

NCLB Application Handbook
for
Title IA, Title IIA & D, Title IVA, and Title VA



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OVERVIEW OF GRANT PROGRAMS

Title I, Improving the Academic Achievement of the Disadvantaged

The purpose of the NCLB Title I program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by

1. Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.
2. Meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.
3. Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.
4. Holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education.
5. Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest.
6. Improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged.
7. Providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance.
8. Providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time.
9. Promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content.
10. Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.
11. Coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families.
12. Affording parents substantial and meaningful opportunities to participate in the education of their children.

Title II, Teacher and Principal Training and Recruiting Fund (Teacher Quality)

Title II provides the funding for states and districts to meet the requirements of Section 1119, which includes state and local plans for all teachers to be highly qualified no later than the end of the 2005-2006 school year. LEAs are required to report annually on their progress in meeting measurable

objectives that

- Shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005–2006 school year.
- Shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers.

The purpose of the NCLB Title II program is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to

1. Increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.
2. Hold local educational agencies and schools accountable for improvements in student academic achievement.

A local educational agency may use its Title II funds to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:

1. Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only
 - A. If the local educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a) (2).
 - B. In a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.
2. Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including
 - A. Providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach
 - i. In academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency.
 - ii. In schools in which there exists a shortage of highly qualified teachers.
 - B. Recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades.
 - C. Establishing programs that
 - i. Train and hire regular and special education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and nondisabled children).
 - ii. Train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students.
 - iii. Recruit qualified professionals from other fields, including highly qualified paraprofessionals, and

provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants.

- iv. Provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.

3. Providing professional development activities

- A. That improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning

- i. One or more of the core academic subjects that the teachers teach.
- ii. Effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement.

- B. That improves the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that

- i. Involve collaborative groups of teachers and administrators.
- ii. Provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency.

- iii. Provide training in methods of

- I. Improving student behavior in the classroom.
- II. Identifying early and appropriate interventions to help students described in clause (ii) learn.

- iv. Provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children.

- v. Provide training on how to understand and use data and assessments to improve classroom practice and student learning.

4. Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide

- A. Teacher mentoring from exemplary teachers, principals, or superintendents.
- B. Induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively.
- C. Incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement.
- D. Incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.

5. Carrying out programs and activities that are designed to improve the quality of the teacher force, such as

- A. Innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to

integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of section 9101, and are coordinated with activities carried out under Part D, Enhancing Education Through Technology.

- B. Development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning.
 - C. Tenure reform.
 - D. Merit pay programs.
 - E. Testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.
6. Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
 7. Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
 8. Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.
 9. Carrying out programs and activities related to exemplary teachers.

Title IV, Safe and Drug-Free Schools and Communities Act

The purpose of the Safe and Drug-Free Schools and Communities Act is to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

In order to be eligible for funding, school districts are required to develop the Title IV application through timely and meaningful consultation with state and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

In any fiscal year, a local education agency, intermediate education agency, or consortium may retain for obligation in the succeeding fiscal year:

1. An amount equal to not more than 25 percent of the allocation it receives under this subsection for such fiscal year; or
2. Upon submission of a waiver request which includes a statement showing good cause by such agency or consortium, a greater amount approved by the State Board of Education.

Principles of Effectiveness. For a program or activity developed under the Safe and Drug-free Schools and Communities Act the program must meet the principles of effectiveness and such program shall

- A. Be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including

delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities.

- B. Be based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment.
- C. Be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use.
- D. Be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; and other variables in schools and communities in the State identified through scientifically based research.
- E. Include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.

Scientifically Based Research. The term ‘scientifically based research’ means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and includes research that

- A. Employs systematic, empirical methods that draw on observation or experiment.
- B. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.
- C. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators.
- D. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls.
- E. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings.
- F. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparable rigorous, objective, and scientific review.

A local educational agency shall use its Title IV funds to develop, implement, and evaluate comprehensive programs and activities, which are coordinated with other school and community-based services and programs, that shall

- A. Foster a safe and drug-free learning environment that supports academic achievement.
- B. Be consistent with the principles of effectiveness.
- C. Be designed to
 - i. Prevent or reduce violence; the use, possession, and distribution of illegal drugs; and delinquency.
 - ii. Create a well disciplined environment conducive to learning, which includes consultation between teachers, principals, and other school personnel to identify early warning signs of drug use and violence and to provide behavioral interventions as part of classroom management efforts.
- D. Include activities to

- i. Promote the involvement of parents in the activity or program.
- ii. Promote coordination with community groups and coalitions, and government agencies.
- iii. Distribute information about the local educational agency's needs, goals, and programs.

Each local education agency or consortium of such agencies, that receives funds, may use such funds to carry out activities that comply with the principles of effectiveness, such as the following:

 - A. Age appropriate and developmentally based activities that
 - i. Address the consequences of violence and the illegal use of drugs, as appropriate.
 - ii. Promote a sense of individual responsibility.
 - iii. Teach students that most people do not illegally use drugs.
 - iv. Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use.
 - v. Teach students about the dangers of emerging drugs.
 - vi. Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
 - B. Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.
 - C. Dissemination of drug and violence prevention information to schools and the community.
 - D. Professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.
 - E. Drug and violence prevention activities that may include the following:
 - i. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.
 - ii. Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies.
 - iii. Reporting criminal offenses committed on school property.
 - iv. Development and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico.
 - v. Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs.
 - vi. The hiring and mandatory training based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school.
 - vii. Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health services.

- viii. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
- ix. Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular educational setting.
- x. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.
- xi. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.
- xii. Drug and violence prevention activities designed to reduce truancy.
- xiii. Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.
- xiv. Consistent with the fourth amendment to the Constitution of the United States the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the student, if the local educational agency elects to so test or inspect.
- xv. Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment.
- xvi. Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 USC 1232g), by a local educational agency to any public or private elementary school or secondary school.
- xvii. Developing and implementing character education programs, as a component of drug and violence prevention programs that take into account the views of parents of the students for whom the program is intended.
- xviii. Establishing and maintaining a school safety hotline.
- xix. Community service, including community service performed by expelled students, and service-learning projects.
- xx. Conducting a nationwide background check of each local educational agency employee, regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness
 - I. To be responsible for the safety or well-being of children.
 - II. To serve in the particular capacity in which the employee or prospective employee is or will be employed.
 - III. To otherwise be employed by the local educational agency.
- xxi. Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide.

- xxii. Programs that respond to the needs of students who are faced with domestic violence or child abuse.
- F. The evaluation of any of the activities authorized under this subsection and the collection of objective data used to assess program needs, program implementation, or program success in achieving program goals and objectives.

LIMITATION: Not more than 40 percent of the funds available to a local education agency may be used to carry out the activities described in section (E) clauses (ii) through (vi), of which not more than 50 percent may be used to carry out the activities described in section (E) clauses (ii) through (v). If other sources of federal funds are used for the purposes listed in section (E) clauses (ii) through (v), Safe & Drug-Free Schools funds may not be used.

Schools receiving funds under the Safe and Drug-Free Schools and Communities Act are required to report the information needed to complete the uniform management information and reporting system including the collection of information on

- A. Truancy rates.
- B. The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary and secondary schools.
- C. The types of curricula, programs, and services provided by the local educational agency.
- D. The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities.

The information described above must be reported to ISBE and to the public. The first two items must be reported on a school-by-school basis.

Title V, Innovative Programs

The purposes of the NCLB Title V program are

1. To support local education reform efforts that are consistent with and support statewide education reform efforts.
2. To provide funding to enable State educational agencies and local educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research.
3. To provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials.
4. To meet the educational needs of all students, including at-risk youth.
5. To develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class size reduction programs.

NCLB Title V funds shall be used for innovative assistance programs, which may include any of the following:

1. Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards.
2. Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media

centers involved.

3. Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement, and that are part of an overall education reform program.
4. Promising education reform projects, including magnet schools.
5. Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.
6. Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.
7. Programs to provide for the educational needs of gifted and talented children.
8. The planning, design, and initial implementation of charter schools as described in Title V, Part B.
9. School improvement programs or activities under sections 1116 and 1117.
10. Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage.
11. Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning, spending, saving, and investing).
12. Activities to promote, implement, or expand public school choice.
13. Programs to hire and support school nurses.
14. Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.
15. Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.
16. Programs to establish or enhance prekindergarten programs for children.
17. Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.
18. Programs for cardiopulmonary resuscitation (CPR) training in schools.
19. Programs to establish smaller learning communities.
20. Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.
21. Initiatives to generate, maintain, and strengthen parental and community involvement.
22. Programs and activities that expand learning opportunities through best-practice models designed to

improve classroom learning and teaching.

23. Programs to provide same-gender schools and classrooms (consistent with applicable law). (*Same-gender classes are prohibited in Section 27-1 of the School Code.*)
24. Service learning activities.
25. School safety programs, including programs to implement the policy described in section 9532 and which may include payment of reasonable transportation costs and tuition costs for such students.
26. Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.
27. Supplemental educational services, as defined in section 1116(e).

COMPREHENSIVE PLANNING AND NEEDS ASSESSMENT

LEAs must have the required plans in place for NCLB programs. Districts are encouraged to develop a single integrated plan to meet the requirements for school improvement plans and NCLB grant programs. NCLB specifically requires

- Every district that receives Title I funds must have a Title I plan (Section 1112) including a parent involvement policy (Section 1118). Schools implementing Title I schoolwide programs (Section 1114) must develop or amend their comprehensive plan for reforming the total instructional program in the school. Schools implementing targeted assistance programs must develop plans to address the academic achievement needs of identified students (Section 1115).
- Every LEA participating in Title I and/or Title II must develop a plan to ensure that teachers are highly qualified not later than the end of the 2005-2006 school year. Title II applicants must conduct an assessment of local needs for professional development and hiring, and the needs assessment must be conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- Every LEA implementing a Title IV program must have a comprehensive plan for drug and violence prevention (Section 4114) that includes performance measures for drug and violence prevention programs and activities. LEAs must have a plan for keeping schools safe and drug-free that includes
 - A. Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - B. Security procedures at school and while students are on the way to and from school.
 - C. Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - D. A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - E. A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that
 - i. Allows a teacher to communicate effectively with all students in the class.
 - ii. Allows all students in the class to learn.
 - iii. Has consequences that are fair, and developmentally appropriate.
 - iv. Considers the student and the circumstances of the situation.
 - v. Is enforced accordingly.

Planning should begin with a comprehensive needs assessment which should include a thorough review of school-level improvement plans and an assessment of students' progress in meeting academic achievement standards, a review of district and school progress in closing the achievement gap, and the determination of district progress in ensuring that all teachers are highly qualified. Once district and school needs have been identified and prioritized, grant resources should be targeted, as appropriate, to meet needs and priorities. As a part of the planning process, LEAs are encouraged to coordinate federal, state and local programs, funds, and services with the goal of improving instruction and student achievement and supporting educational reform. Plans should be updated annually and be available for review upon request. Grant expenditures should relate to needs identified in the district's NCLB and/or school improvement plan(s). **Please note** that if all required components are addressed, a school improvement plan may serve as the schoolwide or targeted assistance plan for the Title I program.

CONSULTATION AND PARTICIPATION REQUIREMENTS

A district must ensure that minimum program consultation and participation requirements have been met for each of the NCLB grant programs. It may be appropriate to use established advisory groups for this purpose as long as they meet the minimum requirements for each program.

Title I: Each local education agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of Title I), and other appropriate school personnel, and with parents of children in schools served under this part. Each LEA shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy that is incorporated into the LEA's plan. As a component of the school-level parental involvement policy, each Title I school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Illinois Learning Standards.

Title II: The LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents must collaborate in the planning of Title II activities and in the preparation of the application.

Title IV: The LEA shall develop its application through timely and meaningful consultation with state and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals). Consultation should take place during the initial stages of design and development of a program or activity and should include efforts to meet the principles of effectiveness described in Section 4115(a).

On an ongoing basis, the LEA shall consult with these representatives and organizations in order to seek advice regarding how best to coordinate the LEA's Title IV activities with other related strategies, programs, and activities being conducted in the community.

Title V: In the design, planning and implementation of Title V programs, an LEA must provide for systematic consultation with parents of children attending elementary and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools and with other groups involved in implementation (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

Private Schools: The LEA must contact the private schools within the LEA annually to determine which schools wish to participate. The LEA must consult with the officials of interested private schools to determine the types of services each school desires its students/teachers to receive. LEAs

must provide services on an equitable basis whether or not the services desired are the same services the LEA provides to the public schools.

COORDINATION OF SERVICES

The No Child Left Behind Act of 2001 requires LEAs to coordinate NCLB grant programs with other appropriate local, state, and federal programs and resources. Title I specifically requires the coordination and integration of Title I services with other educational programs and services at the local educational agency or individual school level, such as

- Other NCLB grant programs, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.
- Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs.
- Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Migrant children are eligible for Title I services on the same basis as other children who are selected to receive services. However, when migrant children arrive at a school during the school year, they may often be unable to receive Title I services because the school has already allocated all its Title I funds. Because LEAs that currently receive migratory children normally do so on a regular basis, LEAs should plan for their arrival and consider their needs when planning, or helping schools to plan, Title I services. Adequate funds should be reserved so that migrant children, who are otherwise eligible for Title I services, receive services even if they arrive in the LEA well into the school year and remain for a limited period of time.

ADEQUATE YEARLY PROGRESS

Adequate yearly progress (AYP) is the measure of necessary annual improvement made by a school as evaluated by the State academic assessment. Each State is responsible to define AYP so that the same high standards of academic achievement are applied to all public elementary and secondary schools in the State. Each school and each disaggregated group must make adequate yearly progress on state assessments as defined in Section 1111. At least 95% of students in each disaggregated group must participate in the state assessments which include ISAT, PSAE, IMAGE and IAA. Disaggregated groups include:

- All public elementary and secondary school students
- Economically disadvantaged students
- Students from major racial and ethnic groups
- Students with disabilities
- Students with limited English proficiency

Additional information on adequate yearly progress is available on ISBE's website at <http://www.isbe.net/nclb>.

SCHOOL IMPROVEMENT (Section 1116)

Title I schools that fail to make adequate yearly progress (AYP) for two consecutive years will be identified for Title I school improvement. Schools in the first year of school improvement are required to offer public school choice. Schools in the second year of school improvement are required to offer both public school choice and supplemental educational services. Schools that fail to make AYP by

the end of the second year of school improvement will be identified for corrective action. Schools that fail to make AYP by the end of the first full year of corrective action will be subject to restructuring. In addition to other requirements, the schools in corrective action or restructuring must continue to offer public school choice and supplemental educational services.

If any school identified for school improvement, corrective action, or restructuring makes adequate yearly progress for two consecutive school years, the LEA shall no longer subject the school to the requirements of school improvement, corrective action, or restructuring or identify the school for school improvement the succeeding fiscal year.

For further information regarding school improvement, corrective action or restructuring, see ISBE's NCLB website at <http://www.isbe.net/nclb>.

PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES (Section 1116)

Public school choice is a component of *No Child Left Behind* that offers students in low-performing Title I schools an opportunity to attend higher-quality schools, even as the low-performing schools are being improved.

LEAs receiving funds under Title I are required to make choice available to all students in qualifying schools. Students who are attending Title I schools are eligible to transfer to another school if their school has been identified as in: (1) school improvement; (2) corrective action; or (3) restructuring. The LEA is responsible for paying all or a portion of the transportation necessary for the implementation of public school choice, subject to certain limitations. Guidance for Public School Choice is available on the Internet at <http://www.ed.gov/offices/OESE/SASA/schoolchoiceguid.pdf>.

Supplemental educational services provide additional academic instruction designed to increase the academic achievement of low-income students in low-performing schools. These services may include tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the State's academic content standards. Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high quality, research-based, and specifically designed to increase student academic achievement. Guidance for Supplemental Educational Services is available on the Internet at <http://www.ed.gov/offices/OESE/SASA/suppsvcguid.pdf>.

HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS (Section 1119)

Teachers

All teachers hired after the first day of the 2002-2003 school year and teaching in a program supported with Title I funds must be highly qualified. LEAs are required to develop a plan to ensure that all teachers teaching within the school district served by the LEA are highly qualified not later than the end of the 2005-2006 school year. LEAs will publicly report, each year, beginning with the 2002-2003 school year, the annual progress of the LEA as a whole and of each of its schools in meeting measurable objectives that shall include

- An annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-2006 school year.
- An annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers.

Paraprofessionals

All paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 (January 8, 2002) and working in a program supported with Title I funds shall have

- Completed at least two years of study at an institution of higher education;
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment
 - Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
 - Knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

Existing paraprofessionals, working in a program supported with Title I funds, must meet these requirements not later than 4 years after the date of enactment of the No Child Left Behind Act. For additional information on paraprofessional requirements, see the Draft Guidance for Title I Paraprofessionals on the Internet at <http://www.ed.gov/offices/OESE/SASA/paraguidance.pdf>.

WAIVERS

Waivers of Statutory and Regulatory Requirements (Section 9401)

The Illinois State Board of Education does not currently have Ed-Flex authority. Although the U.S. Department of Education (ED) will review and approve requests for waivers of federal statutory and regulatory requirements, ISBE is required to review LEA requests and to submit them to ED along with any comments. Requests for waivers should be submitted to the Federal Grants and Programs Division of ISBE. ED cannot waive any federal statutory or regulatory requirement relating to certain provisions including the following:

- The allocation or distribution of funds to LEAs.
- Maintenance of effort.
- Comparability of services.
- Use of federal funds to supplement, not supplant, nonfederal funds.
- Equitable participation of private school students and teachers.
- Parental participation and involvement.
- Applicable civil rights requirements.

Title I Carryover Waiver (Section 1127)

Carryover funds are limited to 15 percent of the final Title I Part A grant allocation including funds transferred into Title I through the local Transferability Authority. If the LEA determines that carryover will exceed the 15 percent limit, a waiver of this limit must be submitted to the Funding and Disbursement Services Division of the ISBE during the grant period. This waiver is allowable once every three years. The 15 percent carryover limit does not apply to districts that receive less than \$50,000 in Title I Part A funds.

Title IV Carryover Waiver (Section 4114)

In any fiscal year, a local education agency, intermediate education agency or consortium may retain for obligation in the succeeding fiscal year

1. An amount equal to not more than 25 percent of the allocation it receives under this subsection for such fiscal year; or
2. Upon submission of a waiver request which includes a statement showing good cause by such agency or consortium, a greater amount approved by the State Board of Education.

A waiver of this limit must be submitted to the Funding and Disbursement Services Division of the ISBE during the grant period.

GRANT PERIOD

Title I

Funds may not be obligated prior to July 1 or the Illinois State Board of Education's receipt of a substantially approvable application, *whichever is later*. Funds must be obligated by the end of the program period identified in the application. Unobligated funds may be spent during the following program period, but carryover funds into a new fiscal year are limited to 15 percent of the current year grant allocation including funds transferred into Title I through the local Transferability Authority. If the LEA determines that carryover will exceed the 15 percent limit, a waiver of this limit must be submitted to ISBE during the grant period. This waiver is allowable once every three years. The 15 percent carryover limit does not apply to districts that receive less than a \$50,000 grant for Title I Part A.

Title II, Title IV, and Title V

Funds may not be obligated prior to July 1 or the Illinois State Board of Education's receipt of a substantially approvable application, *whichever is later*. Accounting records must be maintained in accordance with the provisions of the *Illinois Program Accounting Manual for Local Education Agencies* (Chart of Accounts) as mandated by Section 17-1 of the School Code.

AUDIT REQUIREMENT

LEAs are responsible for obtaining audits in accordance with the Single Audit Act Amendments of 1996 (31 U.S.C. 7501-7507) and revised OMB Circular A-133. The audits shall be made by an independent auditor in accordance with generally accepted government auditing standards covering financial audits.

EQUITABLE PARTICIPATION OF PRIVATE SCHOOLS

Title II (A worksheet for this calculation is provided on the Program Specific page for Title II)

Private school participation in the NCLB Title II, Teacher Quality program is limited to professional development. To provide equitable participation to Private schools for this program, the LEA must allocate to each of its participating private schools the **higher** of the following:

1. An equitable share of the amount the public district will spend on professional development.
2. The sum of the amount each private school received for the FY02 IASA Title II, Dwight D. Eisenhower Professional Development Program and for the FY02 Class-Size Reduction Program. (Section 9501)

Calculation 1 – Equitable Share of Professional Development

To calculate the equitable share of professional development for private schools, begin with the total allocation and subtract the anticipated expenditures for class-size reduction, recruitment and retention. The remainder will be the total (public and private) expenditure for professional development. To determine the amount for private, nonprofit school(s), divide the participating private, nonprofit school enrollment by the sum of the public and participating private, nonprofit school enrollment. Round the result to six decimal places and multiply by the total expenditure for professional development. Round to the nearest whole dollar.

Calculation 2 – Hold Harmless for Private Schools

For the second calculation determine the allocation received by the private school in FY02 for the IASA Title II and Class-Size Reduction programs. Add the two amounts. This is the private school's hold harmless amount, and it should be maintained throughout the reauthorization period. (You will need this amount each year.)

For FY07 each private school must be allocated the higher of the two calculations described above. If the public district later decides to spend a larger amount on professional development, the equitable share for private schools will need to be recalculated and their revised budgeted expenditures will need to be included in an amendment.

Title IV and Title V (A worksheet is provided on the Program Specific page for each grant)

Expenditures for programs for children attending private, nonprofit schools must be equal to expenditures for programs for public school children, consistent with the number of children to be served.

In determining whether expenditures are equal, an LEA may not take into account the extent to which children in private, nonprofit schools generated a portion of the LEA's high-cost children allocation.

To determine the allocation for the public school, divide the public enrollment by the sum of the public and participating private, nonprofit school enrollment. Round the result to six decimal places and multiply by the total allocation. Round to the nearest whole dollar.

To determine the allocation for the private, nonprofit school(s), divide the participating private, nonprofit school enrollment by the sum of the public and participating private, nonprofit school enrollment. Round the result to six decimal places and multiply by the total allocation. Round to the nearest whole dollar.

STEVENS AMENDMENT

Section 511 of the FY 1990 Department of Education Appropriations Act requires the following:

“When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds, including but not limited to State and local governments, shall clearly state (1) the percentage of the total costs of the program or project which will be financed with Federal money, (2) the dollar amount of Federal funds for the project or program, and (3) percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.”

PARENT INVOLVEMENT POLICY

Each local education agency that receives Title I funds shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy that describes how the LEA will

1. Involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116.
2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.

4. Coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under Title I.
6. Involve parents in the activities of the schools served under Title I.

SCHOOL-PARENT COMPACT

As a component of the parental involvement policy, at least annually each school served under this part shall jointly develop with parents for all children served under this part a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The school-parent compact shall

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and 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.
2. Describe specific activities in which the student will engage to enable him/her to make satisfactory progress toward attaining academic achievement standards.
3. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum
 - a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
 - b. Frequent reports to parents on their children's progress.
 - c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

For additional information regarding the parent involvement policy and the school-parent compact requirement see Section 1118 of the legislation at <http://www.house.gov/rules/hr0001cr.pdf>.

PARENTS RIGHT-TO-KNOW

At the beginning of each school year, a local educational agency that receives Title I funds shall notify the parents of each student attending Title I schools that the parents may request, and the LEA will provide in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

This information is to be collected and disseminated in a manner that protects the privacy of individuals.

For additional information regarding this requirement, see Section 1111(h)(6) of the NCLB legislation at <http://www.house.gov/rules/hr0001cr.pdf>.

REQUIREMENT FOR PRINCIPALS TO ATTEST TO COMPLIANCE WITH SECTION 1119

In verifying compliance with Section 1119, Qualifications for Teachers and Paraprofessionals, each local education agency, at a minimum, shall require that the principal of each school operating a program under Section 1114 (Schoolwide Programs) or Section 1115 (Targeted Assistance Schools) attest annually in writing as to whether such school is in compliance with the requirements of Section 1119.

Copies of these attestations

1. Shall be maintained at each school operating a targeted assistance or schoolwide program and at the main office of the local education agency.
2. Shall be available to any member of the general public on request.

SCHOOLWIDE PROGRAMS

A school may operate a schoolwide program if 40 percent of the children enrolled in the school or residing in the school attendance area are from low-income families in the first eligible year. To promote effective, long-term planning, a school can maintain its schoolwide program eligibility even if it drops below the initial poverty threshold.

Note 1: To determine eligibility for a schoolwide program, an LEA may use a different poverty measure than the one(s) used by the LEA to identify and rank school attendance areas for Part A eligibility and participation.

For example, for the 2005-2006 school year, an LEA ranks its school attendance areas using Temporary Assistance for Needy Families (TANF) data and determines that all schools with 35 percent poverty and above will participate in Title I. However, although TANF data indicates a school has 38 percent poverty and, therefore, is not eligible to conduct a schoolwide program, free and reduced-price lunch data indicate that this same school has 42 percent poverty. The LEA may determine that this school is eligible to conduct a schoolwide program.

Note 2: A school may plan for a schoolwide program while under 40 percent poverty if it is anticipated that the poverty level will be at 40 percent or above at the beginning of the qualifying year.

WHAT IS A SCHOOLWIDE PROGRAM?

A schoolwide program permits a school to use funds under Part A of Title I and other federal education program funds and resources to upgrade the entire educational program of the school and to raise academic achievement for all the students. Schoolwide programs do not have to identify children as eligible for services. This contrasts with a Title I targeted assistance program, a different approach through which Part A funds are used only for supplementary educational services for eligible children who are failing or most at risk of failing to meet state academic achievement standards.

Schoolwide programs have great latitude in determining how to spend their Title I, Part A and other program funds as long as they engage in schoolwide reform strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children, according to a

comprehensive plan to help children meet the state academic achievement standards.

Schoolwide programs may and are encouraged to use, in addition to Part A funds, funds from most other federal education programs to upgrade the entire educational program. Flexibility in the use of funds is tied to increased achievement by children in the target groups of children that the individual programs are intended to help.

A schoolwide program that includes other federal programs in addition to Part A **does not have to conform to the specific statutory or regulatory requirements of each separate program** as long as the intent and purposes of those programs, as well as certain requirements relating to such critical areas as civil rights and health and safety, are met. The involvement during comprehensive planning of a schoolwide program of all staff, parents, and others in the community that have a stake in the children's education will help to ensure that the program is designed to meet the needs of all the students in the school.

SCHOOLWIDE PLANS

Any eligible school that desires to operate a schoolwide program shall first develop or amend a comprehensive plan for reforming the total instructional program in the school that

1. Describes how the school will implement the required components listed below.
2. Describes how the school will use resources under this part and from other sources to implement those components.
3. Includes a list of state, local, and federal programs that will be consolidated in the schoolwide program.
4. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the state assessments.

REQUIRED COMPONENTS OF SCHOOLWIDE PROGRAMS

Under Section 1114 (b) (1), a schoolwide program must include the following components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).
2. Schoolwide reform strategies that
 - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
 - b. Use effective methods and instructional strategies that are based on scientifically based research that
 - i. Strengthen the core academic program in the school.
 - ii. Increase 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 help provide an enriched and accelerated curriculum
 - iii. Include strategies for meeting the educational needs of historically underserved populations.
 - i. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide

program, which may include

1. Counseling, pupil services, and mentoring services.
2. 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.
3. The integration of vocational and technical education programs.
- ii. Address how the school will determine if such needs have been met.
- d. Are consistent with, and are designed to implement, the state and local improvement plans, if any.
3. Instruction by highly qualified teachers.
4. In accordance with Section 1119 and subsection (a)(4), high-quality and ongoing 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 state's student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with Section 1118, such as family literary services.
7. 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. Measures to include teachers in the decisions regarding the use of state academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the state academic assessments shall be provided with effective, timely additional assistance which shall 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. Coordination and integration of 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.

Title I does not have to pay for these components in a schoolwide program; rather, a school with a schoolwide program must include these components in its school.

ADDRESSING THE NEEDS OF ALL CHILDREN

“High standards for all”

The expanded opportunity in Title I for schoolwide programs is designed to significantly increase the opportunities of schools, districts, and states to raise the achievement of all children, but particularly those who have always been the intended beneficiaries of Title I: poor children, low-achieving children, migrant children, children who are neglected or at risk of dropping out, and limited-English-proficient children. Consolidating all funds within a school for comprehensive planning and reform can **more effectively lift the achievement of those who are farthest behind**, as long as schools understand their responsibility to serve every child and to expect every child to learn.

Schools that combine migrant funds under Part C of Title I in a schoolwide program must in

consultation with either parents of migratory children or organizations representing those parents or both, first address the identified needs of migratory children that result from the effects of their migratory lifestyle or are needed to permit migratory children to participate effectively in school and to document that services to address those needs have been provided. Because migratory children often attend school throughout a 12-month period, a schoolwide school's plan should address all the school's children, not just those who attend the "regular" school year.

The schoolwide program provisions provide enormous new opportunities for schools developing schoolwide programs. By allowing schools to integrate their programs, strategies, and resources, Title I can become the catalyst for comprehensive reform of the entire instructional program children in these schools receive rather than only serving as an add-on to the existing program.

LEA IDENTIFICATION AND SELECTION OF SCHOOL ATTENDANCE AREAS AND ALLOCATION OF TITLE I FUNDS TO SCHOOL ATTENDANCE AREAS AND SCHOOLS

Section 1113 of Title I contains the requirements for identifying eligible school attendance areas and selecting those eligible areas that will participate in Title I. It also contains the requirements for allocating Title I funds to participating areas. The following points summarize these requirements.

General Selection Requirements

1. An LEA must rank all of its school attendance areas in rank order of poverty.
 - An LEA must use the same measure of poverty for
 - Identifying eligible school attendance areas.
 - Determining the ranking of each area.
 - Determining the allocation for each area.
 - The LEA must select a poverty measure from the following options:
 - Children in poverty ages 5-17 counted in the most recent census data approved by the Secretary.
 - Children eligible for free and reduced-price lunches under the National Free School Lunch Act.
 - Children in families receiving assistance under the Temporary Assistance for Needy Families (TANF) program.
 - Children eligible to receive medical assistance under the Medicaid program.
 - A composite of any of the above measures.
 - An LEA must rank school attendance areas based on the percentage (not the number) of low-income children counted.
2. After an LEA has ranked all of its school attendance areas by poverty, the LEA must serve, in rank order of poverty, its areas above 75 percent poverty, including any middle schools or high schools.
3. Only after an LEA has served all of its areas with a poverty rate above 75 percent may the LEA serve lower-ranked areas. The LEA has the option to (1) continue on with the districtwide ranking or (2) rank remaining areas by grade span groupings.
 - The same districtwide poverty average must be used if the LEA selects option 1.
 - For ranking by grade-span groupings, the LEA may use (1) the districtwide poverty average or (2) the districtwide grade-span poverty averages from their respective grade-span groupings.

- If an LEA has no school attendance areas above 75 percent poverty, the LEA may rank districtwide or by grade-span groupings.
 - An LEA's organization of its school defines its grade-span groupings. For example, if an LEA had elementary schools serving all elementary grades, middle schools and high schools, the grade-span groupings would be grades K-5, 6-8, and 9-12. To the extent an LEA has schools that overlap grade spans (e.g., K-5, K-8, 6-8), the LEA may include a school in the grade span in which it is most appropriate.
4. An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to rank its school attendance areas.

LEA Discretion in Selecting Participating Areas and Schools

5. An LEA may
- Designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families, i.e., the "35 percent rule."
 - Use Title I funds in a school that does not serve an eligible school attendance area if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of the LEA.
 - Designate and serve a school attendance area or school that is not eligible under this section, but that was eligible and that was served in the preceding fiscal year, but only for 1 additional fiscal year.
 - Elect not to serve an eligible school attendance area or school that has a higher percentage of children from low-income families if all three of the following are true:

The school meets the Title I comparability requirements.

The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of section 1114 or 1115.

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

FUNDS FOR EQUITABLE SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN

Under section 1113(c) of Title I, an LEA must allocate funds to a participating public school attendance areas, identified as eligible and selected to participate, in rank order on the basis of the total number of children from low-income families residing in the area. In identifying and ranking eligible public school attendance areas, an LEA generally should, if possible, take into consideration data on the number of children from low-income families who reside in each area but who attend private schools. For an LEA to include numbers of such children, however, would require adequate poverty data on private school children throughout the LEA. Because obtaining these data for the entire LEA may be extremely difficult, an LEA may identify and rank its eligible school attendance areas on the basis of children from low-income families attending public schools only.

Because generation of funds and eligibility of private school children for services are dependent upon residence in a participating public school attendance area, an LEA must share the results of its selection process with private school officials early in the consultation process. Other information that generally should be provided in the consultation process includes the following data on each participating area: grade span, enrollment, the number of low-income public and private school children residing in the area and, as soon as available, the per-pupil allocation of each public school participating area.

The LEA, in consultation with the private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas. Because private school officials may have access to some sources of poverty information not easily accessible to public school officials, it is very important that public and private school officials cooperate in this effort. If the total number of private school children residing in each public school attendance area are unavailable, then the LEA is to rank order by schools (not attendance areas) as an LEA cannot rank order attendance areas using incomplete data.

Collecting Poverty Data on Private School Children (Needed for Title I only)

Under section 1120(c)(1) of the Title I statute and §200.78(2) of the regulations, an LEA may use the following methods, or a combination of these methods, to obtain poverty data on private school children.

1. Data from the same source. An LEA may use poverty data from the same source for both public and private school children, e.g., free and reduced-price lunch data.
2. Comparable data. An LEA may use poverty data for private school children that are from a different source than the data it uses for public school children as long as the income level for both sources is generally the same. For example, the LEA uses free or reduced-price lunch data but private school children do not participate in the free lunch program; however, private school officials are able to provide the LEA a count of children who would be eligible for free or reduced-priced lunches using other sources of poverty data such as a survey of parents, Temporary Assistance for Needy Families (TANF), or tuition scholarship programs.
3. Survey. An LEAs may conduct a survey that requests comparable data on the low-income families whose children attend private schools. If complete actual data is unavailable, the LEA must extrapolate data from a representative sample of the returned surveys. The only information necessary for the LEA to include for private school children is (1) address, (2) grade level of each child, and (3) income level of parents. Only address and grade levels are needed to determine the number of low-income families and an LEA should not require that the private school officials give the names of low-income families.
4. Using proportionality. An LEA may apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area. To do this, an LEA will need the addresses and grade levels of those students attending private schools.

ALLOCATING TITLE I FUNDS

To allocate Title I funds, an LEA must determine the per-pupil allocation (PPA) for each participating attendance area based on the poverty count of both the private and public school children who reside in the area.

Before allocating Title I funds to participating school attendance areas, an LEA must reserve a portion of its Title I allocation off the top, as needed, for specific purposes, such as to meet the requirements for profession development or parental involvement activities, or to administer Title I programs for public and private school children. Reservations than an LEA may take from its total allocations before it determines the per pupil amount (PPA) are listed in section 200.77 of the Title I regulations. The LEA then allocates remaining funds to public school attendance areas identified as eligible and selected to participate in rank order of poverty on the basis of the total number of children - public and private - from low-income families residing in the area. Thus, unlike Chapter 1 under which funds were distributed on the basis of the numbers and needs of the children being served, Title I requires an LEA to allocate funds on the basis of all children from low-income families residing in participating

areas or within a school if an LEA ranks its school attendance area by grade span groupings. The LEA determines a per-pupil allocation (PPA) for each participating area and distributes that amount for each low-income child--public and private--residing in the area.

The amount of funds available to provide equitable services from the applicable reserved funds must be proportional to the number of private school children from low-income families residing in participating public school attendance areas. In consultation, the LEA and private school officials choose one or a combination of the following options for using the funds reserved for private school children:

1. Provide equitable services to eligible children in each private school with the funds generated by children from low-income families in participating public school attendance areas who attend that private school.
2. Combine the funds generated by low-income private school children in all participating areas to create a pool of funds from which the LEA provides equitable services to eligible private school children residing in participating public school attendance areas who are in the greatest educational need of those services. Under this option, the services provided to eligible children attending a particular private school are not dependent upon the amount of funds generated by low-income children in the school.
3. In addition to the funds generated by the low income private school students, there are three other areas in which funds are shared by children, parents, and teachers affiliated with private schools. These are in the amount of money required for parental involvement, the amount of money used by the public school to ensure all of the staff are highly qualified in public schools, and money used for instructional district-wide services.
4. The equitable services requirement does not apply to any funds reserved by the LEA from preschool programs or district and school improvement programs.

Each LEA that receives over \$500,000 in Title I funds must set aside 1% of the current year allocation for services to parents, a portion of which must be directed to parents of children attending private schools. The proportion is computed in the following manner.

At the bottom of the Title I Program Specific Targeting Step Four, the number of public and private low income students is listed. For this example, let the LEA current year allocation equal \$6,432,000. The parent involvement 1% set aside would be \$64,320. From Program Specific Targeting Step Four, there are 2,500 low income public school students and 375 low income private school students. Add the total of public and private low income students and you have a total of 2,875 low income students. Next determine a ratio of public to private students ($375 / 2875 = .130435$) rounded to six decimal points. 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. If an LEA is required to set aside 5% of the Title I grant to help all teachers become highly qualified the private school must receive an equitable share of these funds also. If you take the current year Title I allocation and multiply it by 5% this would give you the amount for insuring all teachers become highly qualified. Multiple the 5% amount by the same ratio used for parental involvement to find the private share of these funds.

ASSESSING TITLE I PRIVATE STUDENTS

As a part of the private consultation process LEAs must consult with appropriate private school officials on how the services provided to private schools will be assessed and how the results of the

assessment will be used to improve the services. Each LEA with a private school must annually assess the progress of the Title I program toward enabling private school participants to demonstrate achievement based upon standards agreed upon in consultation in order to know whether annual progress for the Title I program has been made. Title I administrative costs can not be charged to the funds generated by low income private students. This also applies to LEAs serving private students through a Third Party Provider. (See below)

PRIVATE SCHOOL TITLE I SERVICES PROVIDED BY THIRD PARTY PROVIDER

An LEA may provide Title I services directly or indirectly through contracts with public and private agencies, organizations, and institutions so long as those entities are independent of the private school and of any religious organization in the provision of those services. The services may be provided in a private school under the same conditions, and subject to the same limitations, as if the LEA provided the services. LEAs that choose to provide services to private school children through contracts with third party providers must exercise proper oversight when reimbursing third part providers.

A third-party contractor hired by an LEA to provide services to private school participants may incur administrative costs. The administrative costs of the third-party provider must be reserved from the LEA's total allocation as an administrative cost under Sec. 200.77(f) of the Title I regulations before determining per-pupil allocations. Funds reserved for instructional services may not be used for items such as administration, travel, communication, maintenance, furniture and non-teaching equipment. This ensures that the allocation for instruction for the private school students is equal to the allocation for instruction for the public school students. Items such as those listed above must be charged to private school non-instructional costs and should be listed on the set-aside page in Program Specific Targeting Step Four. To facilitate this determination, the parties should identify in the contract the portion of the costs that are administrative, and the LEA should use funds taken "off-the-top" of its allocation to pay this portion of the contract.

Invoices from third party providers must contain enough information and detail to be auditable under the EDGAR requirements.

Contracts with third party providers must be competitively bid and have enough detail to show how a third party provider would fulfill the Title I requirements of providing services to eligible private school children if selected for a contract. LEAs must follow ISBE's procurement process which is attached. LEAs may add their own procedures, but they may not be in conflict with ISBE's procedures.

CONTROL OF FUNDS

LEAs must maintain control federal Title I funds. Only public school personnel can issue purchase order requests and only public school personnel can certify invoices for payment. Title II, IV, and V may receive purchase requisitions from private school for purchase on regular district purchase orders. Checks may not be written to a private school.

TITLE I EXPENDITURES AND CAPITAL OUTLAY

An LEA has total control of all materials, equipment, etc. purchased with Title I funds for use in the programs with private school children. Title I funds can be used to implement programs that help students improve their academic achievement in the regular private school classrooms (i.e., reading, mathematics, etc). Title I program expenditures can also include books, materials, and equipment, such

as computers and software products, necessary to implement the Title I program (The LEA retains title to the books, other materials, and equipment purchased with Title I funds. Materials, etc. purchased with Title I funds may be used only by Title I participants. Each item purchased with Title I funds, regardless of price, must be labeled “Property of _____ School District.” The labels should not be either easily erased or removable.). Consumable materials, such as workbooks or paper supplies, do not have to be labeled.

Private school officials may not order or purchase materials and supplies. They have no authority to obligate or receive Title I funds. The law clearly states that the LEA must maintain control of Title I funds, materials, equipment, and property. No Title I funds may be paid to a private school.

Capital outlay is defined as any item that costs \$500 or more for a single item and has a shelf life of more than one year. A list of all capital outlay items must be kept on a federal inventory control sheet that can be reviewed by a local, state, or federal auditor.

All capital outlay items purchased with federal funds are the property of the public school and must appear on the federal inventory control sheet. This includes any equipment that the public school may loan to the private schools within the district. Each item must be labeled “Property of _____ School District” and have an identification code that can be easily traced to the federal inventory control sheet. These labels must be permanent labels that cannot be removed. Consumable materials, such as workbooks, paper supplies, etc., do not have to be labeled. Capital outlay items on loan to a private school must also have this label as all equipment purchased with federal funds for a private school remains the property of the public school and must be returned to the public school should the private school close.

The federal inventory control sheet must include a description of the item, serial or other identifiable number, source where purchased, title number and owner, cost of the item and cost of the pro-rated share if any, location, use, and condition of the property. A copy of the federal inventory control/deletion sheet is available on the ISBE – IWAS system.

COMPARABILITY

To comply with federal requirements, all local education agencies (LEAs) receiving Title I funds must complete and submit the electronic version of the NCLB, Title I Comparability Documentation Form, which included:

- LEAs that have only one attendance area per grade span.
- LEAs that operate regular-year projects.
- LEAs that operate only summer projects (calculated the same as if regular year).
- Each LEA that is a part of a multidistrict or consolidated application.

In accordance with federal statute and Title I rules and regulations, LEAs on a district wide or grade-span basis must use state and local funds to provide services in project areas that, taken as a whole, are at least comparable to services being provided in school attendance areas that are not receiving Title I funds. If the LEA selects all of its attendance areas in the district or in a grade-span group or enrollment-size range as project areas, the LEA must use state and local funds to provide services that, taken as a whole, are substantially comparable in each project area. The LEA must include all Charter Schools in their comparability analysis excluding schools with 100 or fewer students.

If an LEA is not comparable, the district must use its written procedures to correct the imbalance, and must submit documentation to this effect. If the district is not comparable, it will be cited and a determination will be made concerning the amount of the LEA’s Title I grant to be withheld or repaid.

Detailed directions on calculating comparability and the due date are located on the External Assurance website, <http://www.isbe.net/ea/default.htm>.

PROCEDURES FOR RESOLVING COMPLAINTS AND APPEALS

I. **Applicability.** These procedures apply to complaints and appeals filed with the Illinois State Board of Education by an organization or individual with respect to the State administered portions of the following federal programs, as required under 34 C.F.R. Sections 299.10, 299.11 and 299.12.

- a) Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies)
- b) Part B of Title I (Even Start Family Literacy Programs), other than the federally administered direct grants for Indian tribes and tribal organizations, children of migratory workers, Statewide family literacy initiatives and prisons that house women and children'
- c) Part C of Title I (Migrant Education)
- d) Part D of Title I (Children and Youth Who Are Neglected, Delinquent or At Risk of Dropping Out)
- e) Title II (Teacher Quality Act) other than section 2103 and Part C of Title 34
- f) Part D of Title II (State and Local Programs for School Technology Resources)
- g) Title III (Emergency Immigrant Education)
- h) Part A of Title IV (Safe and Drug-Free Schools and Communities) other than Section 4114 and
- i) Title V (Innovative Education Program Strategies).

II. **Procedures.** An individual or organization may file a written complaint alleging that the State Board of Education, a local school district, cooperative or joint agreement, charter school, special charter district, regional office of education, educational service agency, other local or State agency responsible for administering public elementary or secondary schools, or a combination or consortium of agencies (hereafter, each of the foregoing entities is referred to as an "Educational Agency") has violated a federal statute or regulation that applies to an applicable program listed above in Section I.

III. An individual or organization may file a written appeal with the State Board of Education from a decision of an Educational Agency with respect to a complaint alleging violation of a federal statute or regulation that applies to an applicable program listed above in Section I.

IV. An individual or organization that files a complaint or appeal under Sections II or III must:

- a) identify one or more Educational Agency(ies) that has violated a requirement of federal statute or regulation that applies to an applicable program listed above in Section I;
- b) indicate the specific requirement of federal statute(s) or regulation(s) allegedly violated; and
- c) specify facts demonstrating the alleged violation(s).

V. The complaint or appeal must be submitted in writing within thirty (30) days of the final action being appealed to the following address, with a copy sent to the Educational Agency alleged to have committed the violation:

Illinois State Board of Education

Attn: NCLB Liaison
100 North First Street
Springfield, Illinois 62777-0001

VI. The complaint or appeal must be signed by the individual complainant or appellant or the executive director or chief administrator of the organization or entity filing the complaint or appeal. No electronic or facsimile transmissions will be accepted.

VII. Within fourteen (14) days after receipt of the written complaint or appeal, staff of the State Board of Education shall review the submission and determine whether an independent onsite investigation is necessary. However, if the complaint or appeal alleges that the State Board of Education violated a federal statute or regulation, the State Board of Education shall promptly refer the matter to the Office of the Executive Inspector General for investigation in accordance with the State Officials and Employees Ethics Act, 5 ILCS 430/1 *et seq.* The State Board of Education shall take no further action on such matter until and unless directed to do so by the Office of the Executive Inspector General. If any such matter is referred back to the State Board of Education by the Office of the Executive Inspector General, an ISBE division other than the division responsible for administering the applicable program shall be designated by the State Superintendent of Education and conduct all necessary investigations and submit all findings and recommendations required by these procedures.

VIII. Upon request, the party or parties submitting the complaint or appeal shall promptly provide to the State Board of Education such additional information as the State Board determines is necessary to resolve the complaint or appeal.

IX. Within sixty (60) days after receipt of the written complaint or appeal, the completion of any on-site investigation, receipt of any additional information requested under Section VIII, or receipt of a final report from the Office of the Executive Inspector General, whichever occurs last, the State Board of Education division responsible for administering the applicable program (or another division, if appointed under Section VII) shall submit findings and recommendations to the State Superintendent of Education for a final determination. The State Superintendent of Education shall make a final written determination and shall send a copy of such determination to each party within fourteen (14) days of receipt of the findings and recommendations from the applicable State Board of Education division.

X. In cases of exceptional circumstances, the time limit established under Section IX may be extended by the State Superintendent of Education with respect to a particular complaint or appeal.

XI. At the discretion of the Secretary of the United States Department of Education, the individual or organization that filed a complaint or appeal may request that the Secretary review the State Superintendent's final written determination. In matters involving violations of 20 U.S.C. 7883 (participation of private school children), the Secretary will follow the procedures developed pursuant to such section.

XII. Each Educational Agency that offers a program listed above in Section I must disseminate, free of charge, information about the complaint and appeal procedures set forth herein in a format

supplied by the State Board of Education, to parents of students in the applicable programs and appropriate private school officials or representatives. Such dissemination may be provided through a website describing the program, or through a student handbook.

EXPENDITURE ACCOUNT CLASSIFICATION

The following descriptors are to be used to classify budget items within the correct function and object categories. Refer to the *Illinois Program Accounting Manual* for detailed descriptions of the numerical four-digit function classifications and the numerical three-digit object classifications.

DETAILED FUNCTION DESCRIPTORS

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

<u>Function</u>	<u>Descriptor</u>
1000	<u>Instruction.</u> Activities dealing directly with teaching of pupils or the interaction between teacher and pupils. Teaching may be provided for pupils in a school classroom, in other locations such as a home or hospital, and in 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.
2110	<u>Attendance & Social Work Services:</u> 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.
2120	<u>Guidance Services:</u> The activities of counseling with pupils and parents, providing consultation with other staff members on learning problems, evaluating abilities of students, assisting with the educational/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.
2130	<u>Health Services:</u> Physical and mental health services which are not direct instruction. Included are activities that provide pupils with appropriate medical, dental and nurse services.
2140	<u>Psychological Services:</u> 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.
2150	<u>Speech Pathology and Audiology Services:</u> Activities which have as their purpose the identification, assessment and treatment of children with impairments in speech, hearing and language.
2210	<u>Improvement of Instruction Services:</u> Activities which are designed primarily for assisting instructional staff in planning, developing and evaluating the instructional process.
2220	<u>Educational Media Services:</u> Activities related to media resource centers and concerned with the use of all teaching and learning resources including hardware and content materials maintained in a central location or lab situation. 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.

- 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. Reasonable and prudent costs for administration of the program are allowable and in general are limited to 5 percent of the grant. (Administrative costs for Title IV are limited to 2 percent of the grant.)
- 2400 School Administration: Activities concerned with overall administrative responsibility for a single school or a group of schools.
- 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.
- 2540 Operation and Maintenance of Plant Services: Activities concerned with keeping the physical plant (i.e., grounds, building 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.
- 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.
- 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.
- 2570 Internal Services: Activities concerned with buying, storing and distributing supplies, furniture and equipment and 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.
- 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.
- 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.

- 2660 Data Processing Services: Activities concerned with preparing data for storage, sorting and retrieving data for reproduction as information for management and reporting.
- 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 and home/school services. Also includes private school pupil services such as activities involved in providing instructional services, attendance and social work services, health services and transportation services.
- 4100 Payments to Other Governmental Units (In-State): Payments to in-state 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.

DETAILED OBJECT DESCRIPTORS

Object means the service or commodity obtained as the result of a specific expenditure.

<u>Object</u>	<u>Descriptor</u>
100	<u>Salaries</u> . 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. Compensation is for regular, temporary and overtime services. Summer school compensation may be applicable.
200	<u>Employee Benefits</u> . Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary but are over and above. These fringe benefits include Teacher Retirement (TRS) paid for certificated employees; Municipal Retirement (IMRF) paid for noncertificated employees; Federal Insurance Contribution Act (FICA); Medicare Only contributions; and employer-paid insurances such as life, medical and dental.
300	<u>Purchased Services</u> . Amounts paid for personal services and other services rendered by personnel who are not on the payroll of the LEA. Included would be professional instructional support services, data/statistical services, audit/financial services; property operation, maintenance and cleaning services; pupil transportation services and staff travel expenditures; insurances (other than employee benefits) such as worker's compensation and unemployment compensation; and other services such as communication, advertising, printing, etc.
400	<u>Supplies & Materials</u> . 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. Included would be supplies, textbooks, regular or incidental library books, periodicals, and computer software. Capital Outlay items with an acquisition cost of less than \$500 per unit should be included in this category.
500	<u>Capital Outlay</u> . Amounts expended for the acquisition of fixed assets or additions to fixed assets. Included would be computers and other non-disposable equipment with an initial purchase price or replacement cost of \$500 or more per unit.

600

Other Objects. Amounts paid for goods and services not otherwise classified above. Included would be dues or fees for membership in professional or other organizations and associations.

BUDGET WORKSHEET - NCLB, TITLE I

Function	Salaries (Obj. 100's)	Benefits (Obj. 200's)	Purchased Services (Obj. 300's)	Supplies & Materials (Obj. 400's)	Capital Outlay** (Obj. 500's)	Other Objects (Obj. 600's)
1000 - Instruction	<ul style="list-style-type: none"> •Teachers •Substitutes •Aides •Tutors 	<ul style="list-style-type: none"> •TRS •FICA •IMRF •Medical/Health Insur. •Life Ins. •Medicare 	<ul style="list-style-type: none"> •Workman's Comp. •Unemployment Comp. •Equip. Maint. & Repair •In-District Travel 	<ul style="list-style-type: none"> •Software •Consumable Supplies •Equipment & Furniture < \$500/unit •Workbooks 	<ul style="list-style-type: none"> •Equipment & ≥ \$500/unit 	
2110 - Attendance & Social Work Services	<ul style="list-style-type: none"> •Social Worker 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> •Social Worker Service 			
2120 - Guidance	<ul style="list-style-type: none"> •Guidance Counselor 	<ul style="list-style-type: none"> •Related Benefits 				
2130 - Health	<ul style="list-style-type: none"> •School Nurse 	<ul style="list-style-type: none"> •Related Benefits 				
2140 - Psychological Services	<ul style="list-style-type: none"> •School Psychologist •Psychiatrist 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> •Psychological Services 	<ul style="list-style-type: none"> •Psychological 		
2150 - Speech Path. & Audiology Services	<ul style="list-style-type: none"> •Speech Therapist 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> •Speech Services 			
2210 - Improvement of Instruction	<ul style="list-style-type: none"> •Substitute •Stipends (Outside 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> •Registration Fees •Presenters •Travel •Hotel/Per Diem 	<ul style="list-style-type: none"> •Materials Required for Equipment < \$500/Unit 	<ul style="list-style-type: none"> •Equipment Required for ≥ \$500/Unit 	<ul style="list-style-type: none"> •Dues or
2220 - Educational Media Services	<ul style="list-style-type: none"> •Librarian/Clerk 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> •Software License 	<ul style="list-style-type: none"> •Books •Software •Periodicals •Equipment & Furniture < \$500/unit 	<ul style="list-style-type: none"> •Equipment & ≥ \$500/unit 	
2230 - Assessment & Testing			<ul style="list-style-type: none"> •Testing Service 	<ul style="list-style-type: none"> •Student Tests 		
2300 - General Administration	<ul style="list-style-type: none"> •Coordinator •Director •Secretary/Clerical 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> •Audit Fee (Prorated) •Workman's Comp. •Unemployment Comp. •Equip. Maint. & Repair 	<ul style="list-style-type: none"> •Administrative Supplies s •Equipment < \$500/unit 	<ul style="list-style-type: none"> •Equipment for 	
2520 - Fiscal Services	<ul style="list-style-type: none"> •Bookkeeper 	<ul style="list-style-type: none"> •Related Benefits 				

BUDGET WORKSHEET - NCLB, TITLE I (continued)

Function	Salaries (Obj. 100's)	Benefits (Obj. 200's)	Purchased Services (Obj. 300's)	Supplies & Materials (Obj. 400's)	Capital Outlay** (Obj. 500's)	Other Objects (Obj. 600's)
2540 - Operation & Maintenance of Plant Services	•Janitor	•Related Benefits	•Rent •Custodial Contract	•Utilities (Electricity, Coal, Gas)		
2550 - Pupil Transportation Services	•Bus Driver	•Related Benefits	•Bus Service Contract	•Gas •Oil •Other Related Supplies		
2560 - Food Services	•Cook	•Related Benefits	•Catering Service Contract	•Food for Children •Other Related Supplies		
2570 - Internal Services*	•Inventory Clerk		•Copy Service Contract			
2610 - Direction of Central Support						
2620 - Planning, Research, Dev. & Evaluation						
2630 - Information Services						
2640 - Staff Services*						
2660 - Data Processing Services*						
2900 - Other Support Services						
3000 - Community Services	•Parent Coordinator/ Liaison •Teacher for Private Students	•Related Benefits	•Rent •Presenters for Parent Training •Private Contract Costs	•Parent Materials Including Food •Private Instructional Materials •Equipment < \$500/Unit	•Equipment ≥ \$500/unit	
4100 - Payments to Other Gov. Units			•Services by Colleges, ROEs, or ISCs			

* If expenditures are shown, the indirect cost rate cannot be used.

** Not applicable to all grants, and in no instances can Capital Outlay or Facilities Acquisition & Construction Services be included in the indirect cost calculation

BUDGET WORKSHEET - NCLB, TITLE II

Function	Salaries (Obj. 100's)	Benefits (Obj. 200's)	Purchased Services (Obj. 300's)	Supplies & Materials (Obj. 400's)	Capital Outlay** (Obj. 500's)	Transfers (Obj. 700's)
1000 - Instruction	•Teacher to Reduce Class Size	•TRS •Life Insurance •Medicare •IMRF •Medical/Health Insur.	•Workman's Comp. •Unemployment Comp.			
2210 - Improvement of Instruction	•Substitutes •Staff Stipends (Outside Regular School Day)	•Related Benefits	•Registration Fees •Presenters •Travel •Hotel/Per Diem	•Software and Materials ONLY If Required for Inservice •Equipment < \$500/Unit	•Equipment ONLY If Required for Inservice •Equipment ≥ \$500/unit	
2300 - General Administration	• Director/ Coordinator •Clerical Support (Generally Limited to 5 %)	•Related Benefits	•Audit Fee (Prorated) •Workman's Comp. •Unemployment Comp.	•Consumable Office Supplies/Materials •Equipment < \$500/Unit		
2640 - Staff Services*			•Recruiting Costs •Travel •Hotel/Per Diem •Registration •Rent	•Materials for Recruitment		
3000 - Community Services***	•Stipends to Public School Teachers Working with Parents	•Related Benefits	•Private Costs: - Presenters - Travel - Hotel/Per Diem - Registration Fees	•Private Software and Materials Required for Inservice • Equipment < \$500/Unit		
4100 - Payments to Other Governmental Units			•College Services •Tuition •ROE/ISC Services			•Flow-through to an LEA, ROE, or ISC

* If expenditures are shown, the indirect cost rate cannot be used.

** Not applicable to all grants, and in no instances can Capital Outlay or Facilities Acquisition & Construction Services be included in the indirect cost calculation

*** LEA must provide for the private school hold harmless and for the equitable participation of private, nonprofit elementary and secondary schools in professional development activities.

BUDGET WORKSHEET - NCLB, TITLE IV

Function	Salaries (Obj. 100's)	Benefits (Obj. 200's)	Purchased Services (Obj. 300's)	Supplies & Materials (Obj. 400's)	Capital Outlay** (Obj. 500's)	Transfers (Obj. 700's)
1000 - Instruction	<ul style="list-style-type: none"> •Teacher Providing Drug Education in the Classroom •Tutors – After School Programs 	<ul style="list-style-type: none"> •TRS •Life Ins. •Medical/ Health Ins. •IMRF 	<ul style="list-style-type: none"> •Workman's Comp. •Unemployment Comp. •Fees for Health Museums, Drug Presentations, Student Training Activities 	<ul style="list-style-type: none"> •Classroom Materials •Red Ribbon Materials •Student Training Materials •Equipment < \$500 Per Unit 	<ul style="list-style-type: none"> •Computers for Prevention Activities Only •AV Equipment for Prevention Activities Only (≥ \$500 Per Unit) 	
2120 - Guidance	<ul style="list-style-type: none"> •Social Worker •Prevention Counselor 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> •Contracted Counseling Services 	<ul style="list-style-type: none"> •Supplies/Materials Associated with Guidance Services •Equipment < \$500 Per Unit 	<ul style="list-style-type: none"> •Equipment Used in Counseling Office (≥ \$500 Per Unit) 	
2210 - Improvement of Instruction	<ul style="list-style-type: none"> •Substitutes •Staff Stipends (Outside Regular School Day) 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> •Registration Fees •Hotel/Per Diem •Travel •Presenters 	<ul style="list-style-type: none"> •Training Materials •Equipment < \$500 Per Unit 	<ul style="list-style-type: none"> •Equipment for Prevention Training (≥ \$500 Per Unit) 	
2220 - Educational Media Services			<ul style="list-style-type: none"> •Software License for Prevention Programs 	<ul style="list-style-type: none"> •Prevention Books •Prevention Videos 	<ul style="list-style-type: none"> •Computers Used for Prevention •AV Equipment Used for Prevention (≥ \$500 Per Unit) 	
2300 - General Administration	<ul style="list-style-type: none"> •Director (2% Limit) 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> •Audit (Prorated) 			
2550 - Pupil Transportation Services	<ul style="list-style-type: none"> •Bus Driver 	<ul style="list-style-type: none"> •FICA •IMRF 	<ul style="list-style-type: none"> •Bus Services Contract 	<ul style="list-style-type: none"> •Gas •Oil •Other Related Supplies 		
2900 - Other Support Services	<ul style="list-style-type: none"> •SAP Coordinator 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> •Security (Nongovernmental Unit) 	<ul style="list-style-type: none"> •Materials Associated with Support Services •Equipment < \$500 Per Unit 	<ul style="list-style-type: none"> •Metal Detectors •Equipment ≥ \$500 Per Unit (20% Limit) 	
3000 - Community Services			<ul style="list-style-type: none"> •Private Contractual Activities •Parent/Community Presentations 	<ul style="list-style-type: none"> •Private Prevention Materials 		
4100 - Payments to Other Gov. Units			<ul style="list-style-type: none"> •Security Personnel (Government Agency) •LEA/ROE/ISC 			<ul style="list-style-type: none"> •Flow-through to an LEA, ROE, or ISC

* <u>NO:</u>	Treatment/Rehabilitation	Bumper stickers	Clothing (T-shirts, sweats, etc.)	Entertainment
	Responsible use materials/presentations	Supplanting salaries	Coffee mugs	Textbooks - health
	Refreshments	Trash cans	Post-prom activities	Buttons, badges, pens, etc.
	Assignment books	Floor mats	Post-graduation activities	School assemblies
	Incentives/Prizes/Awards	Decorations	Calendars	

* **This is not an exhaustive list. Call 217/524-4832 if you have a question.**

** Not applicable to all grants and in no instance can Capital Outlay or Facilities Acquisition & Construction Services be included in the indirect cost calculation

BUDGET WORKSHEET - NCLB, TITLE V

Function	Salaries (Obj. 100's)	Benefits (Obj. 200's)	Purchased Services (Obj. 300's)	Supplies & Materials (Obj. 400's)	Capital Outlay** (Obj. 500's)
1000 - Instruction	<ul style="list-style-type: none"> •Teacher to Reduce Class Size •Aides •Tutors 	<ul style="list-style-type: none"> •TRS •FICA •IMRF •Medical/Health Insur. •Life Ins. •Medicare 	<ul style="list-style-type: none"> •Workman's Comp. •Unemployment Comp. •Equipment Maint. & Repair •In-District Travel 	<ul style="list-style-type: none"> •Supplemental Books/Consumables •Equipment < \$500/Unit 	<ul style="list-style-type: none"> •Equipment ≥ \$500/Unit
2110 - Attendance and Social Work Services	<ul style="list-style-type: none"> •Attendance Liaison •Parent Liaison 	<ul style="list-style-type: none"> •Related Benefits 		<ul style="list-style-type: none"> •Supplies to Support Student Attendance 	
2120 - Guidance	<ul style="list-style-type: none"> •Social Worker 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> • Social Worker Service Contract 	<ul style="list-style-type: none"> •Materials for Guidance 	
2130 - Health Services	<ul style="list-style-type: none"> •School Nurse 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> • School Nurse Contracted 		
2140 - Psychological Services	<ul style="list-style-type: none"> •School Psychologist 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> • Psychological Services Contracted 	<ul style="list-style-type: none"> •Psychological Tests/ Assessments 	
2210 - Improvement of Instruction	<ul style="list-style-type: none"> •Substitutes •Staff Stipends (Outside Regular School Day) •Inservice Coordinator 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> •Registration Fees •Presenters •Travel •Hotel/Per Diem 	<ul style="list-style-type: none"> •Material Required for Training •Equipment < \$500/Unit 	<ul style="list-style-type: none"> •Equipment Required for Training ≥ \$500/Unit
2220 - Educational Media Services	<ul style="list-style-type: none"> •Librarian/Clerk 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> • Software License 	<ul style="list-style-type: none"> •Books •Software •Periodicals •Equipment < \$500/Unit 	<ul style="list-style-type: none"> •Computers & Other Media Equipment ≥ \$500/Unit
2230 - Assessment & Testing			<ul style="list-style-type: none"> •Scoring Services Contract 	<ul style="list-style-type: none"> •Testing Materials •Software for Assessment Tracking 	<ul style="list-style-type: none"> •Equipment for Student Assessment Records ≥ \$500/Unit
2300 - General Administration (Generally Limited to 5%)	<ul style="list-style-type: none"> •Coordinator •Director •Secretary/Clerical 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> •Audit Fees (Prorated) •Workman's Comp. •Unemployment Comp. 		
2550 - Pupil Transportation Services	<ul style="list-style-type: none"> •Bus Driver 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> • Bus Service Contract 	<ul style="list-style-type: none"> •Gas •Oil •Other Related Supplies 	
2640 - Staff Services*			<ul style="list-style-type: none"> •Recruiting Costs •Travel 	<ul style="list-style-type: none"> •Materials for Recruitment 	

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			<ul style="list-style-type: none"> •Hotel/Per Diem •Registration •Rent 		
2900 - Other Support Services					
3000 - Community Services	<ul style="list-style-type: none"> •Parent Community Coordinator 	<ul style="list-style-type: none"> •Related Benefits 	<ul style="list-style-type: none"> •Rent •Presenters •Private Contract Costs 	<ul style="list-style-type: none"> •Community Involvement Materials •Private Supplemental Books & Videos •Equipment < \$500/Unit 	<ul style="list-style-type: none"> •Equipment for Community Service Activities and Private Schools ≥ \$500/Unit
4100 - Payments to Other Gov. Units			<ul style="list-style-type: none"> •Services by Colleges, ROEs, ISCs 		

* If expenditures are shown, the indirect cost rate cannot be used.

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