). We will also send teachers to <u>professional development on differentiated instruction, guided reading, and data analysis. Staff will take strategies learned from workshops and implement with our struggling students.</u>"

Here we have used underlining to highlight examples of items in the goal statement that should then be found on the Budget Detail page. Linking these items between the Activity narrative and the Budget Detail narrative clarifies what will be used or done to achieve the intended student achievement goal and what the costs will be. It is not necessary to write a goal for each Budget Detail item, but all Budget Detail items *must*

be linked to the Goals Page as a justification for the expenditure.

NOTE: In a Targeted Assistance program, the application will describe how the district will reach the intended goal for the *targeted students* (as should have been stated clearly in the Goal statement).

5. Goal Evaluation

The Evaluation narrative will include the tool that will be used to determine the effectiveness in reaching the goal and the timeframe for assessment. How will you measure the success/effectiveness (i.e. pre/post data for assessments like DIBELS/MAP/AIMSWEB, surveys, checklist, sign-ins, etc.)? How will we know when we get there?

It is much easier to measure success when goals include a percent or number of specifically identified students, the specific academic outcome goal for those students, and the specific date or timeframe for the activity and academic improvement to take place.

As a sample, here is an Evaluation statement:

> At each universal screening (<u>Aimsweb for K-2nd and MAP for 3rd-5th</u>), the number of students meeting the pre-determined criteria for interventions will be assessed and documented. The number of students requiring interventions at the final screening will be compared to the number of students meeting the same criteria at the initial screening. Since the goal is to reduce the number of students needing interventions, if the number requiring interventions at the final screening is not less than the number originally requiring intervention, then the program will be reviewed and revised to meet the needs of the students better and to ensure improved student outcomes and success of the goal.

6. Examples of Complete Goals Statements

Now let's put objective, activities, and evaluation together to show a complete goal statement but broken up to reflect how the statement would appear in the grant application.

Targeted Assistance Example #1

Objective: "To increase the percentage of **Title I** and homeless students performing at grade level by 5% by the end of the school year."

Activity: "High quality <u>professional development</u> opportunities will be provided for district teachers--registration for <u>conferences in math, science, and reading</u> and how to teach and address the needs of students in those subjects with different learning styles will be provided. The district will identify <u>homeless students and provide the materials</u> necessary for them to be successful. **Title I students** will be identified and provided with <u>tutoring</u> by our interventionist during the school day, as well as <u>after school tutoring</u> as needed through Homework Club."

Evaluation: "To evaluate whether we are achieving our goal, we will utilize pre/post data from MAP and Aimsweb testing."

Items associated with the Budget Detail Page are underlined here for emphasis. Notice the focus on **Title I** in the Objective and Activity sections.

<u>Targeted Assistance Example #2:</u>

Objective:	"By Spring 2011, our goal is to move 5% of K-5 **Title I** students from Deficient to Emerging and from Emerging to Established according to the AIMSweb assessment."
Activity:	"**<u>Title I teachers</u>** will provide supplemental reading instruction to assist **Title I students** in meeting local and state learning goals. This instruction will consist of both push-in and pull-out (core subject areas will not be missed) teaching methods concentrating on the learning of appropriate grade level reading skills using Scott Foresman Grade Level Reading Series, Learning A-Z. All certified and non-certified staff will have the opportunity to attend high quality <u>professional development in-service activities, workshops, and classes through colleges and universities. Topics will include core content areas, curriculum alignment, differentiated instruction, intervention strategies, data analysis, technology integration, smart board technology, classroom management, learning disabilities, and best practices</u>. Provide specific <u>parent involvement programs</u> as requested during the annual parent survey to help our students. These programs will specifically involve parents of "at risk" students focusing on strategies for parents to support their children at home. These strategies will include reading, educational games, strategies for working on homework, study skills, how and where to obtain parent resources. Information will also be distributed regarding assessments, surveys, and communication."
Evaluation:	"AIMSweb assessment scores will be analyzed annually to determine level of achievement and rate of growth."

Items associated with the Budget Detail Page are underlined here for emphasis. Again, notice the focus on **Title I** in the Objective and Activity sections.

<u>Schoolwide Program Example #1 (LARGE district)</u>

Objective:	"By Spring 2011, all public and private school preK-5 students working below grade level in reading and language arts will meet or exceed standards OR increase their Reading and language arts scores by 10 percentage points."
Activity:	"Implement CIM by providing <u>intervention support from literacy and reading recovery teachers</u>. This support will provide additional instruction support to increase vocabulary, fluency, phonemic awareness, and comprehension skills. It will provide additional support in writing instruction for targeted students. Additional activities such as <u>extended day, summer school, and intercession (balanced calendar schools) will be implemented in the Title I schools</u>. Teachers and administrators will participate in <u>professional development opportunities in and out of the District</u>.

District Institute days and building/district school improvement days will provide focused training. Staff will be afforded opportunities to attend professional conferences to stay abreast of promising practices and current trends in improving academic achievement for all students."

Evaluation: "Students will be evaluated utilizing formative assessments such as quarterly and benchmark assessments, interim common assessments, <u>Developmental Reading Assessment (DRA)</u>, Children's Progress Academic Assessment (CPAA), ACCESS and reading/math rubrics.

Items associated with the Budget Detail Page are underlined here for emphasis.

Chapter 8 - Homeless

Section 1113 (c)(3)(A) of NCLB mandates that **a portion of the district's Title I allocation must be directed towards the support of homeless students' educational programming**. There is no funding guideline that mandates what percentage of the allocation is to be directed towards homeless education. However, it is the responsibility of the district to ensure that sufficient funds are set aside to support the educational needs of homeless students enrolled in the district.

1. What defines a homeless student?
Children and youth who lack a fixed, regular, and adequate nighttime residence, including children and youth who are Homeless pupils include, but are not limited to:
- Children or youth sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (commonly referred to as being "doubled up"), and
- Pupils who are otherwise not residing in a fixed, regular and adequate nighttime residence.
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.
- Living in emergency or transitional shelters.
- Abandoned in hospitals.
- Awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.
- The term *unaccompanied youth* includes a youth not in the physical custody of a parent or guardian. This would include:
- runaways living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing;
- children and youth denied housing by their families (sometimes referred to as "throwaway children and youth"); and
- school-age unwed mothers living in homes for unwed mothers because they have no other housing available.
- In determining whether or not a child or youth is homeless, consider the *relative permanence of the living arrangements*. Determinations of homelessness should be made on a case-by-case basis.

2. How might Title I funds be used?
Title I homeless funds must be used to provide <u>supplementary</u> support for homeless youth, easing the burden of homelessness that often interferes with classroom learning, such as:

- Items of clothing, particularly if necessary to meet a school's dress or uniform requirement
- Clothing and shoes necessary to participate in physical education classes
- Student fees that are necessary to participate in the general education program
- Personal school supplies such as backpacks and notebooks
- Food
- Birth certificates necessary to enroll in school
- Immunizations, medical and dental services, eyeglasses and hearing aids
- Counseling services to address anxiety related to homelessness that is impeding learning
- Outreach services to students living in shelters, motels, and other temporary residences
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions
- Tutoring services, especially in shelters or other locations where homeless students live
- Parental involvement specifically oriented to reaching out to parents of homeless students
- Fees for AP and IB testing
- Fees for SAT/ACT testing and GED testing for school-age students
- On December 16, 2014, the President signed into law the Consolidated and Further Continuing Appropriations Act, 2015 (H.R. 83), the omnibus funding bill for FY2015. The Act, which governs the usage of FY2015 funds, and carryover funds from fiscal years 2013 and 2014, reauthorizes the authority for Title I, Part A funds to be used *to pay for the salary of the local homeless education liaison and school of-origin transportation for homeless children and youth* that was first authorized under the Consolidated Appropriations Act of 2014.

3. What are inappropriate uses of Title I funds for homeless students?
- Physicals for sports participation;
- Clothing for family members;
- Rent/motel/hotel (any housing expenses);
- Prom dresses/tuxedos;
- Yearbook fees.

4. What are the laws for homeless students?
a. McKinney-Vento (McKinney-Vento Act, 42 U.S.C. 11431) ensures that a homeless pupil must be immediately enrolled in any of the following:
  - the school in which he or she was enrolled when permanently housed (also known as the "school of origin")
  - the school in which he or she was last enrolled; or
  - any public school that non-homeless students who live in the attendance area in which the homeless pupil is living are eligible to attend.
b. School districts can best assist homeless families by:
  - Insuring that school forms, brochures, web sites, handbooks, and instructional materials about homelessness and residency rights, reflect accurate information and are easily accessible.

- Training all staff, board members, and administrators responsible for school enrollment on Illinois and federal residency and homeless laws.
- Insuring that the homeless liaison is involved any time a child's residency is questioned, *before* a residency hearing has occurred or the child is disenrolled.
- Collaborating with the Area Lead Homeless Liaison or Regional Homeless Liaison to insure that school district personnel are well informed on Homeless education and that parents of homeless students are provided with assistance.

5. Additional information regarding educational laws, provisions and programming for homeless students and families including the ISBE Homeless Policy and other resources on Homeless Education is available online at http://www.isbe.net/homeless/default.htm.

Chapter 9 - Supplement vs. Supplant

Federal law requires that all federal funds be used to SUPPLEMENT the regular educational initiative and programs of the local school district. The provision of federal and state funded programs provides that <u>only supplemental costs may be charged</u>. Use of federal funds to support costs incurred by the district as a part of regular educational initiative(s) would be SUPPLANTING.

Local districts are required to maintain, in each eligible attendance area, a level of expenditure which is at least equal to the level of expenditure that would be maintained if federal/state funds were not being expended in that area.

A.   Targeted Assistance Buildings:

In targeted assistance buildings, this means that federal funds may not be used to provide or support any costs that are a required part of the regular educational offering within that district.

a. No project or activity can be approved which proposes to provide a service required by State law. (EX: Response to Intervention, special education programming/services).

b. For example, any project to provide special education for children with disabilities singly cannot be approved because special education is required by State law with special funds appropriated to pay for it.

c. In like manner, basic kindergarten programs cannot be approved for the same reason.

d. In most cases, compensation for supervisory personnel (including Superintendents of Schools, Directors of Education, Supervisors of Instruction in regular curriculum areas, and Principals) falls within the category of expenses that would be incurred if a school were not participating in a federal/state funded program. This would not be eligible for reimbursement unless additional administrative personnel are necessary and hired specifically for that purpose. Extreme care should be taken in determining the applicability of the charges to the federal/state program.

B.   The Supplement, Not Supplant Tests

For current targeted assistance schools, when determining whether a fiscal expenditure supplements and not supplants, school districts must run these three tests.

a. Test I: Required – Is the program or activity that the district wants to fund <u>required</u> under state, local, or another federal law? If it is, then it is supplanting. If it is not, go to Test II.

b. Test II: Equivalency – Were state or local funds used in the past to pay for this program or activity? If they were, it is supplanting. If they were not, go to Test III.

c. Test III: Non-Title I Programs – Are the <u>same</u> programs or activities being implemented in other schools that do not receive Title I funds AND are these programs and activities being paid for with state or local funds? If yes, then this is supplanting. If no, this is not supplanting.

If an expenditure does not pass <u>all</u> of the above tests, then it is presumed that use of Title I funds for the expenditure would be supplanting state or local funds. <u>Expenditures must pass all three tests to be truly supplemental</u>. ***Any supplanting issue could result in an auditor's finding that could include but not be limited to a return of funds used for supplanting.***

Examples

1. A district used Title I funds to provide services required by federal and/or state law (such as Special Education and Response to Intervention).
This is supplanting. Title I funds must be supplementary to the regular educational initiative, which automatically includes any required services. Stated another way, if a district must do some activity, then the activity cannot be paid for with funds designated to provide supplemental services.
2. A district used Title I funds to pay for a Reading Coach that was previously paid through non-Federal funds.
This is supplanting. The district would be using Title I funds to replace non-Federal funds to pay for the same position.

1. A district offers services (such as extended day or full-day kindergarten) funded by Title I in Title I schools and provides the same services in non-Title I schools using state and local funds.
This is supplanting. All schools should receive services paid for by "generic" state or local funds, and in this case, the Title I schools would not be receiving any of the state or local funds. Viewed another way, the state or local funds the Title I schools should receive are being replaced by Title I funds. The only defense a district would have is the district can demonstrate that it would not have provided the services in any of the schools if the federal funds had not been available originally.
2. A local district hired a Reading Director as a K-12 administrative position for all 12 schools in the district. However, only 9 of the schools (8 elementary and 1 middle school) receive Title I services. The district wanted to charge 75% of the Reading Director's salary to Title I.
This would be supplanting because, as a K-12 position, this employee is responsible for the reading program of all students in the district regardless of whether a student is in a Title I school. No supplemental services are provided by the Director, and the services provided by the position serve all students, Title and non-Title students alike.
3. A local district provides half-day kindergarten to all students. The district uses Title I funds to provide an extended-day kindergarten program for students identified as at-risk of failing in reading and math.
This is acceptable use of Title I funds since the funds are being used to provide supplemental programming to an identified group of students. If the same teacher teaches both sessions of the kindergarten program, then 50% of the teacher's salary could be charged to Title I and the remaining 50% could be charged to local funds.

C.   Schoolwide Buildings using Flexibility

Schoolwide flexibility increases the flexibility in use of these funds to support comprehensive reform work as described in the Title I, Part A schoolwide program plan.

D.   Background:

- A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I, Part A school.
- Its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement relative to the state's academic achievement standards.

E.   Flexibility:

- Once the district establishes that all schools in the district receive an equitable base amount, the traditional supplement not supplant test is replaced with a more flexible method of determining if expenditures are allowable, allowing for a truly comprehensive reform strategy to be put in place within a schoolwide building.
- All children in the schoolwide building may participate in activities funded (consistent with the school's comprehensive schoolwide program plan), *and the school does not need to demonstrate that those activities are supplemental to ones that would otherwise be provided by the school.*
- Instead, the expenditures under this flexibility would be governed by the cost principles in (1) the reasonable and necessary test, (2) does the expenditure meet the intent and purpose of the law and is aligned with the schoolwide plan, and (3) does the school **receive at least as much state and local resources as non-Title I schools.**

Examples

1. Title I, Part A funds must still be used to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement relative to the state's academic achievement standards.
2. Therefore, extraneous costs (football fields, excessive travel, etc.) would still be prohibited, but schools would be able to maximize the usefulness of consolidated funds to meet its schoolwide reform goals.
3. **However, there would no longer be a prohibition against using Title I, Part A funds for activities related to state-mandated initiatives (e.g., Common Core, RtI, textbooks),** *provided those activities and costs align with the schoolwide plan.* A district must be able to show that every building in the district is receiving an equitable allocation of local and state funds BEFORE the supplement vs. supplant test changes and the schools will no longer need to demonstrate that the Title I (and/or consolidated Title II) funds are supplementary. Its method for allocating state and local funds must be neutral with regard to Title I funds and not reduce state and local allocations in light of Title I funds.

F.   Where can districts go to apply for this flexibility?

NCLB Consolidated Application Schoolwide page allows a district to invoke this flexibility.

- The district will mark listed schoolwide buildings using this flexibility.
- The district must first affirm that ALL schools will receive an equitable amount of state and local funds by:
  a. Entering the amount of state and local resources **ALL** buildings will receive in order to ensure Title I schoolwide buildings are receiving at least as much, AND
  b. Describing the process for calculating this base amount in the notes section at the bottom of the schoolwide page.

G.   Asking the right questions:

It is always good to measure proposed expenditures against intended outcomes. These questions provide a way of doing this. Will the proposed use of funds:

- Drive results for students who are failing, or most at risk of failing, to meet State academic achievement standards?

- Increase educators' long-term capacity to improve results for Title I students?
- Accelerate reform and advance SEA, district, or participating Title I school improvement objectives and reform goals?
- Foster continuous improvement and include approaches to measure and track implementation and results and create feedback loops to modify or discontinue strategies that evidence indicates are ineffective in improving achievement of Title I students?

H.   Use of Funds Examples:

Title I, Part A funds may be used for any activity that supports the needs of students, particularly the lowest-achieving students, in the school that are identified through a comprehensive needs assessment and included in the schoolwide plan. While not a comprehensive list, here are some examples:

- Hire additional teachers to serve all students (or use state or local funds to support previously paid for Title I teacher or aides, thus, freeing up Title I funds for other purposes that meet the intent of the law and avoiding TRS requirements).
- Hire specialist to coach teachers in how to better serve low-achieving students (or use state or local funds to support previously paid for Title I coaches, thus freeing up Title I funds for other purposes that meet the intent of the law and avoiding TRS requirements).
- Implement a Response to Intervention (RtI) framework to improve educational outcomes of all students but particularly those most at-risk.
- Upgrade the curriculum for the entire school (including alignment and professional development related to Common Core).
- Increase participation of low-achieving students in advanced coursework.
- Provide intensive summer school classes for low-achieving students, including high school students, to prepare them for the rigor of taking advanced courses.
- Provide afterschool tutoring.
- Develop and use formative and interim assessments to track progress of low-achieving students and train teachers in their use.
- Purchase or develop supplemental instructional materials aimed at improving achievement of low-achieving students, including Students with Disabilities and English Learners.
- Conduct needs assessments.
- Implement an early warning system to identify low-achieving students or students at risk of dropping out.
- Extend the school day or school year.
- Reorganize class schedules to increase teacher planning time.
- Revamp the school's discipline process to improve achievement of low-achieving students.
- Reorganize classes to promote personalized learning for low-achieving students.
- Implement career academies to assist low-performing students prepare for college and careers.
- Implement school safety programs to improve the achievement of low-achieving students.
- Provide professional development to ensure effective teachers and leaders to serve low-achieving students.
- Engage in activities to improve school climate designed to improve the achievement of low-achieving students.

Spend Title II funds to:

- Train evaluators as part of a teacher and leader evaluation system
- Provide incentives to attract highly qualified and effective teachers to a low-performing school

Remember: Federal funds must always support activities that are necessary and reasonable to accomplish the Federal program's purpose (Title I and Title II).

Chapter 10 - Fiscal

The *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook and instructions on the budget detail page of the application should be used to ensure compliance with NCLB rules and regulations. Below are several aspects of the Title I Fiscal Program that are of extreme importance to ensure compliance with Title I rules and regulations:

1. **Allocation**
   a. The amount of funds that are directed to the district for the fiscal year.
   b. Typically the projected allocation will be at a slightly reduced amount based on the prior year allocation (between 85 -95% of prior year).
   c. The final allocation amount will be posted on the e-grant in early fall.

2. **Reallocation**
   a. Reallocation of Title I funds is enabled when districts that have received Title I fund allocations refuse to accept them from ISBE with the attached requirements.
   b. The funds relinquished by other districts are then redistributed to Title I districts– thereby increasing the amount of their original allocation.
   c. The receiving districts can access these new funds through the amendment process.

3. **Carryover**
   a. The amount allocated to the district that was not spent during that fiscal year is considered "carryover."
   b. For Title I: The district can "carryover" up to 15% of the yearly allocation from one fiscal year to the next.
      NOTE: the district can write a letter of request for a waiver that will allow them to exceed the 15% level for "carryover" once every three years.
      - Such waiver should be addressed to the Division of Funding and Disbursements. See waiver notification and request form for more information, available at
      http://www.isbe.net/funding/pdf/carryover_waiver.pdf
   c. For Title I: The district will receive official notice of the approval of excess carryover in the mail and will be able to apply for the excess carryover on the e-grant system in the subsequent year.

4. **Budget**
   a. All items in the budget must be correlated and reflected in the Goals on the Goals Page.
   b. The set-asides on Program Specific, Targeting Step 4 must match items in the budget.

5. **Expenditure Reports**
   a. CUMULATIVE Quarterly reports are required to be submitted on-line through IWAS.
   b. Important to file in timely manner – as failure to do so will result in auditor's finding.

    c. Remember to maintain documentation (purchase orders, receipts, travel requests, etc) to support Expenditure Report in office files.

    d. Expenditure reports can be submitted more often as expenditures are liquidated to receive funding.

    e. All payments are generated by the cumulative expenditure reports submitted. Payment schedules are no longer part of the application due to all Federal Funds being paid on a reimbursement method.

6. Amendments

    a. An amendment must be submitted any time there is a change in the scope of program or cost related items.

    b. Any budget cell can be overspent by the lesser of 20% or $1,000 without amending as long as some other budget cell(s) has been underspent by the same amount.
An amendment is needed if the expected expenditures exceed the variance allowed per program guidelines (20% or $1,000 per budgeted cell, whichever is greater).

    c. BEWARE: Changes in one part of the e-grant may create need for revisions in other areas of the e-grant as well. (Ex: including summer school in the budget may create a need to include summer school in the Goals section of the e-grant).

    d. <u>Amendments must be filed a) prior to expenditures being made based on the amendment; and b) the final amendment must be filed 30 days prior to the current project end date.</u>

    e. Be sure to change appropriate program specific pages as needed when amending budget items, including changes in private school shares and set asides.

7. Function and Object Codes

    a. Function definition: The action or purpose for which a person or thing is used or exists. This includes activities or actions which are performed to accomplish the objectives of the project.

    b. Object definition: Cost of service or commodity obtained as a result of a specific purpose.

    c. Function and Object codes are the first two columns on the left of the budget page.

    d. Each column contains Function and Object codes allowable for a specific grant.

    e. Enter the appropriate level of detail for each function/object code into the **Expenditure Description and Itemization** textbox. Providing adequate description will facilitate the approval process. See the Instructions link for common item placement and for the amount of detail that should be included for approval.

    f. See page 24–27 in the *[State and Federal Grant Administration Policy and Fiscal Requirements and Procedures](#)* for more information on function and object codes and for general grant procedures, policies and requirements.

8. Project Begin and End Dates

    a. Project begin date WILL BE the date in which the LEA first submitted their INITIAL NCLB application to the Illinois State Board of Education (once an initial application is approved) or July 1, whichever is later.

        i. Project end date is normally 6/30/20xx.

    b. The end date can be modified if activities occur after the defaulted 06/30/20xx end date.

i. End date does NOT have to be extended if the only issue is payment to staff working for 12 months in a 9-month grant. (The salaries paid after 06/30/20xx should be scheduled in the June payment line.)

Appendix A: Planning Guide (Or Checklist) For Title I Directors

An NCLB timeline is also included in the Appendix B

Annual Compliance Requirements

- ✓ Provide a needs survey to parents, students, and teachers to determine needs and drive school improvement planning.
- ✓ Meet with building principals to determine school needs based on surveys and to plan budgets.
- ✓ Plan parental involvement activities
- ✓ Set up private school Title I programs based on consultation and grant budget allotments.
- ✓ Test and identify students for non- public instruction.
- ✓ Keep time/effort logs for all staff members that are paid from federal funds.
- ✓ Keep an accurate inventory of capital outlay purchases.
- ✓ Plan/provide professional development activities based on grant budget and goals.
- ✓ Research scientifically research based programs to be implemented to meet the grant's goals and school improvement plan.
- ✓ Collect, organize, and file necessary information for audit purposes. Prepare schools with a list of necessary audit items: inventories, parent sign-in sheets, Title I meeting agendas, school improvement plans and revisions, parental involvement plans, and the criteria used to identify Title I students if the school has a targeted assistance program.

Necessary Forms To Be Completed And Distributed

- ✓ Highly qualified teachers – the "right to know letters" should be sent our the beginning of the school year – September
- ✓ Attestation letter – these should be kept on file in the district office -September
- ✓ Affidavit – the school time certification form should be filled out and kept on file in the district office – September
- ✓ Home language survey – These are to be completed by all new students at the beginning of the school year and filed in student records – September

Meetings Orchestrated By Title I Director

- ✓ Private school planning meetings – The public school should have a consultation meeting with private schools in early spring to begin discussions for program planning and additional meetings should take place throughout the school year as necessary to determine needs and plan budget distribution.
- ✓ Title I school wide meetings should take place monthly and may be combined with teacher's meetings.
- ✓ A parental involvement meeting should take place for planning at the beginning of the school year and also follow-up meetings should be held periodically during the school year.
- ✓ A Title I planning meeting should be held at the beginning of the school year with follow-up meetings held periodically during the school year.

✓ Title I directors or grant writers should sign up for the yearly Spring webinar put on by the ISBE regarding the NCLB grant process.
✓ Transition meeting with Early Childhood to prepare students for entering kindergarten.

Required Reports To Be Submitted By Title I Director

✓ NCLB Monitoring report – Due – November
✓ NCLB Performance report – Due - November
✓ Comparability report – Due – November

NCLB Grant Writing Schedule

✓ Planning should begin after the district receives their projected allocation amounts. (These usually come in late February)
✓ The grant should be written and submitted online via the EGMS system by June 15.
✓ Once the final allocation is received in early Fall the district may amend the grant the grant to budget for the entire allotment.
✓ The grant may be amended as needed (as often as needed) throughout the year. Note: Amendments must be submitted 30 days prior to the project end date.
✓ Don't forget private school meetings and the necessary sign-off sheets that must be mailed or faxed to the ISBE office in Springfield when the NCLB grant is submitted.

Appendix B: NCLB Consolidated Grant Administrative Working Timeline

When	What
May	PROJECTED Allocations sent to districts
May	Application released/Application Webinar
May	Regional trainings
May 30	Final amendments due for projects with ending dates of 06/30/20xx
June/July	Application Webinar
August 1	Final amendments due for projects with ending dates of 08/31/20xx
Within 30 days of the start of school or by October 1st, whichever is *earlier*	Private school consultation must have occurred and be sent to SEA
When the prior year's final expenditure report (with NO outstanding obligations reported) is submitted/approved by ISBE	Carryover determined
Mid-September	FINAL allocations determined and sent to LEAs
When application is submitted	Title I Districts' plan due Plans are available at http://illinoisreportcard.com/. Choose MyIIRC. Plans are tracked and on-going updates on status are provided
October 31st	Report cards become public
November 5th	Applications must be submitted - Applications without approved (a) private school consultation forms, or (b) Title I plans on file will be placed in "the back of the line" for approval until documents are received.
November	Performance Report Due
November	Comparability Report Due

Appendix C: Resources

Quick Help Guide to FRIS Inquiry - www.isbe.net/funding/pdf/qh_fris.pdf

Quick Help Guide to Electronic Expenditure Reporting - www.isbe.net/funding/pdf/qh_iwas.pdf

State and Federal Grant Administration Policy And Fiscal Requirements and Procedures -
http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf

Local Educational Agency Identification and Selection Of School Attendance Areas And Schools And
Allocation Of Title I Funds To Those Areas And Schools -
ftp://help.isbe.net/webapps/eGMS/T1Targeting.pdf

Public School Choice - http://www2.ed.gov/policy/elsec/guid/schoolchoiceguid.doc

Supplemental Educational Services - http://www2.ed.gov/policy/elsec/guid/suppsvcsguid.doc

Paraprofessional requirements and guidance under NCLB -
http://www.ed.gov/policy/elsec/guid/paraguidance.doc

Title IX, Part E Subpart 1-Private Schools: Equitable Services to Eligible Private School Students,
Teachers, and Other Educational Personnel -
http://www2.ed.gov/policy/elsec/guid/equitableserguidance.doc

Title I Services to Private School Children -
http://www2.ed.gov/programs/titleiparta/psguidance.doc

LEA and School Improvement -
http://www2.ed.gov/policy/elsec/guid/schoolimprovementguid.doc

Report Cards - http://www2.ed.gov/programs/titleiparta/reportcardsguidance.doc

Improving Teacher Quality - http://www2.ed.gov/programs/teacherqual/guidance.doc

Serving Preschool Children - http://www2.ed.gov/policy/elsec/guid/preschoolguidance.pdf

Title II-A - http://www2.ed.gov/programs/teacherqual/guidance.pdf

Title II-D - ftp://help.isbe.net/webapps/eGMS/Title2DGuidance.pdf

Title IV-A - http://www2.ed.gov/programs/dvpformula/guidance.doc

Appendix D: List of Education Acronyms

504:    Section 504 of the Rehabilitation Act of 1973 is a civil rights statute which prohibits discrimination against individuals with disabilities. A 504 plan is an individual education plan for a special-needs student.

ABE: Adult Basic Education

ACT: Prior to 1996, known as the American College Testing Program. ACT offers a college level assessment test.

ACCESS: An annual English Language Proficiency test

ADA: American with Disabilities Act

AP: Advanced Placement

AYP: Adequate Yearly Progress

DIP: District Improvement Plan

ESEA: Elementary and Secondary Education Act

ERIC: Education Resources Information Center. Funded by the U.S. Department of Education "to provide access to education literature and resources."

ESL: English as a Second Language. Student's native language is not English.

ESOL: English Speakers of Other Languages

ETS: Educational Testing Service

FAPE: Free Appropriate Public Education

FERPA: Family Educational Rights and Privacy Act

FTE: Full-time Equivalency Student. Student enrollment.

GED: General Education Development Test. (A GED Diploma may be granted if the individual passes the GED Test.)

GRE: Graduate Record Examination

GT: Gifted and Talented

IAA: Illinois Alternate Assessment, used to measure the learning of students with the most significant cognitive disabilities

Appendix D: List of Education Acronyms

IATD: Illinois Association of Title I Directors

ICEPT: Illinois Consumer Education Proficiency Test, discontinued as of July 2010

IDEA: Individuals with Disabilities Education Act.

IEP: Individualized Education Plan. A legal document required for ESE students.

IFSP: Individualized Family Service Plan

IIRC: Illinois Interactive Report Card

ISAT: Illinois Standards Achievement Test, used in grades 3-8

IWAS: ISBE Web Application Security (egrants and other reports)

LEA: Local Education Agency

LRE: Least-Restrictive Environment

NCLB: No Child Left Behind, current version of ESEA

NAEP: National Assessment of Educational Progress

PSAE: Prairie State Achievement Exam, used in grade 11

SAT: Scholastic Aptitude Test. Administered by the College Board

SAT-9:   Stanford 9 Achievement Test

SEA: State Education Agency

SIP: School Improvement Plan

SES: Supplemental Educational Services

SES: Supplemental Educational Services

Appendix E: Detailed Function and Object Descriptors and Sub-Categories

From Title 23 Illinois Administrative Code-Part 100

Detailed Function Descriptors and Sub-Categories

Function: The action or purpose for which a person or thing is used or exists. This includes activities or actions which are performed to accomplish the objectives of the project.

FUNCTION	DESCRIPTORS & SUB-CATEGORIES
1000	Instruction: The teaching of pupils or the interaction between teacher and pupils. Teaching may be provided for pupils in a school classroom in another location such as a home or hospital, and other learning situations such as those involving cocurricular activities. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of aides or assistants of any type that assist in the instructional process. -Regular Programs -Summer School Programs -Special Education Programs -Bilingual Programs -Remedial and Supplemental Programs -Truants' Alternative and Optional Programs -Pre-K Programs -Career & Technical Ed Programs
2110	Attendance & Social Work Services: Activities for the improvement of pupils' attendance at school and the performance of school social work activities dealing with the problems of pupils which involve the home, school and community. -Service Area Direction* -Pupil Accounting Services -Attendance Services -Other Attendance and Social Work Services -Social Work Services
2120	Guidance Services: The activities of counseling with pupils and parents, providing consultation with other staff members on learning problems, evaluating the educational and career plans and choices, assisting pupils in personal and social development, providing referral assistance and working with other staff members in planning and conducting guidance programs for pupils. -Service Area Direction* -Record Maintenance Services -Counseling Service -Placement Services -Appraisal Services -Other Guidance Services -Information Services
2130	Health Services: Physical and mental health services which are not direct instruction. Included are activities that provide pupils with appropriate medical, dental and nurse services. -Service Area Direction* -Nurse Services -Medical Services -Other Health Services -Dental Services
2140	Psychological Services: Activities concerned with administering psychological tests and interpreting the results, gathering and interpreting information about pupil behavior, working with other staff members in planning school programs to meet the special needs of pupils as indicated by psychological tests and behavioral evaluation and planning and managing a program of psychological services, including psychological counseling for pupils, staff and parents. -Service Area Direction* -Psychotherapy Services -Psychological Testing Services -Other Psychological Services -Psychological Counseling Services
2150	Speech Pathology and Audiology Services: Activities which have as their purpose the identification, assessment and treatment of children with impairments in speech, hearing and language. -Service Area Direction* -Audiologist Services -Speech Pathology Services -Other Speech Pathology and Audiology Services.
2210	Improvement of Instruction Services: Activities which are designed primarily for assisting instructional staff in planning, developing and evaluating the instructional process. -Service Area Direction* -Instructional Staff Training Services -Instruction and Curriculum Development Services
2220	Educational Media Services: Activities related to media resource centers and concerned with the use of all teaching and learning resources including hardware and content materials. Educational media are defined as any devices, content materials, methods or experiences used for teaching and learning purposes. These include printed and nonprinted sensory materials. -Service Area Direction* -Educational Television Services -School Library Services -Computer-Assisted Instruction Services -Audio Visual Services

FUNCTION	DESCRIPTORS & SUB-CATEGORIES
2230	Assessment and Testing: Activities carried out for the purpose of measuring individual student achievement. The information obtained is generally used to monitor individual and group progress in reaching district learning goals to compare individual and group performance with national norms established by test publishers.
2300	General Administration: Activities concerned with establishing and administering policy in connection with operating the local education agency. -Board of Education Services -Board Treasurer Services -Service Area Direction* -Election Services -Board Secretary Service -Staff Relations and Negotiation Services -Executive Administration -Special Area Administration
2400	School Administration: Activities concerned with overall administrative responsibility for a single school or a group of schools. -Office of the Principal Services -Other Support Services-School Administration
2510	Direction of Business Support Services: Activities concerned with directing and managing the Business Services Area, such as those usually performed by the Office of the chief school business official or business manager.
2520	Fiscal Services: Activities concerned with the fiscal operations of the LEA. This function includes budgeting, receiving and disbursing, bookkeeping, financial accounting, payroll, inventory control and internal auditing. -Budgeting Services -Financial Accounting Services -Receiving and Disbursing Funds Services -Internal Auditing Services -Payroll Services -Property Accounting Services
2530	Facilities Acquisition and Construction Services: Activities concerned with acquisition of land and buildings, remodeling buildings, construction of buildings and additions to buildings, initial installation or extension of service systems and other built-in equipment and improvements to sites. -Service Area Direction* -Educational Specifications Development Services -Land Acquisition and Development Services -Building Acquisition, Construct. and Improve. Services -Architectural and Engineering Services
2540	Operation and Maintenance of Plant Services: Activities concerned with keeping the physical plant (i.e., grounds, buildings and equipment) in an effective and safe working condition. This includes activities of maintaining safety in buildings, on the grounds and in the vicinity of the schools. -Service Area Direction* --Vehicle Servicing and Maintenance Services -Care and Upkeep of Buildings Services (Other than student transportation vehicles) -Care and Upkeep of Grounds Services -Security Services -Care and Upkeep of Equipment Services -Other Operation and Maintenance of Plant Services
2550	Pupil Transportation Services: Activities concerned with conveying pupils to and from school as provided by Article 29 of The School Code. It includes trips between home and school and trips to school activities. -Service Area Direction* -Vehicle Servicing and Maintenance Services -Vehicle Operation Services -Other Pupil Transportation Services -Monitoring Services
2560	Food Services: Those activities concerned with providing food to pupils and staff in a school or LEA. This service area includes the preparation and serving of regular and incidental meals, lunches or snacks in connection with school activities and the delivery of food. -Service Area Direction* -Food Delivery Services -Food Preparation and Dispensing Services -Other Food Services
2570	Internal Services: Those activities concerned with buying, storing and distributing supplies, furniture and equipment; those activities concerned with internal duplicating and printing for the school system and the pickup and transporting of cash from school facilities to the central administrative office or bank for control and/or deposit. -Service Area Direction* -Warehousing and Distributing Services -Purchasing Services -Printing, Publishing and Duplicating Services
2610	Direction of Central Support Services: Activities concerned with directing and managing areas which support instructional and support services programs, other than administration. These activities include planning, research, development, evaluation, information, staff, statistical and data processing services.
2620	Planning, Research, Development & Evaluation Services: Those activities, on a systemwide basis, associated with conducting and managing programs of planning, research, development and evaluation for a school system.
2630	Information Services: Those activities concerned with writing, editing and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers or the general public through direct mailing, the various news media or personal contact. -Service Area Direction* -Public Information Services -Internal Information Services -Management Information Services

FUNCTION	DESCRIPTORS & SUB-CATEGORIES
2640	Staff Services: Activities generally performed by the LEA personnel office, such as recruiting and placement, staff transfers, inservice training, health services and staff accounting. -Service Area Direction* -Inservice Training Services -Recruitment and Placement Services -Health Services -Staff Accounting Services
2660	Data Processing Services: Activities concerned with preparing data for storage, sorting data and retrieving them for reproduction as information for management and reporting. -Service Area Direction* -Operations Services -Systems Analysis Services -Statistical Services -Programming Services -Other Data Processing Services
2900	Other Support Services: Activities of any support service or classification of services, general in nature, which cannot be classified in the preceding functions.
3000	Community Services: Services provided by the LEA for the community as a whole or some segment of the community, such as community recreation programs, civic organization activities, public libraries, programs of custody and child care, welfare services, private school pupil services and home/school services. -Direction of Community Services -Welfare Activities Services -Community Recreation Services -Private School Pupils' Services -Civic Services -Home/School Services -Public Library Services -Parent Activities -Custody and Child Care Services -Other Community Services
4000**	Payments to Other Districts and Governmental Units: Payments to LEAs, generally for tuition, transportation and all other services rendered to pupils residing in the paying LEA. Where a nonoperating district pays an operating district for the education of pupils, the nonoperating district records such payments here. Flow-through funds - where payment is received by an LEA and a portion is transferred to one or more other LEAs - use object 600. (Expenditures in this function are not counted in state expenditure totals.) -Payments for Regular Programs -Payments for Career & Technical Ed Programs -Payments for Special Education Programs -Payments for Community College Programs -Payments to University/College programs -Other Payments to Governmental Units
5000	Debt Services: Servicing of the debts of an LEA. -Debt Services - Interest -Debt Services - Lease/Purchase Principal Retired -Debt Services - Bond Principal Retire. -Debt Services- Other

* Service Area Direction - activities associated with directing and managing a specified service area.

** New function descriptor is in effect as of July 1, 2008 (FY09) for the LEAs records. The new function descriptor will be available on the 2010 budget templates for federal and state grant programs.

Detailed Object Descriptors and Sub-Categories

Object: Service or commodity obtained as a result of a specific purpose.

OBJECT	DESCRIPTORS & SUB-CATEGORIES
100	Salaries: Amounts paid to permanent, temporary or substitute employees on the payroll of the local education agency (LEA). This includes gross salary for personal services rendered while on the payroll of the LEA. -Regular Salaries -Overtime Salaries -Temporary Salaries
200	Employee Benefits: Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary, but are over and above. -Retirement (Teacher Retirement, Municipal Retirement, Federal Insurance Contribution Act [FICA], Medicare Only, Insurance (Life, Medical, Dental). -Tuition Reimbursement. -In rare instances workers/unemployment compensation when purchased to protect individual employees rather than the employer. If applicable, a detailed rationale must be included in any budget detail description.
300	Purchased Services: Amounts paid for personal services rendered by personnel who are not on the payroll of the LEA and other services which the LEA may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided in order to obtain the desired results. -Professional & Technical Services (Professional Services-Administrative, Professional Services-Instructional, Data Processing/ Statistical Services, Audit/Financial Services, Legal Services, Other Professional & Technical Services). -Property Services (Sanitation Services, Cleaning Services, Repairs & Maintenance Services, Rentals, Other Property Services). -Transportation Services (Pupil Transportation, Travel, Other Transportation Services). -Employer Insurance (**Workers Compensation/Unemployment Compensation/Liability Insurance**) to protect employer. -Communication -Water/Sewer Service -Advertising -Software License fee -Printing and Binding -On-line Services -Other Purchased Services
400	Supplies & Materials: Amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated in use or items that lose their identity through fabrication or incorporation into different or more complex units or substances. -General Supplies -Textbooks -Library Books -Periodicals -Warehouse Inventory Adjustment -Energy (Bottled Gas, Oil, Coal, Gasoline, Natural Gas, Electricity) -Software Package -Other Supplies and Materials
500	Capital Outlay: Expenditures for the acquisition of fixed assets or additions to fixed assets. -Land -Buildings (Construction, Remodeling or Additions) -Improvements Other Than Buildings -Equipment (Initial Purchase, Replacement or Additional). Other than Transportation -Transportation Equipment -Construction in Progress -Other Capital Outlay
600**	Other Objects: Amounts paid for goods and services not otherwise classified above. -Redemption of Principal -Interest -Housing Authority Obligations -Dues and Fees -Judgments -Transfers -Miscellaneous Objects -Student Tuition
700**	Non-Capitalized Equipment: Items that would be classified as capital assets except that they cost less than the capitalization threshold **adopted by the school board** but more than the $500 minimum value established for purposes of calculating per capita costs.
800**	Termination Benefits: Payments made to terminated or retiring employees as compensation for unused sick or vacation days. **NOT AN ALLOWABLE COST ON GRANT BUDGETS (can be included in the indirect cost amount only).**

** New object descriptors are in effect as of July 1, 2008 (FY09) for the LEAs records. The new object descriptors will be available on the 2010 budget templates for federal and state grant programs.

<u>Appendix F: FRIS Inquiry (Financial Reimbursement Information System) Quick Help</u>

How to Get There:
- ❖ From ISBE Home Page: WWW.ISBE.NET
- ❖ FRIS Inquiry (see navigation links below State seal)

Instructions:
- ❖ Choose Fiscal Year (defaulted to current)
- ❖ Enter RCDT Code (NO DASHES) or Entity Name in the Contains field
  (if partial information entered – select appropriate entity from search results)

    ❖ ***Project Information*:**
    - -Click on "Display Projects" to view **all projects** for selected entity
    - -From Search Results Screen: click on # column or program code of project you wish to view
       more detailed information
    - -Project Summary Screen: most current information on file at the Illinois State Board of
       Education for the selected project
    - -Click for Details: to view more details (if applicable)

    ❖ ***Payment Information*:**
    - -Choose: - Recipient: entity responsible for administrating project, **or**
                - Payee: entity receiving funds for distribution to participating entities/recipients

    - -Click on "Display Payments" to view entities receiving payments based on the information
       entered above
    - -Recipient/Payee Payment Screen: click on RCDT code of entity you wish to view more
       detailed information
    - -Voucher Search Screen: enter **EITHER**: Voucher Number **OR** Date Range (see format)
    - -Default sort order = by descending voucher date
    - -Sort by Program Code = sort by Program Code in descending voucher date order
    - -Sort by Processed Date = sort by date processed by Comptroller in descending date order
    - -Voucher List Screen: list of vouchers based on the information entered above
    - -Click on Voucher Number you wish to view more detailed information
    - -Recipient/Payee Payment Screen: detailed payment information based on the information
       entered above (Date payments released from the Comptroller's Office included)

    ❖ ***Reports*:**
    - -Click on "Project Based" to view reports based on ***project*** specific information
    - -Click on "Summary Reports" to view reports based on ***program*** summary information
    - -select program
    - -hover over Report Description to view detailed description

- ❖ Click on **HELP** link for more detailed instructions, field descriptors and instructions on the
  Comptroller's web site
- ❖ Click on **Content Summary** link for outline of all information included on this site
- ❖ Information is updated daily
- ❖ Information is view only

Appendix G: Electronic Expenditure Reporting Quick Help

How to Get There:
From the ISBE Home Page: WWW.ISBE.NET
IWAS Link

How to sign up: Through ISBE Web Application Security System (IWAS)
1) District Superintendent/Agency Administrator: sign up for IWAS administrative access **(one-time only)**
2) Expenditure Report submitter: Sign up through IWAS **(first time only)**
   -New Partner – Sign Up Now
      -Complete profile to become an IWAS user
   -System Listing – Electronic Expenditure Reports – Sign Up Now
      -Complete profile (Access Levels-see Help Screens)
      -submit to District Superintendent/Agency Administrator for approval
3) Technical Support: Call Center - 217/558-3600

Submitting Expenditure Reports Electronically:
   ❖ *Must be an approved system user/IWAS administrator.* (see above)
   ❖ IWAS: "Already Have an Account: Log In Here"
      -Log In Name/Password
      -IWAS Inbox – **All Confirmation/Reminder Emails will be sent to this Inbox**
      -System Listing – Electronic Expenditure Reports
      -Main Screen: -Select: Start New Expenditure Report
                                      Edit Saved/Pending Expenditures (work-in-progress)
                                      View Submitted Expenditures (status of Exp. pending/processed)
                                      Admin. Use Only: Approve/Disapprove Exp.
      -Fiscal Year/Program   -Select the appropriate fiscal year/program in which to enter expenditure data. Continue
      -Selection Screen:
      -Thru Date Selection Screen: -Select appropriate expenditure thru date. Continue
      -Expend Report Entry Screen: -Complete Contact Person, Phone, Fax Number (scroll)
                                    -Sections I-V: enter expenditure data in appropriate cells
                                    -Section VI: Click Calculate Totals button
                                    -Verify information in Sections VII-X (**Print-Optional**)
                                    -Section XI: Click:
                                          Continue & Save: to save a work-in-progress
                                          Submit for approval/to ISBE button
      -Confirmation Screen: -Confirmation of information submitted for approval/ transmitted to ISBE (**Print**)
                                    -Confirmation email sent to IWAS inbox
      -ADMIN. USE ONLY: -Approve/Disapprove Expenditure Reports
      -Return to Main Screen: -Click on Return to Main Screen button to enter new data

   ❖ Click on **HELP** link for more detailed instructions and field descriptors

Questions:
   ❖ Division of Funding and Disbursement Services at 217/782-5256

Appendix H: Common Problems/Errors on the NCLB Application

1)   Begin/End Dates:
        - check both regular AND extended grant period if offering BOTH regular AND summer school.
        -if extending: assumes grant activities occurring after 6/30
        -if summer activities mentioned on budget details but end date not   extended – why?
        -if no activities after 6/30, then no need to extend end date

2)   Transfers:
        -need to be requested early in the year; preferably before 12/31
        -if transferring after 12/31; please call Funding and Disbursements so we can check to make sure there are undisbursed funds available to transfer
        - cannot transfer OUT of Title I

3)   Budget details:
      a. All grants:
        -if entity in District Improvement/Corrective Action; 10% must be   budgeted for staff development activities
        -general admin limit: 5% of the current year allotment for Titles I and IIA
        -function 1000 is for direct student instruction only
        -function 2210 is for staff development/curriculum planning activities
        -function 2220 is for computer lab/library [central location] costs
        -function 2300 is for GENERAL admin costs [total of the function   should be within the % limit per program]
        -function 2520 is for bookkeeping costs
        -function 2900 is for SES and non-instructional costs for homeless students.
        -function 3000 should be for parent involvement and non-public expenditures
        -NOT ENOUGH DETAIL
                -benefits: must list what's included and amounts
                -equipment: list item, per/unit cost/# of items to be purchased/where to be housed/who will use equipment
                -staff development: please include what's being requested
        -$1 on the budget detail is not acceptable to keep a cell open "just in case there are expenditures"…need to delete row
        -object 100 is for salaries of staff employed by the LEA (including temporary staff (subs) and stipends.
        -object 200 is for fringe benefits of the staff listed in object 100.
        -object 300 is for contractual services, workers/unemployment compensation. (software SITE licenses, on-line services, etc.)
        -object 400 is for SUPPLIES and equipment costing < $500/unit.
        -object 500 is for EQUIPMENT items costing > $500/unit – or IF the LEA has an ENTITY-WIDE, BOARD-APPROVED threshold for equipment items > $500, then equipment items > LEA threshold.
        -object 600 is for other/tuition/transfers (other = professional dues).
        -object 700 is ONLY for LEAs with an ENTITY-WIDE, BOARD-APPROVED equipment thresholds of > $500/unit (items between $500 and the approved threshold. If items included in object 700 – MUST include LEAs entity-wide, board-approved threshold for non-capitalized equipment in the budget details).

b. Title I

-homeless:

-INSTRUCTIONAL fees (locker fee) = function 1000/obj. 300

-INSTRUCTIONAL supplies (pencils) = function 1000/obj. 400

-NON-INSTRUCTIONAL services (dr. appt.) = function 2900/obj. 300

-NON-INSTRUCTIONAL supplies (shoes) = function 2900/obj. 400

-function 2550 is for pupil transportation (over and above regular route) and for School Choice transportation costs

-function 2900 is for SES (supplemental education services)

c. Title IIA

-if "shortage of highly qualified staff" checked on the program specific tab; the 40% of the current year allotment must be budgeted in function 2640 for RECRUITMENT and RETENTION activities

-gray cells allowable for Title I school wide or REAP districts ONLY

-if funds budgeted in function 1000: please include in the budget details that these staff are to reduce class size (if they are not to reduce class size; then this should be a Title I school wide school or a REAP district

Appendix I: At-A-Glance Components of Targeted Assistance School Programs

Title I, Part A has the primary goal of enabling participating children to meet the Illinois Learning Standards. To meet this goal, Section 1115(c) of the NCLB Act of 2001 requires that each targeted assistance school program includes the following eight (8) components that research suggests are essential to high-quality programs. Each targeted assistance school program shall:

1. Use Part A resources to help participating children meet the Illinois Learning Standards that are expected for all children.

2. Ensure that planning for participating students is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
   - give primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer programs and opportunities,
   - help provide an accelerated, high-quality curriculum, including applied learning, and
   - minimize removing children from the regular classroom during regular school hours for instruction.

4. Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or State-run preschool programs to elementary school programs.

5. Provide instruction by highly qualified teachers.

6. Provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessional, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in targeted assistance programs or in the regular education program.

7. Provide strategies to increase parental involvement such as family literacy services.

8. Coordinate and integrate Federal, State, and local services and programs, including programs supported under the NCLB Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Appendix J: At-A-Glance Components of Schoolwide Programs

Title I, Part A has the primary goal of enabling participating children to meet the Illinois Learning Standards. To meet this goal, Section 1114(b) of the NCLB Act of 2001 requires that each schoolwide program includes the following ten (10) components that research suggests are essential to high-quality programs. Each schoolwide program shall:

1. Conduct a comprehensive needs assessment of the entire school.

2. Employ schoolwide reform strategies that:
   - provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
   - use effective methods and instructional strategies that are based on scientifically based research that:
     - ➢ strengthens the core academic program,
     - ➢ increases the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and helps provide an enriched and accelerated curriculum, and
     - ➢ includes strategies for meeting the educational needs of historically underserved populations.
   - includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting the Illinois Learning Standards who are members of target populations of any program that is included in the schoolwide program which may include:
     - ➢ counseling, pupil services, and mentoring services,
     - ➢ college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies, and
     - ➢ the integration of vocational and technical education programs.
   - address how the school will determine if such needs of the children have been met.
   - are consistent with, and are designed to implement, State and local improvement plans, if any.

3. Provide instruction by highly qualified teachers.

4. Provide high quality and on-going professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the Illinois Learning Standards.

5. Employ strategies to attract high-quality, highly qualified teachers to high-need schools.

6. Employ strategies to increase parental involvement, such as family literary services.

7. Develop plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Implement measures to include teachers in the decisions regarding the use of academic assessment in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Implement activities to ensure that students who experience difficulty mastering the proficient (meets) or advanced (exceeds) levels of academic achievement standards are provided with effective, timely additional assistance which include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordinate and integrate Federal, State, and local services and programs, including programs supported under the NCLB Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Appendix K: Targeted Assistance & Schoolwide Programs Crosswalk of Required Components	Targeted Assistance	Schoolwide
Restrict Title I, Part A resources to help eligible, participating children meet the Illinois Learning Standards that are expected for all children.	X	
Expand Title I, Part A resources to provide opportunities to all children in the school to meet the Illinois Learning Standards.		X
Ensure that planning for students served under this part is incorporated into existing school planning.	X	
Conduct a comprehensive needs assessment of the entire school.		X
Use effective methods and instructional strategies that are based on scientifically based research that:	X	X
• strengthen the core academic program of the school,	X	X
• give primary consideration to providing or increasing extended learning time, such as an extended school year, before-and after-school, and summer programs and opportunities,	X	X
• help provide an enriched and accelerated, high-quality curriculum,	X	X
• include strategies for meeting the educational needs of underserved populations,		X
• minimize removing children from the regular classroom during regular school hours for instruction provided under this part,	X	
• include strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting the Illinois Learning Standards who are members of target populations of any program that is consolidated in the schoolwide program which may include: ➢ counseling, pupil services, and mentoring services, ➢ college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies, and ➢ the integration of vocational and technical education programs,		X
• address how the school will determine if the needs of low achieving children and those at risk of not meeting the Illinois Learning Standards who are members of target populations of any program that is consolidated in the schoolwide program have been met, and		X
• are consistent with, and are designed to implement, State and local improvement plans, if any.		X
• Coordinate with and support the regular education program.	X	
• Coordinate services/develop plans to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or State-	X	X

run preschool programs to elementary school programs.		
• Provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessional, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.	X	
• Provide high quality and on-going professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the Illinois Learning Standards.		X
• Provide instruction by highly qualified teachers.	X	X
• Employ strategies to attract high-quality, highly-qualified teachers to high-need schools.		X
• Employ strategies to increase parental involvement, such as family literacy services.	X	X
• Implement measures to include teachers in the decisions regarding the use of academic assessment in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.		X
• Implement activities to ensure that students who experience difficulty mastering the proficient (meets) or advanced (exceeds) levels of academic achievement standards are provide with effective, timely additional assistance which include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.		X
• Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.	X	X