NCLB Consolidated Application Toolkit

Innovation & Improvement Division
Illinois State Board of Education

October 2011
Notebook Spine

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Innovation & Improvement Division
Illinois State Board of Education
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The purpose of this document is to serve as a guide for implementation of the Title I and II grants and provide quick reference to some of its provisions. It is the reader’s responsibility to be familiar with the federal legislation, regulations and guidance that are associated with the Elementary and Secondary Education Act (ESEA), commonly referred to as No Child Left Behind (NCLB).

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What do I do first?
Chapter 1  What do I do first?

There’s a lot to know about your Title I duties, and ISBE has prepared this document to help you. We can’t cover everything here, so please take advantage of the resources (documents, organizations, people) that we mention throughout.

Since federal funds under the No Child Left Behind Act of 2001 (NCLB) come to districts as grants, the logical place to start is with the grant applications you have filed or the application you need to file now. That application, which covers NCLB Title I and II formula funds, is found in the ISBE Web Application Security, better known as “IWAS.”

1. Introduction
   b. Understand that the purpose of Title I, Part A is to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments.
   c. Understand that the purpose of Title II, A, The Improving Teacher Quality State Grants program, is to increase student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies.
   d. Understand the allocation and eligibility process. The U.S. Department of Education (ED) will determine Title I eligibility and calculate basic grant allocations for LEAs using updated census data, which includes poverty estimates and the number of school-age children for each LEA.

2. Access to IWAS
   a. Your Superintendent will need to approve you for the portions of IWAS relative to your position.
   b. Go to www.ISBE.net and click on IWAS at the top center of the screen.
   c. The right side of the screen will allow you to register as a “New Partner.”

3. Look on IWAS at Your District’s NCLB Application
   a. To access the application, once you have your log-in information, select “System Listing” on the left-hand side and then select “NCLB Consolidated Application” under the “Grants Section” to access the grant.
   NOTE: Refer to Chapter 3 of this document for an explanation in greater detail of the application. The outline below provides a brief overview of the major components of the application.
   b. In the upper right-hand corner, the drop-down window will direct you to the following components of the NCLB consolidated application:
      i. NCLB Consolidated (NCLB)
      ii. Title I-A – Basic (Title I)
      iii. Title II-A Teacher Quality (Title II-A)
      iv. Title II-D Technology Enhancing Ed formula (Title IID) (funding not available in 2012)
v. Title IV-A Drug Free Schools (Title IV) (funding not available in 2012)

vi. Title V Innovative Programs (Title V) (funding not available in 2012)

c. There are several pages within this application that will provide you with important information as you begin to learn the rules and regulations of the NCLB programs in your district. Each page in the application has an “Instruction” link to help guide users through the page. Below is a brief overview of SOME of the pages you will encounter. More details are provided in Chapter 3.

i. NCLB Overview Page
   - Includes general description of program(s), useful links to legislation and other useful information.

ii. NCLB: NCLB Plan Page
   - Read the links for Required Plans, Coordination and Participation Requirements, and Private School Consultation and Participation.
   - Note and click the link for the Title I Plan that will direct you to the Illinois Interactive Report Card (IIRC) website, where you can review the Title I Plan.
   - Note the needs that you have identified on this page. All NCLB funds must be directly related to the needs you have identified.

iii. NCLB: Allotment Tab
   - This page gives you a snapshot of the total amount of NCLB funds available to your district.

iv. Title I: Overview Page
   - Provides purpose of program and links to important resources.

v. Title I: Program Specific Tab Targeting Step 1 Subtab
   - Note the schools listed on this page – this list should include all schools in your district and provide enrollment data for each site.

vi. Title I: Program Specific Tab Targeting Step 3 Subtab
   - This page shows the ranking process you used to determine which schools in your district will be served by Title I.

vii. Title I: Program Specific Tab Targeting Step 4 Subtab
   - The “Allocation” box tells you the amount of Title I funds available to your district.
   - The “Set-aside” box details how much of the Title I budget is spent on district-level activities and what those levels of spending are.
   - The “Attendance Center” box provides you with the individual building allocations.
   - The “Non-Public Allocation” box (if applicable) comprises funds generated for those private schools who are participating in Title I. This exact amount should appear on the Budget Detail page for private schools.
viii. Title I: Program Specific Tab Private School Share Subtab

- You only need to review this page if you have private schools in your residential area.

- If you do have private schools in your residential area, then you will want to note that this page identifies the amount of equitable share that must be allocated to the non-publics for parent involvement and professional development. If you have NOT set-aside funds for these purposes in the table on Targeting Step 4, then there will not be equitable shares generated for private schools.

- NOTE: Equitable Shares of Parent Involvement and Professional Development are allocated in addition to the private school allocation determined on Targeting Step 4.

ix. Title I: Program Specific Tab Schoolwide Program Subtab

- This page will tell you which Title I programs in your district are Targeted Assistance and which ones are Schoolwide.

  a. Targeted Assistance (TA): individual students are identified and targeted for intervention support. Use of Title I funds is restricted to the provision of supplementary programming specific to just these students. Targeted Assistance is often used in schools where the eligible population is quite small although any school can be a TA school at the discretion of the district.

  b. Schoolwide (SW): After a year of planning, Title I funds can be used to assist with supplementary programming that will help the entire school ensure that all students learn to their fullest potential. A school can only become Schoolwide if the poverty rate is at least 40%; if the poverty rate at a SW school later drops below 40%, the school may remain a SW school for one year through the grandfather authority, which is granted through the application.

x. Title I: Goals Tab

- Districts typically list between 2-6 goals.

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

- See Chapter 7 of this document for further explanations and guidance on the development of goal statements, activities and evaluations.
Chapter 1  What do I do first?

xi. Title I: Budget Pages Tab Budget Detail Subtab

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

- Two important factors on this page are:
  a. Function Code: this divides the spending into categories such as
     i. Function Code 1000 (includes all Instructional costs)
     ii. Function Code 2210 (includes all costs for Professional Development)
     iii. Function Code 2300 (includes all Administrative costs)
     iv. Function Code 3000 (includes Community related costs such as parent involvement and private funding)
     v. Function 4000: payments made to PUBLIC governmental units for grant activities (ROEs, special ed coop, colleges, universities).
  
b. Object Code: divides the spending within each function into subcategories to identify the service or commodity obtained as a result of the specific expenditure.
     i. Object Code 100 is for all Salaries and Stipends
     ii. Object Code 200 is for all Benefits (such as TRS, IMRF, FICA, Medicare and Health/Life insurance)
     iii. Object Code 300 is for all Purchased Services (note that this is where Workers Compensation and Unemployment must be placed, but will also include licensing fees, entry fees, etc.)
     iv. Object Code 400 is for Supplies and Materials (includes most items under $500 per unit)
     v. Object Code 500 is for Capital Outlay (which includes technology and any other equipment items with a cost of $500 per unit or more)
     vi. Object Code 700 is for items that would be classified as capital assets except that they cost less than the capitalization threshold adopted by the school board but more than the $500 minimum value. IF (and ONLY IF) the LEA has a BOARD-APPROVED, ENTITY-WIDE threshold for non-capitalized equipment of >$500 should an item be listed in object 700. IF there are items listed in object 700, the BOARD-APPROVED, ENTITY-WIDE threshold must be included in the description.

- See the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures handbook, available at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf, for a list of all function and object codes and policies/procedures and requirements for all grants.

xii. Title II-A: Following similar tabs under each of the other grants which will provide you with the same kind of information regarding programming and use of funds.
4. Go to the IIRC website and review the Interactive Illinois Report Card for your district, available at http://iirc.niu.edu/

NOTE: You will need a username and password to access much of the information on this site.

a. Look up your district and click on “Login to e-Plans for this District.” You will find the following e-Plans that should relate to and be aligned with your Title I Plan:
   i. District Improvement Plan;
   ii. Technology Integration Plan;
   iii. Title I Plan;
   iv. Restructuring Plans;
   v. School Improvement Plans.

NOTE: Refer to Chapter 2 of this document for more in-depth explanation of the various plans.

b. Click on “Login to Student Data for this District.” This page will allow you to look at student data by grade, building, subgroups, etc. This is the data that was used to determine the student, staff, and school needs to be addressed in the Title I program.

5. After completing your review, go into the buildings and observe the NCLB programs in your district.

a. Identify those schools with greatest needs (in status the longest, lowest test scores and outcome data, etc.) to provide greater oversight and support.

6. Join the Illinois Association of Title I Directors.

a. Go to www.IATD.net for contact information and meeting dates.

b. You can register for IATD membership on line.

c. Attend IATD’s meetings. It is especially important to attend IATD’s Annual Fall Conference, which is held in collaboration with ISBE towards the end of September. This is the conference where you will not only get the “nuts ‘n’ bolts” of program requirements and expectations for NCLB programs, but have an opportunity to network with ISBE staff and meet your NCLB consultant face-to-face.

d. The IATD has three other meetings throughout the year that provide valuable insight into issues surrounding NCLB programming. These meetings also give you an opportunity to meet and network with colleagues that are traveling this path with you.

e. Never underestimate the value of networking with colleagues that have responsibilities similar to those you face on a daily basis!
Chapter 2

Plans, Plans and More Plans
The Illinois State Board of Education is required by federal law to mandate many of the “Plans” that are required of your district. ISBE requires that all plans be submitted via “e-Plans” on the [http://iirc.niu.edu/](http://iirc.niu.edu/) Illinois Interactive Report Card site. This process streamlines and provides an interactive site where teams can work on plans at any time and store them on a secure server. The templates are loaded with the applicable school’s Report Card data. Data will be posted following release of the annual Report Card.

At this time, districts in Illinois are still required to write, review, and revise the following plans on an regular basis as indicated below:

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

   NOTE: Remember to document this consultation with an agenda for the meeting and a sign-in sheet. Minutes or some other form of post-meeting documentation on what was decided would be adequate proof indicators that will be helpful.

   h. The district must review and update the District Title I Plan on a periodic basis. It is recommended that this be done annually to ensure continued correlation between the Title I Plan and the Title I grant application.
   i. The activities and objectives of the District Title I Plan should be incorporated into the District Improvement Plan.
j. The Response to Intervention Plan (also known as RtI) is incorporated into the District Improvement Plan.

- Response to Intervention is defined as “The practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions.”
- This Response to Intervention Plan is not specific to Title I but is a process required by the State of Illinois for all schools to ensure that all students learn to their fullest potential.
- Since this is a requirement of all schools by the State of Illinois, Title I funds may not be used to supplant any state-mandated RtI screenings, assessments, or programming. This is an important distinction unique to Illinois due to State rules that made RtI a mandate for all schools. Use of Title I funds for RtI would be supplanting and would place the district in jeopardy of loss of federal funds.
- However, it is important to note that Title I programming, both schoolwide and targeted assistance, is an important part of the interventions that may be offered within the scope of the comprehensive educational program.

2. District Improvement Plan
   a. Submission of a District Improvement Plan (DIP) is required by federal and state regulations for districts that are in academic status.
   b. The plan must cover two fiscal years and must be revised every two years while the district remains in status. NOTE: It is recommended that the DIP be reviewed annually – especially since the higher AYP benchmark creates new challenges for the schools each year.
   c. Resources to support the process of reviewing data and writing the District Improvement Plan are available through links to the Innovation and Improvement website available at http://www.isbe.net/sos/htmls/district.htm
   d. The District Improvement Plan must be submitted via the e-plan template found on the IIROC website, available at http://iirc.niu.edu
   e. The objectives and activities of the district’s Response to Intervention Plan must be incorporated into the District Improvement Plan.
   f. Title I parents must be included on the committee that develops this plan.

3. School Improvement Plan
   a. Submission of a School Improvement Plan (SIP) is required by federal and state regulations for schools that are in academic status.
   b. The plan must cover two fiscal years (e.g. FY 2011 to FY 2013) and must be revised every two years while the school remains in status.
   c. Resources to support the process of reviewing data and writing the School Improvement Plan are available through links to the Innovation and
Improvement website available at [http://www.isbe.net/sos/htmls/school.htm](http://www.isbe.net/sos/htmls/school.htm).

d. The School Improvement Plan must be submitted via the e-Plan template found on the IIRC website.

e. The plan must:
   - Specify the responsibilities of the school, the district, and the state serving the school.
   - Incorporate scientifically-based research strategies that will strengthen instruction in the core academic areas.
   - Adopt practices most likely to ensure that all student groups in the school will meet state standards.
   - Establish measurable achievement goals.
   - Ensure that 10% of the school’s Title I allocation will be used for professional development.
   - Describe the process for informing parents of the school’s improvement status and provide information on how the parents will be engaged in effective parental involvement.
   - As appropriate, incorporate out-of-school time for additional learning opportunities.
   - Establish a peer review process for the plan. [NCLB, Sec. 1116(B)(8)(v)]

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

4. Technology Plan
   a. All districts are required to have a Technology Integration Plan (TIP) approved by ISBE in order to be eligible for and participate in NCLB Title II Part D, Priority two e-Rate reimbursement or discounts, and other state or federal funding initiatives which support educational technology.
   
   b. A Technology Plan template, guides and monitoring prompts are available on the IIRC website.
   
   c. Districts seeking FY11 Technology Integration Plan approval through ISBE are required to submit a three-year TIP plan online through the Illinois Interactive Report Card site at [http://iirc.niu.edu](http://iirc.niu.edu).

5. Schoolwide Plans
   a. Each school that receives Title I funding must write a plan that reflects the use of Title I funds within that attendance center. NCLB authorizes two distinct program structures under Title I, Part A: **Targeted Assistance School Programs** and **Schoolwide Programs**.
   
   b. **Targeted Assistance School programs**: funds may only be used to provide services to specific students who have been identified as failing or most at risk of failing,
thereby having the greatest need for special assistance.

c. **Schoolwide program:** Funds may be used to implement comprehensive strategies for improving the educational program of the whole school, providing services to any student – but the school must first meet the following eligibility requirements:
   - Have a poverty rate of 40% or higher
   - Have taken a year of planning to transition from Targeted Assistance to Schoolwide
   - Have a written plan which incorporates the ten components required by the federal regulations (34 CFR 200.28)
   - Local School Board Approval

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

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

6. **Restructuring Plan**

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

b. All plans are submitted via the Interactive Illinois Report Card (IIRC) at [http://iirc.niu.edu](http://iirc.niu.edu).

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

d. Districts must identify which of the following Restructuring Options will be initiated with an affected school that is in restructuring planning or restructuring status. Each school restructuring plan must indicate that the district is initiating one or more of the following actions in the affected school:
   - Reopening the school as a public charter school, consistent with Article 27A of the School Code [105 ILCS 5/ 27A-5];
   - Replacing all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make AYP;
   - Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
   - Turn the “operation of the school over to the State educational agency, if permitted under State law and agreed to by the State”; or
   - Engage in another form of major restructuring that makes fundamental reforms, “such as significant changes in the school’s staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.”
NOTE: Non-regulatory guidance from the U.S. Department of Education in 2006 further defines this fifth “other” option to include reforms such as:

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

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

c. Reconstituting the school into smaller autonomous learning communities;

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

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

f. Expanding or narrowing the grades served.

For more information on the School or District Improvement Plans, District Corrective Action Plans, or Restructuring Plans, go to: http://www.isbe.net/sos/htm/ improvement_process.htm.
Chapter 3

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

## NCLB Consolidated

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## Title I – Basic

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

**Title I - Basic**

**Title II-A - Teacher Quality**

**Title II-D - Technology Enhancing Ed Formula (not available in 2012)**

**Title IV-A - Drug Free Schools (not available in 2012)**

**Title V - Innovative Programs (not available in 2012)**

Note: The last three grant choices (Title II-D, Title IVA, and Title V) are not available for funding in the 2011-2012 school year (FY12). Only the NCLB, Title I and Title II-A programs need to be completed.

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

Also, the screen shots are from the FY11 application so slight variations may be seen when looking at the FY12 application. Screen shots will be updated in the online version which will be posted on the Innovation and Improvement Division website at [www.isbe.net/grants/default.htm](http://www.isbe.net/grants/default.htm)
NCLB Consolidated

1. Overview
   a. No action required - “Read Only;”
   b. Provides legislation and additional resource links you can use to determine the appropriateness of your programs.

2. District Information
   a. Contact information required;
   b. This may or may not be the District Superintendent;
   c. Click on “Save Page” before you leave this tab.

3. NCLB Plan
   a. Numbers 1-3 provide guidance that will support you as you lead your district through the various components of NCLB programming.
   b. Title I Plan: In order to ensure the District Title I plan is approved and up-to-date the district must input the date the Title I plan was approved by ISBE.
   c. Needs Assessment: It is very important to check the boxes that reflect the results of your needs assessment! The use of your federal funds must be tied directly back to the needs identified in these checklists. If you have other needs that are not reflected in the checklist – include them in the narrative box at the bottom.
**4. Federal Funding Accountability and Transparency Act (FFATA)**

a. New federal requirements are now in effect under the Federal Funding Accountability and Transparency Act (FFATA). These new requirements pertain to all prime recipients (e.g. ISBE) that make “first tier” federal subawards and contracts (e.g. to a local education agency).

b. LEAs that receive grant awards of $25,000 or more must report the following new data element:

   i. Title and description of the purpose of the funding action. This narrative should capture the overall purpose of the subaward and, if there are multiple funding actions, sufficient description to define the need for each funding action.

   ii. LEAs must report the following new data element: the Executive Compensation Data which includes the name and total compensation of the five most highly compensated officers if that LEA receive $25 million or more in annual gross revenues from federal awards in the preceding fiscal year, the entity received 80% or more of its annual gross revenue in federal awards during the preceding fiscal year and if the public does not have access to this information through other federal reports.

**5. Gun-Free**

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

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

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

d. Click on “Save Page” before you leave this tab.
6. Allotment
   a. No action required UNLESS you want to transfer funds from Title II to Title I.
   b. You cannot transfer funds from Title I to Title II.
   c. Funds transferred become subject to the rules and regulations of the receiving fund source. (In other words, if you transfer funds into Title I, those funds must be used in compliance with all Title I rules and regulations, such as rules concerning private school share and the calculation of set-asides.)
   d. Note that you cannot transfer more than the amount designated in line: Funds Available for Transfer.
   e. If you transfer funds, then you must click “Save Page” at bottom of page.

7. Grant Summary
   a. No action required - “Read Only”
   b. This page provides you a summary of how you plan to spend the funds by function code.

8. Assurance Pages
   a. The five tabs of Assurance Pages will be “Read Only” for everyone except the Superintendent, who will have a small box to click to indicate their commitment to the assurances as outlined in each document.
Chapter 3  
Application Process: NCLB Consolidated

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

- ✓ NCLB Assurance
- ✓ Debarment
- ✓ State Assurance
- ✓ Lobbying

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

9. Submit

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

10. Application History

a. No action required - “Read Only.”

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

11. Page Lock Control

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

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

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

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

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

1. Overview
   a. No action required - “Read Only”.
   b. Provides legislation and additional resource links you can use to determine the appropriateness of your programs.
   c. Note the specific guidance links available on this page are to answer questions about Targeting, Choice, SES, Non-public, and other NCLB areas of importance.

2. District Information
   a. If the contact person for this grant is the same person identified under the NCLB Consolidated tab, then click the box at the top of this page. Otherwise, complete information as requested.
   b. Grant Period box(es) must be checked.
      i. Click “Regular Grant Period” box if budget reflects just regular year programming of 6/30/20XX.
      ii. Click both the “Regular Grant Period” and “Extended Grant Period” boxes if budget reflects regular year and summer programming beyond the June 30th date.
      iii. Click just the “Extended Grant Period” box if budget reflects just summer programming beyond June 30th date.
      iv. NOTE: if “Extended Grant Period” box is clicked then district must enter an end date of 8/31/20XX.
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c. District Comment Box: This is an important place for you to provide ISBE consultants with additional information that will aid them as they work with you to approve your grant and facilitate funding. For example:

i. If the district had building closures or grade span changes – note it here!

ii. If the district is in status and required to offer choice but have documentation that there are no choice options available – note it here!

iii. If the district is in status and required to offer SES but participation in SES will not require the full set aside – note it here!

iv. If the district is using local funds to meet the 20% obligation for SES/Choice – note it here!

d. Click on “Save the Page” before you leave this page.

3. Program Specific

3.1 Targeting Step 1

a. Poverty Data Source

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

ii. Identify the month and year of data used to identify the Title I schools in
Chapter 3  Application Process: Title I – Basic

the district. NOTE: must use recent data available (Districts should select the month that is most representative of their low-income distribution over the majority of the year). District will not need to adjust this information as it makes amendments throughout the year.

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

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

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

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

c. Attendance Center information

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

   ii. Be certain that all public schools in the district are listed – even those that will not receive Title I programming services. (This information is automatically prepopulated, so if the listing is not correct or if any of the populated information is incorrect, e-mail Janet Allison at jallison@isbe.net or Denise Burge at dburge@isbe.net before entering any data on the application.) If for any reason the requested changes cannot be made, make a note in the Comment Box on the District Information Page. The District is required to inform ISBE of school changes (opening, closing, consolidating, and/or grade span changes) through the Entity Profile System and follow the CDS Codes: Guidelines and Procedures for Changes document found at http://www.isbe.net/research/pdfs/cds_codes.pdf.

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

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

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

   iv. Grandfather or Waiver.

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

      b. Waiver: Note that any waiver reflected in this box must be previously approved by the U. S. Department of Education (ED) – and a copy of the approval must be filed with ISBE.
v. Public Enrollment
   a. If the district selected enrollment as the basis for ranking schools, enter the actual enrollments for each school as of the date specified on this webpage for the selected low-income data sources.
   b. If the district selected residing as the basis for ranking schools, enter the number of children residing in each attendance area. Include all children who, by reason of age, are eligible to attend that school:
      1. All children enrolled in public schools;
      2. All children enrolled in private schools;
      3. Students with disabilities who reside within the attendance center boundaries, regardless of where they are enrolled;
      4. Homeless children who reside within the attendance center boundaries, regardless of where they are enrolled;
      5. Children eligible to attend but who are not attending school (dropouts and home schooled).

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

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

viii. Private # Low Income
   a. Enter the number of private school children from low-income families determined by the count from the data source(s) indicated on this webpage or from comparable measures.
   b. Steps to follow to obtain data for private enrollment and private low income:
      i. Obtain listing of all local district students attending private schools. Private schools are not required to provide the names but must provide at least the addresses of the district eligible students enrolled in their school.
      ii. List must include addresses to verify residency and to place students in the appropriate attendance areas. Use the list to determine the private enrollment for each attendance area.
      iii. From the list, identify private students that qualify for free or reduced lunches. If free/reduced data is not available, comparable poverty measures may be used. Use this information to determine the number of private, low-income students residing in each attendance area.

   HINT: ask private schools to provide:
   • A list of student addresses,
   • Whether each student qualifies for Free/Reduced Lunch, TANF, or Medicaid (dependent upon which category selected as data source at top of page).
Chapter 3 Application Process: Title I – Basic

- This information then will need to be sorted to determine the number and low-income percentage of students attending private schools residentially eligible for each public school building.

- See Targeting Step 1 instruction for more information on Generating Funds for Services to Eligible Private School Children.

d. Click on “Save Page” or “Next Step” before you leave this page in order to save all data.

  ■ Be careful about warnings, such as “category selected for attendance center doesn’t match the default value,” that may display if, for example, the grade span does not match the system defaults.

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

3.2 Targeting Step 2

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

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

   ii. Use only public values for ranking.

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

3.3 Targeting Step 3

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

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

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

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

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

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

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

   i. Mark Box 3: If district plans to qualify for services only those schools from elementary, junior high, or high school with a low income count above the average for the grade span.
f. If district plans to qualify only schools with low income count equal or greater than the district low income average, district must indicate which form of ranking will be used:
   
i. **Mark Box 4a:** ranking schools in district (with low income count equal to or greater than district low income count average)
   
   ii. **Mark Box 4b:** ranking schools in district by grade spans (then by low income count equal to or greater than district low income count average)
   
   a. **EX:** Choosing to serve all eligible elementary schools before expanding to include middle or high school grade levels.
   
   b. This is usually used by districts that have schools with less than 35% poverty.

g. If district plans to qualify all eligible schools having low income count greater than 35%, district must indicate which form of ranking will be used:
   
i. **Mark Box 5a:** ranking within entire district.
   
   ii. **Mark Box 5b:** ranking by same or similar grade spans.

REMEMBER: Districts must serve any school with a poverty rate of 75% or higher.

### 3.4 Targeting Step 4

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

b. The Title I Allocation table at the top of this page is Read Only, providing a district with the amount of funds allocated for Title I.
c. Set-Asides table (must be at least what is in the Budget Detail Page)

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

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

a. Private School Non-instructional Cost: Costs for noninstructional expenses for private school services, such as transportation. (Function Code 2300)

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

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

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

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

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

g. District-wide Parent Involvement: 1% of any Title I allocation greater than $500,000 is mandated with 95% of the amount set aside distributed to Title I Schools. Private schools are entitled to an equitable share of these costs. (Function Code 3000 – or 2560 if providing meals for parents, 2550 if providing transportation for parents and children to activity).
h. **Preschool:** District may set-aside funds to run a preschool in the district for eligible children. Private schools will not receive an equitable share of these funds. (Function Code 1000).

i. **District-wide Professional Development:** If district is in status, then 10% of its Title I allocation Current Year Allotment (does not include prepayment/carryover) must be set-aside for professional development. (Function Code 2210) Private schools will receive an equitable share of this amount – but only for the amount of set-aside in excess of the mandated requirement due to status of district.

j. **SES and Choice:** Districts with schools in status are required to make available the equivalent of 20% of the district’s Title I allocation for Supplemental Educational Services (SES) and Choice transportation expenditures. This is typically done as a Title I set-aside, but it is not required that it be done that way; if a district plans to fund this 20% obligation through means other than a set-aside, this must be noted in the Comment Box on the District Information Page. At least 5% (one-fourth of the 20% total) must be made available for choice transportation and another 5% for SES, with the remaining 10% to be applied to the costs of either choice transportation or SES as needed in the district. Districts may also use 1% of the 20% to help pay the costs of educating parents about these two programs. This small amount would be a part of the 10% that is discretionary to the district.

1. **Private schools** do not receive an equitable share of these funds.

2. **Unspent SES/Choice funds:** If a district fails to use the entire 20% by the end of the school year, an amendment can be submitted that will adjust this amount – but the District must meet certain requirements before being able to spend unused funds on another activity.

   a. The district MUST also notify ISBE via the “Unspent Choice/SES Notification to ISBE” available on ISBE’s SES District Information website that it has met the requirements and intends to spend the remainder of its 20% obligation on other allowable activities, specifying the amount of that remainder.

   b. See also, *Federal Regulation 34 CFR 200.48 Regarding Unspent Public School Choice and Supplemental Educational Services Funds*, E-Bulletin #01-10, for more information. E-Bulletins may be accessed at [http://www.isbe.net/e-bulletins/default.htm](http://www.isbe.net/e-bulletins/default.htm).

k. **Unbudgeted Funds:** If the district does not intend to develop a spending plan for the entire allocation, then the unplanned amount will be listed in this set-aside. However, this amount must match the amount listed in the Allotment Remaining box at the end of the Budget Detail Page. Private schools do not receive an equitable share of these funds unless future amendments would place funds in areas in which private schools would qualify for an equitable share of the funds.
NOTE: For LEAs with Title I allocations greater than $50,000, a warning will be displayed if the unbudgeted funds amount is greater than 15% of the current year Title I allocation. A waiver is required if districts exceed the 15% limitation. A waiver may be granted once in three years. Contact Sally Cray (scray@isbe.net) in Funding and Disbursements for information on waivers.

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

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

f. **Estimated Number of Students who will participate:**
   
   i. **Public:**
      
      a. If Targeted Assistance program – this will be the estimated number of students planned to be served.
      
      b. If Schoolwide program – this will be the total enrollment of buildings receiving Title I funds.

   ii. **Private** – this will be an estimated number based on projected level of services to the private schools.

g. **Attendance Center:**
   
   i. This is a generated list of buildings based upon ranking method selected in Targeting Step 3.

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

   iii. Indicate if any of the buildings listed will not receive any Title I services. The district may elect not to serve an eligible school that has a higher low income percentage rate if the school meets all of the following:
      
      a. The school meets the comparability requirements of section 1120A.
      
      b. The school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 (Schoolwide Programs) or section 1115 (Targeted Assistance Programs).
      
      c. The funds expended from such other sources equal or exceed the amount that would be provided under this part.
iv. Low-income, Private Low-income, and Low-income percentage are automatically populated based upon information provided in Targeting Step 1.

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

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

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

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

2. If an LEA serves any areas or schools below 35% poverty, the LEA must allocate to all its participating areas or schools an amount for each low-income child in each participating school attendance area or school that is at least 125% of the LEA’s allocation per low-income child.

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

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

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

NOTE: See Targeting Step 4 instructions for more information on ranking schools.

c. Either method will then automatically populate the next two columns (Per pupil amount and Private allocation).

REMINDER: Remember that the per pupil amount (PPA) must not be less than the Minimum Per Pupil amount as noted at the bottom of the set-aside table.
d. **NOTE:** the Total Private Allocation is designated as a total at the bottom of this table.

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

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

### 3.5 Private School Share

a. Check “Yes” or “No” as appropriate – depending upon whether private schools are participating in this grant. It is our hope that the FY12 Private School Page will be fully automated, however, these instructions are provided as additional information.
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b. NOTE: Districts must submit to ISBE the FY12 Private Schools Participation Form to ISBE as hardcopy – with administrative signatures of the participating private schools.

i. Enter the number of low-income private school students in participating public school attendance areas. NOTE: This must match the number in Targeting Step 1.

ii. Enter the number of low-income public school students in participating public school attendance areas. NOTE: This must match the number in Targeting Step 1.

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

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

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

vi. Private schools are due equitable shares of Professional Development funds in excess of the 10% required to be set aside if a district is in improvement status. If the district is choosing to set-aside funds for this purpose, enter the amount set aside for Professional Development in Targeting Step 4 into the district’s Professional Development cell on the Private School Share tab.

vii. If district is in status and required to set aside 10% of allocation for professional development, then enter that amount in this box.

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

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

3.6 Schoolwide Programs

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

i. Identify the year spent planning for the Schoolwide Program.

ii. Provide the date the local Board of Education approved the initial Schoolwide Plan.

iii. Identify the year the Schoolwide plan was first implemented.

iv. Provide the rate of poverty for the site the year the Schoolwide plan was first implemented.
b. TARGETED ASSISTANCE: The remaining Title I schools will be listed in this box. The district must check for each school whether:
   i. The site is planning for Schoolwide Program.
   ii. Technical assistance from ISBE is requested.

4. Goals
   a. For every Goal there must be correlating activities and evaluation.
   b. IMPORTANT NOTE: every item in the Budget Detail Page must relate to at least one goal.
   c. HINT: A district could limit its goals to three or four specific areas (for instance, Reading, Math, Parent Involvement, Preschool, LEP, Attendance, etc), state the goals in broad language (Ex: By March, 2011, 77.5% of Title I students will meet or exceed State Standards in Reading), and let the activities reflect the various components of the program and budget (such as homeless, private, etc.).
   d. The Goal Statement should be stated in measurable terms of expected student outcomes and when appropriate (as in Targeted Assistance Programs) must specifically identify and focus on Title I students.
      i. Format for goal statement: By (date or amount of time), (percent or number) of (participants or clients) will (specific achievement).
      ii. EX: By end of year, 2012, 77.5% of Title I students will read at or above appropriate grade level of achievement.
   e. The Activity Statement should be a broad listing of the overall activities that will be implemented through Title I funds that will lead to achievement of the stated goal. District should specify if these activities are Schoolwide or specific to identified students in a Targeted Assistance Program.
      Example for a Schoolwide program: Students will be screened at beginning of year to determine entrance level of reading using DIBELS, with those students scoring in the at-risk category targeted for progress monitoring every week. Reading Coach will work with classroom teachers to review student outcomes on a weekly basis, providing support to differentiate instruction to meet the needs of all students, but especially those students who fail to show expected growth and continue to read below expected level of achievement. The size of reading classes will be reduced by the provision of a Reading Specialist who will provide direct instruction in reading to students identified as in greatest need. The provision of a flex-period each day will allow for differentiation of instruction – with a focus on reteaching and preteaching.
   f. The Evaluation Statement should tell how the district will know if the goal was met and include the benchmark / assessment used to determine the success / failure of the goal.
      EX: 77.5% or more students will read on or above appropriate grade level of achievement as determined by the DIBELS (gr.K-2) or ISAT (gr.3-5).
   g. For more information on Goals, see Chapter 7.
5. Staff
   a. The staff page is removed for the FY12 application.

6. Budget Pages
   6.1 Budget Detail

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

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

   c. Please ensure activities are programmatically approvable and reasonable and necessary according to OMB Circular A-87 to carry out programmatic goals. (see [http://www.whitehouse.gov/omb/circulars_a087_2004/](http://www.whitehouse.gov/omb/circulars_a087_2004/))
d. Provide enough detail in the Budget description cells to demonstrate appropriate use of funds and compliance with program rules and regulations.

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

ii. **Benefits:** List the percentage rate used to determine benefits as well as the total cost per benefit. (EX: Medicare @ .0145 = $11,342, ITRS @ .2580=$192,116, IMRF @ .1565 = $57,345, Insurance @ $5040 = $146,160, TRS@ .12638 = $93,550, FICA @ .0765 = $28,299).

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

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

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

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

vii. **Professional Development:** list the participating buildings, topics, names of particular workshops/conferences when known, number of hours, participants and rate of stipend pay for in-district workshops, number of days and rate of pay for substitute costs incurred as a part of professional development, etc.
If district has both Schoolwide and Targeted Assistance programs, then separate the costs into different budget narrative cells and label the cell according to the kind of Title I program to ensure compliance with the restrictive use policy of NCLB.

EX: Schoolwide: 7 computers @ $500 per unit for Cannon Elementary School, to be placed in 7 primary grade classrooms.

EX: Targeted Assistance: 7 computers @ $500 per unit for Cannon Elementary School, 3 to be placed in Primary Title I classroom, 4 to be placed in Intermediate Title I classroom.

ix. NOTES

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

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

c. If there is an amount in the “Allotment Remaining” cell at the bottom of the Budget Detail Page, this same amount should be included in the “Unbudgeted” set-aside on Targeting Step 4 Page.

d. Costs for Choice are associated with function 2550. SES costs are associated with function 2900. Costs for parent education about Choice and/or SES are associated with function 3000.

6.2 Budget

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

b. Reader can use this page to check percentage mandates in grant – such as 5% cap for Administration, 1% minimum for parent involvement (if total allocation is greater than $500,000), and the 10% mandated for Professional Development for a district in-status.

6.3 Payment Schedule

Payment schedule will not be included in the FY12 application because all federal programs will be using the reimbursement method since it is the “preferred method when the [advance funding] procedures are not met.”

7. Page Lock Control

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

b. It is in your best interest to open only the pages that you are required to change.
See earlier directions on Page Lock Control section of the NCLB portion of this grant. Remember to click the “Save” button at the bottom of the page or you will not be able to make and save the changes you require throughout the grant.

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

Title IIA – Teacher Quality

1. Overview
   a. No action required - “Read Only.”
   b. Provides legislation and additional resource links you can use to determine the appropriateness of your programs.

2. District Information
   a. If the contact person for this grant is the same person identified under the NCLB Consolidated tab, then click the box at the top of this page. Otherwise, complete information as requested.
   b. Application Status: districts will only check this box if they are not making application for the Title IIA grant at this time.
   c. Grant Period: the box(es) must be checked as indicated below:
i. Click “Regular Grant Period” box if budget reflects just regular year programming.

ii. Click both the “Regular Grant Period” and “Extended Grant Period” boxes if budget reflects regular year and summer programming beyond the June 30th date.

iii. Click just the “Extended Grant Period” box if budget reflects just summer programming beyond June 30th date. NOTE: if “Extended Grant Period” box is clicked then district must enter an end date of 8/31/20XX.

d. NOTE: if “Extended Grant Period” box is clicked within the Project End Date, then the district must enter an end date of 8/31/20XX.

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

3. Program Specific Pages

3.1 Private School Share

a. Yes or No: Indicate whether Private Schools will participate in Title II-A.
   i. If “No” – then check box and move to next page.

ii. If “Yes” – then...

   1. Enter the Title IIA allocation (must be amount from NCLB, Allotment Page). Note: this figure does NOT include prepayment/carryover, but should include funds transferred INTO (or OUT OF) Title IIA (if the district has chosen to do so).

   2. Enter any administrative charges in the budget (Function Code 3000 from proposed budget).
3. Enter any costs for public school class size reduction, recruitment, and/or retention in the proposed Title IIA budget.

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

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

6. Enter enrollment of participating private schools. This amount must match the Enrollment data taken from the FY12 Private School Participation Form provide by ISBE which includes enrollment figures.

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

8. Enter the public school enrollment data as taken from the Allocation Page.

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

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

11. This line will be automatically calculated (will reflect equitable private school share for professional development) when page is saved.

12. Private Hold Harmless: enter the amount that private school received in FY2002 through the Title IIA grant.

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

3.2 Program Specific

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

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

c. Proposed Title IIA Activities:
   NOTE: these amounts must at least match the Budget Detail Page.
   
   i. Professional Development for Public Schools: enter amount allocated in proposed budget for professional development (Function Code 2210).
   
   ii. Professional Development for Private Schools: enter amount allocated in proposed budget for private school professional development (Function Code 3000) This amount MUST match the figure generated at the bottom of the Private School Share tab.
   
   iii. Total for Professional Development: This line is automatically calculated when page is saved.
iv. **Class Size Reduction Teachers** (salaries and benefits): enter amount allocated in proposed budget (Function Codes 1000/100-Salaries, 1000/200-Benefits, and 1000/300-Work.Comp and Unemployment).

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

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

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

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

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

x. **Funds Used For REAP Purposes**: note that any amount placed in this box ensures the flexibility of the REAP program, but must correlate to any goals marked for REAP flexibility on the Goals Page.

xi. **Other**: any funds not already listed above will be included in this cell but must be labeled in the narrative box (Ex: indirect cost).

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

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### 4. Goals

a. Note that districts eligible for REAP flexibility must check the appropriate box for each goal that requires flexibility of fund usage.

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

c. **Goal Statement**: should be stated in measurable terms of expected student outcomes. Format for goal statement: *By (date or amount of time), (percent or number) of (participants or clients) will (specific achievement).*

EX: *By end of year 2012, 77.5% of students in third grade reduced size classroom will read at or above grade level of achievement.*

d. **Activity Statement**: should be a broad listing of the overall activities that will be implemented through Title IIA funds that will lead to achievement of the stated goal.

EX: *A fourth classroom of third grade students will be opened, thereby reducing the student teacher ratio in third grade from 33:1 to 25:1.*

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

5. Staff
a. The staff page is removed for the FY12 application.

6. Budget Pages

6.1 Budget Detail

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

- Provide enough detail in the Budget description cells to demonstrate appropriate use of funds and compliance with program rules and regulations.
  
  i. **Staff**: provide FTE for each position, salary, and building and position assignments. NOTE: do not include social security numbers or FEIN numbers (EX: 5 class size reduction teachers @ $155,000: 1@Fairview, 2@Hill, 2@Washington).
  
  ii. **Benefits**: List the percentage rate used to determine benefits as well as the total cost per benefit. (EX: Medicare @ .0145 = $11,342, ITRS @ .2580=$192,116, IMRF @ .1565 = $57,345, Insurance @ $5040 = $146,160, TRS@ .12638 = $93,550, FICA @ .0765 = $28,299).
  
  iii. **Purchased Service**: This includes Workman’s Compensation and Unemployment as well as any other kinds of purchased services that might
be appropriate (consultant fees for professional development, etc.).

iv. Materials: Materials are not typically allowed in 1000/400 unless:
   a. funds are being used to support a Title I Schoolwide Program in a supplementary manner or
   b. district is REAP eligible and chooses to use the flexibility with use of Title IIA grant funds.

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

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

6.2 Budget
   a. This is a “Read Only” page – this summarizes district spending.
   b. Reader can use this page to check percentage mandates in grant – such as 5% cap for Administration.

6.3 Payment Schedule
   Payment schedule will not be included in the FY12 application because all federal programs will be using the reimbursement method since it is the “preferred method when the [advance funding] procedures are not met.”

7. Page Lock Control
   a. This page is used when you are ready to revise or amend your grant application after it has been initially approved by ISBE or returned for changes.
   b. It is in your best interest to open only the pages that you are required to change.
   c. To open a page that is locked, click in the Expand All checkbox for a listing of all individual pages. Click in the checkbox(es) next to the page(s) to be opened.
   d. Remember to click the “Save” button at the bottom of the page or you will not be able to make and save the changes you require throughout the grant.

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

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

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

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

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

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

f. **HINT:** The checklist may be minimized to provide access while making corrections or, if a district has many needed corrections, it is a good idea to use the printer friendly link in the upper right hand corner of the checklist to print off all needed corrections.
Chapter 4

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

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

1. District and School Parent Involvement Policies
   A district receiving Title I funds must develop a district-level parent involvement policy and must develop a school parent involvement policy for each Title I school. Note that the District Parent Involvement Policy is separate from, and may be different than the School Parent Involvement Policy. Each school receiving Title I funding must have its own School Parent Involvement Policy. The policy must explain how the district and/or the school will involve parents in the development and implementation of the district and each school’s parent policies. Following are guidelines for writing the parent policy:
   a. The policy must be in a written format.
   b. If a school or district has a parental involvement policy that applies to all parents, it may amend the policy to meet the requirements under No Child Left Behind.
   c. Schools must hold at least one annual meeting for Title I parents and offer a flexible number of meetings to review the policy.
   d. Parents need to be involved in an ongoing manner in the planning, review and improvement of the Title I programs.
   e. Provide the following information to Title I parents:
      1. Explanation of program formats.
      2. Description and explanation of curriculum.
      3. Forms of academic assessment and if requested, opportunities for regular meetings to discuss the education of their children.

2. Annual Evaluation
   Districts must conduct, with the involvement of Title I parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served with Title I, Part A, funds. The review must:
   a. Identify barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
   b. Use the findings of the evaluation to design strategies for more effective parent involvement;
   c. Revise, if necessary, the LEA’s parent involvement policies; and
   d. Involve parents in the activities of schools served under Title I, Part A. [Sec. 1118(a)(2)]
3. School-Parent Compact
A school receiving Title I funds (including private school students receiving Title I services) must develop a school-parent compact that outlines the responsibilities of each party for improved student academic achievement. The school-parent compact must describe the following:

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

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


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

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

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

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

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

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

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

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

d. Report Cards must include school and district Adequate Yearly Progress status.
6. Public School Choice and Supplemental Educational Services (SES) (for Title I schools in federal improvement status).

a. Public School Choice: In the case of a school identified for improvement status:
   i. The district must provide all students enrolled in the school with the option to transfer to another public school in the district. This is accomplished through a parent notification that must be approved by ISBE before the district delivers the notification to the parents.
   ii. If there is not a transfer school available, then the district must contact surrounding districts to see if they will accept the sending school’s students. The surrounding districts are not required to accept the sending school’s students.
   iii. The district must offer this option no later than fourteen days prior to the start of school following the year in which the students took the ISAT or PSAE. In order to meet this deadline, the request for ISBE approval of the district’s parent notification materials must be made much earlier in the summer.
   iv. The notification must provide parents with enough relevant information to help them decide on the best option for their child.
   v. The Choice parent notification letter must be approved by ISBE and include the following information:
      1. Provide a reasonable timeline for selection and a contact name and number.
      2. Provide this opportunity to parents no later than fourteen days prior to the first day of the school year.
      3. Inform parents that their child is eligible to attend another public school due to the identification of the current school as in need of improvement.
      4. Identify each public school, which may include charter schools that the parent can select.
      5. Include information on the academic achievement of the schools that the parent may select. [34 C.F.R. 200.37(b)(4)]

   Additional guidance may be found on Innovation and Improvement website at http://www.isbe.net/grants/html/choice.htm and in E-Bulletin #01-08, SES & Choice Requirements for Title I Schools. E-Bulletins may be accessed at http://www.isbe.net/e-bulletins/default.htm.

b. Supplemental Educational Services (SES)
   i. SES are tutorial services for Title I low-income students attending schools in improvement status. There are no eligibility requirements connected to student academic need, student populations a district may wish to serve, etc.
ii. Annual notification to parents of the availability of these services must be approved by ISBE before being distributed to parents, must be provided to parents of eligible students at the beginning of the school year, and must include the following:

1. Identify each approved service provider within the district or in its general geographic location. [Sec. 1116(e)(2)(A)(ii)] The notice should also identify providers that are accessible through technology, such as distance learning.

2. Describe the services, qualifications, and evidence of effectiveness for each provider. [Sec. 1116(e)(2)(A)(iii)]

3. Describe the procedures and timelines that parents must follow in selecting a provider to serve their child. [Sec. 1116(e)(2)(A)(i)] (See also U.S. Department of Education’s non-regulatory guidance on Parent Involvement in Title I, Part A, question E-4)

4. Be easily understandable, in a uniform format, including alternate formats upon request, and to the extent practicable, in a language the parents can understand. [Sec. 1116(e)(2)(A)]

5. If the district anticipates that it will not have sufficient funds to serve all students eligible to receive services, it should also include in the notice information on how it will set priorities in order to determine which eligible students do receive services (see U.S. Department of Education’s non-regulatory guidance on SES, question F-3)

iii. SES providers are selected by the parents from the SES Approved Providers List on ISBE’s website at http://www.isbe.net/ses/html/service_providers.htm. Districts may not remove providers from the list for parents to use, pre-select providers for parents, or express any preference for or against a provider.

iv. The district then contracts with the provider(s) the parents select, and the provider(s) must work with the district to provide services that are tied to state standards and district curriculum. Providers are required to provide student achievement reports to the student’s parents and to the district.

v. The district must adhere to the timeline described in the state’s administrative rules governing SES for the implementation of services. These rules may be found at http://www.isbe.net/ses/html/legislation.htm, and the timeline is in rule 675.175. Contracts between provider and school must be signed before services begin.

vi. Additional guidance may be found on Innovation and Improvement website at http://www.isbe.net/ses/default.htm, in Title I Parent Involvement Notification Requirements, E-Bulletin #03-08, and in the SES & Choice Requirements for Title I Schools, E-Bulletin #01-08. E-Bulletins may be accessed at http://www.isbe.net/e-bulletins/default.htm.
7. **Districts Identified for Improvement Letter**
   a. Letter may be sent through variety of formats, which can include via students' backpacks, through mail, or electronically.
   b. If district selects electronic format for delivery, district must ensure all parents are aware of the letter and ensure availability of letter in hardcopy for parents without electronic access.
   c. Letter must include the reasons why the district is in improvement status and identify ways in which parents can assist the district in meeting adequate yearly progress.
   d. Additional guidance for this letter is available through the Innovation and Improvement Division website (http://www.isbe.net/grants/default.htm) and Title I Parent Involvement Notification Requirements, E-Bulletin #03-08. E-Bulletins may be accessed at http://www.isbe.net/e-bulletins/default.htm.

8. **District Improvement Plan**
   a. District must include parents in the committee that develops and implements the plan.
   b. The plan needs to be developed during the first 90 days after the district has been informed of its improvement status.
   c. It must be implemented no later than the beginning of the following school year.
   d. The plan must address these components:
      i. The academic issues of low-achieving students.
      ii. Measurable goals and targets for each of the student subgroups who have not met AYP.
      iii. Scientifically-based research strategies that strengthen instruction in core academic subjects.
      iv. Student learning activities before school, after school, during the summer, and during any extension of the school year.
      v. High-quality professional development for instructional staff that is focused on improving instruction.
      vi. Strategies to promote effective parental involvement in the schools. [Sec. 1116(c)(7)(A); CFR 34-200.52]

9. **Title I Schools Identified for Improvement Letter**
   A school receiving Title I funds must promptly notify parents of each student enrolled in an elementary or secondary school that is identified for improvement, corrective action, or restructuring with the following information:
   a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the district.
   b. The reasons for the identification.
c. An explanation of what the school identified for school improvement is doing to address the problem of low achievement.

d. An explanation of what the district or State Educational Agency (SEA) is doing to help the school address the achievement problem.

e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement.

f. An explanation of the parents’ options to transfer their child to another public school (Public School Choice) with transportation provided by the district or the option to obtain Supplemental Educational Services (SES) for the child. [Sec. 1116(b)(6)]

g. The school improvement letter requirements are usually satisfied through the Choice or SES notification letters described above. Detailed information on SES and Choice notification requirements is also available in SES & Choice Requirements for Title I Schools, E-Bulletin #01-08. E-Bulletins may be accessed at http://www.isbe.net/e-bulletins/default.htm.

10. School Improvement Plans

a. When a school moves into school improvement status, it is required to write or amend its existing school improvement plan.

b. It is a requirement to involve parents in the writing of the plan.
   i. The plan must be written within three months of notification of the school’s AYP standing and cover a two-year span.
   ii. Additional resources available through the Innovation and Improvement Division website (http://www.isbe.net/grants/default.htm) and Title I Parent Involvement Notification Requirements, E-Bulletin #03-08. E-Bulletins may be accessed at http://www.isbe.net/e-bulletins/default.htm.

11. School Restructuring Plans

a. If a school moves into restructuring, the district must promptly notify the teachers and parents and provide them
   i. an opportunity to comment before restructuring action is taken; and
   ii. must be offered the opportunity to participate in developing the restructuring plan. [Sec. 1116(b)(8)]

b. Additional guidance is available through the Innovation and Improvement Division website (http://www.isbe.net/grants/default.htm) and Title I Parent Involvement Notification Requirements, E-Bulletin #03-08. E-Bulletins may be accessed at http://www.isbe.net/e-bulletins/default.htm.

12. Teacher Qualifications

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

a. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
b. Whether the teacher is teaching under emergency or conditional certification.

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

d. The information must also disclose whether the child is provided services by
paraprofessionals, and if so, the paraprofessionals’ qualifications. [20 U.S.C. Sec.
1111(h)(6)(A)]; U.S. Department of Education’s non-regulatory guidance on
Parent Involvement in Title I, Part A, question C-6 found at http://www2.ed.gov/
programs/titleiparta/parentinvguid.pdf.
Chapter 5

Private School
The local school district is responsible for planning, designing, and implementing the Title I program for private school children under the auspices of Title I of the Elementary and Secondary Education Act (ESEA), as amended by NCLB.

In particular, Section 1120 of Title I, Part A, requires school districts receiving Title I funds to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families.

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

1. **Consult**
   a. Plan to conduct full school year programming.
   b. Have timely and meaningful consultation with private school officials;
      i. Set up a schedule of regularly scheduled meetings (must have multiple meetings per year – suggest one per quarter);
      ii. Establish a timeline for frequent on-site visits of the private school by public school administrator.
   c. Have an agenda for each meeting (law mandates the following areas must be covered);
      i. The size and scope of services to be offered, which must be based on or have at least considered the views of the private school officials. Services must be secular, neutral, and non-ideological. Types of services could include but are not limited to
         1. Instructional services
         2. Extended day services
         3. Family literacy programs
         4. Counseling programs
         5. Computer assisted instruction
         6. Home tutoring
         7. Instruction using take home computers
         8. Professional development (secular in nature) targeted to help teachers better teach at-risk students.
      ii. The amount/proportion of funds that will be allocated to provide these services (consistent with Section 200.64: [http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?type=simple;c=ecfr;cc=ecfr;sid=097a85a29c8352974a1532e4ad9269d8;idno=34;region=DIV1;q1=200.64;rgn=div8;view=text;node=34%3A1.2.2.1.1.1.156.63](http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?type=simple;c=ecfr;cc=ecfr;sid=097a85a29c8352974a1532e4ad9269d8;idno=34;region=DIV1;q1=200.64;rgn=div8;view=text;node=34%3A1.2.2.1.1.1.156.63)).
      iii. How district used data from private schools to determine private allocation based on the number of private school children from low income families residing in participating public school attendance areas (per Section 200.78: [http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?type=simple;c=ecfr;cc=ecfr;sid=097a85a29c8352974a1532e4ad9269d8;idno=34;region=DIV1;q1=200.78;rgn=div8;view=text;node=34%3A1.2.2.1.1.1.158.76](http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?type=simple;c=ecfr;cc=ecfr;sid=097a85a29c8352974a1532e4ad9269d8;idno=34;region=DIV1;q1=200.78;rgn=div8;view=text;node=34%3A1.2.2.1.1.1.158.76)).
iv. How eligible students will be identified for programming (must use same criteria as in Targeted Assistance public school programs - low grades, low screening scores, teacher observation, etc.).

v. Get input from Private school officials regarding format of program to be offered to private school eligible students, staff and families.

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

vii. District plan to assess private school students and how district will use results of that assessment to improve Title I instructional services (in accordance with Section 200.10 http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=fcfcf4b0e225d4105c3dcd8510c52bda&rgn=div8&view=text&node=34:1.2.2.1.1.149.10&idno=34 of the Title I regulations).

viii. Review program (Title I) rules and regulations (including but not limited to):
   a. All programs for private school students must operate as Targeted Assistance programs.
   b. Fiscal requirements will not allow funds to flow directly to private school.
   c. All supplies, materials, and equipment remain the property of the public school and appropriate and accurate inventory records must be kept.
   d. Keep written notes of each meeting and share with private school officials.

   NOTE: If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private school the reasons in writing why the LEA chooses not to use a contractor.

   NOTE: It is the responsibility of the LEA to provide oversight, make decisions, control use of purchased materials, determine hiring of personnel, supervise third party contracts, evaluate and supervise Title I personnel and programs.

2. Allocate – Per Pupil Allocation
   a. First you need to collect data to be used to determine private school allocation.
   b. Get addresses for all private school students from the private school officials.
   c. Get low income information for private students by address from private school officials.
   d. Sort addresses by the public school that serves that residential area - which will then:
      i. identify the number of private students (for Program Specific, Targeting Step 1 page of e-grant application);
      ii. identify the number of low income private students (for Program Specific, Targeting Step 1 page of e-grant application).
   e. The allocation for all private schools serving students within the district residential area will be automatically calculated on the Program Specific, Targeting Step 4 page of the e-grant application.
f. These funds will then be distributed among the private schools based on the percent of low income private students attending each private school. (EX: if Targeting Step 4 page reflects 100 total low-income private students attending St. Mary, St. Paul and St. Thomas schools, generating $7000 total allocation for private programming, but 50% of the low-income students attend St. Mary, 35% attend St. Paul and 15% of the low-income students attend St. Thomas – then 50% of the allocation will go towards programming at St. Mary, 35% will go towards programming at St. Paul, and 15% will go towards programming at St. Thomas.)

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

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

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

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

c. To determine the Private Parent Involvement Equitable Share:
   
   i. For this example, let the LEA current year allocation equal $6,432,000.
   
   ii. The parent involvement 1% set-aside would be $64,320.
   
   iii. From Program Specific Targeting Step Four, there are 2,500 low income public school students and 375 low income private school students residing in the attendance area.
   
   iv. Add the total of public and private low income students and you have a total of 2,875 low income students.
   
   v. Next, determine a ratio of public to private students (375 / 2875 = .130435) rounded to six decimal points.
   
   vi. The final step is to multiply the 1% set-aside of $64,320 by the ratio (.130435), to reach the amount, $8,390 in this example, of the parent involvement set-aside for parents of children attending private schools.

d. Professional Development: private schools are to receive an Equitable Share of the set aside for Professional Development as well. However, if the district is in status and required to set aside 10% for professional development to address areas of weakness as reflected by the State assessment, then private schools will only receive their Equitable Share of the amount set-aside for professional development that exceeds the mandated 10%.

e. Other (ex: Summer School): The same process will be used to determine Equitable Share of Summer School costs – based on the amount set-aside for summer school on Program Specific, Targeting Step 4 page of the egrant application.
NOTE: Title I programs must not be staffed exclusively with paraprofessionals. Paraprofessionals must be under the direct and immediate supervision of highly qualified teachers. Paraprofessionals must not determine the program of services; only highly qualified teachers can determine the program of services. However, highly qualified supervisory teachers do not have to be paid for with Title I funds.

Additional guidance is available through the Innovation and Improvement Division website (http://www.isbe.net/grants/default.htm).
Chapter 6

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

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

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

2. **Staff funded 100% from Title I – which means that their entire day is spent implementing Title I programming, their documentation:**
   a. Must be completed at least twice a year (suggest end of each semester).
   b. Certification must include:
      i. Period to be covered (EX: August 1, 2007 – January 31, 2008);
      ii. Identification of Title I as the program;
      iii. Statement that identified individual worked solely in activities supported by the Title I grant; and
      iv. Signature and date of employee and supervisor having first-hand knowledge of the work performed by the employee (EX: Title I Director, Building Administrator).
   c. Documentation to support this certification could be:
      i. Permanent schedule
      ii. Daily planner
      iii. Schedules
      iv. Time sheets
      v. Daily logs
   d. Sample assurance: “From January 1, 2007 to June 30, 2007 Jane Doe spent 100% of her time on Title I, Part A, instructional activities as evidence by the enclosed schedule.” Signed by employee and supervisor.
3. Staff who maintain a set schedule and are funded a partial percentage from Title I with the remaining percentage charged to other revenue sources (typically teachers and reading/math coaches).
   a. Must be completed monthly
   b. Certification must include:
      i. Period to be covered (EX: August 1, 2007 – August 31, 2007);
      ii. Identification of Title I as the program;
      iii. Statement that identified individual worked in activities supported by the Title I grant a percentage appropriate to the percentage of the salary funded through Title I funds; and
      iv. Signature and date of employee and supervisor having first-hand knowledge of the work performed by the employee (EX: Title I Director, Building Administrator).
   c. Documentation to support this certification could be:
      i. Permanent schedule
      ii. Daily planner
      iii. Schedules
      iv. Time sheets
      v. Daily logs
   d. Sample assurance language: “For the month of October, 2007, Jane Doe spent 50% of her time on Title I, Part A, instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule.” Signed by employee and supervisor.

4. Staff who work less than 100% for Title I programming but whose schedule changes from day to day, have the option of logging their time spent in the federal program every day (typically Title I Directors/Administrators).
   a. Daily Log of time spent on Title I program versus time spent on other duties
   b. Daily log must be signed by individual and supervisor

5. Stipends and other supplemental contracts documentation could include:
   a. A signed supplemental contract that stipulates Title I work activity
   b. Sign-in attendance log approved by supervisor (such as for professional development activities)
   c. Employee time/pay slips that specify Title I and are approved by supervisor
IMPORTANT NOTE: Things to watch out for:

d. Changes in position at beginning or during the year

e. Changes in funding percentages when amending budget during year

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

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

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

i. Entire days’ schedule not accounted for

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

Chapter 7

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

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

1. **Goal Statement**: It is important to remember that the purpose of Title I funding is to raise student achievement. Therefore, all goals should be based on a focus that will raise student achievement.

   **HINT**: Goals should be SMART—
   
   - **S**pecific
   - **M**easurable
   - **A**ttainable
   - **R**elevant
   - **T**ime-bound

2. **Process to determine priority needs which will become goals**
   
   a. Although the determining factor for making AYP is the state assessment (summative: ISAT, PSAE), there are other forms of data that occur more frequently (formative: DIBELS, Aimsweb, MAP, other CBMs, etc.), and are often good indicators of predictability for a student meeting state standards.
   
   b. Review data and ask: “Are there specific deficit areas which are (or may) cause us to not make AYP (in reading/math)?”
   
   c. Review data and ask: “Are there subgroups that are (or are potentially) lagging behind their peers?”
   
   d. Review data and ask: “Are there specific core academic subject areas (NCLB recognizes: English, Reading/Language Arts, Math, Science, History, Foreign Language, Civics/Government, Geography, Economics, Arts) in which our students struggle?”

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

HINT: Goal statements should be written in terms of measurable student outcomes. A suggested formula for writing clear goals is to include a percent or number of specifically identified students, include the specific academic outcome goal for those students, and include the specific date or timeframe for the activity and academic improvement to take place.

- **Format:** “By (date or amount of time), (% or #) of (participants or clients) will (specific achievement).”
- **Example (in a Schoolwide program):** “By May 2011, the percent of K-5 students receiving interventions in reading will decrease by 10%.”
- **Example (in a Targeted Assistance program):** “By May 2011, the percent of Title I students in grades K-5 who receive interventions in reading will decrease by 10%.”

4. Goal Activity

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

   b. Most likely, items from the Budget Detail page will be linked to this section of the goal entry. Ask yourself how items from the Budget Detail page will work/be used to attain the goal. How are we going to achieve the stated goal? For example, in a Schoolwide Program, the corresponding Activity reads:

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

   *The use of underlining is to highlight examples of items in the goal statement that should then be found on or reflected upon in the Budget Detail page. In this case, linking these items to the Activity piece is the appropriate place to mention these Budget Detail items because it demonstrates how they will be used to achieve the intended student achievement goal. It is not necessary to write a goal for each Budget Detail item, but all Budget Detail items must be linked to the Goals Page as a justification for the expenditure.*

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

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

b. The Evaluation statement for the example provided is:

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

6. Other Examples

Targeted Assistance Example #1

Goal: “To increase the percentage of Title I and homeless students performing at grade level by 5% by the end of the school year.”

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

Evaluation: “To evaluate whether or not we are achieving our goal, we will utilize pre/post data from the Explore Test (freshmen), Plan Test (sophomore), and PSAE Test (Juniors).”

**Items from Budget Detail Page are underlined; Notice the focus on Title I students in the Goal/Activity section

Targeted Assistance Example #2:

Goal: “By Spring 2011, our goal is to move 5% of K-5 Title I students from Deficient to Emerging and from Emerging to Established according to the AIMSweb assessment.”

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

Evaluation: “AIMSweb assessment scores will be analyzed annually to determine level of achievement and rate of growth.”

**Items from Budget Detail Page are underlined; Notice the focus on Title I students in the Goal/Activity section

Schoolwide Program Example #1 (LARGE district)

Goal: “By Spring 2011, all public and private school preK-5 students working below grade level in reading and language arts will meet or exceed standards OR increase their Reading and language arts scores by 10 percentage points.”

Activity: “Implement CIM by providing intervention support from literacy and reading recovery teachers. This support will provide additional instruction support to increase vocabulary, fluency, phonemic awareness, and comprehension skills. It will provide additional support in writing instruction for targeted students. Additional activities such as extended day, summer school, and intercession (balanced calendar schools) will be implemented in the Title I schools. Teachers and administrators will participate in professional development opportunities in and out of the District. District Institute days and building/district school improvement days will provide focused training. Staff will be afforded opportunities to attend professional conferences to stay abreast of promising practices and current trends in improving academic achievement for all students.”

Evaluation: “Students will be evaluated utilizing formative assessments such as quarterly and benchmark assessments, interim common assessments, Developmental Reading Assessment (DRA), Children’s Progress Academic Assessment (CPAA), ACCESS and reading/math rubrics. We will also compare ISAT results of the 2010-2011 school years.”

**Items from Budget Detail Page are underlined
Chapter 8

Homeless
Federal law mandates that a portion of your Title I allocation must be directed towards the support of homeless students' educational programming. There is no funding guideline that mandates what percentage of the allocation (is) to be directed towards homeless education. It is the responsibility of each district to ensure that enough funds are set aside for homeless education to support the homeless needs of that school community.

1. What defines a homeless student?
   Children and youth who lack a fixed, regular, and adequate nighttime residence, including children and youth who are Homeless pupils include, but are not limited to,
   a. Children or youth sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (commonly referred to as being “doubled up”); and
   b. Pupils who are otherwise not residing in a fixed, regular, and adequate nighttime residence.
   c. Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.
   d. Living in emergency or transitional shelters.
   e. Abandoned in hospitals.
   f. Awaiting foster care placement.
   g. Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
   h. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
   i. Migratory children who qualify as homeless because they are living in circumstances described above.
   j. The term unaccompanied youth includes a youth not in the physical custody of a parent or guardian. This would include:
      i. Runaways living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing;
      ii. Children and youth denied housing by their families (sometimes referred to “throwaway children and youth”); and
      iii. School-age unwed mothers living in homes for unwed mothers because they have no other housing available.
   k. In determining whether or not a child or youth is homeless, consider the relative permanence of the living arrangements. Determinations of homelessness should be made on a case-by-case basis.
2. How might Title I funds be used?
   a. Title I homeless funds must be used to provide supplementary support for homeless youth, easing the burden of homelessness that often interferes with classroom learning.
   b. Assisting with school records, birth certificates, etc.
   c. Provision of supplementary school supplies such as paper, pencils, book bags, calculators, gym clothes, etc.
   d. Provision of appropriate clothing to ensure school attendance.
   e. Medical services such as immunizations, medical and dental services, and eyeglasses and hearing aids.
   f. Title I, Part A, funds may be used to coordinate, supplement, or enhance required services. For example, Title I, Part A, funds may be used for transportation to the school of origin for the remainder of the school year once a child becomes permanently housed if it is outside the school of origin boundaries. However, LEAs may not use funds under Title I, Part A to transport homeless students to or from their school of origin. Transportation services to the school of origin are mandated under the McKinney-Vento Act statute. The “no-supplanting” provisions in Title I prohibit those funds from being used to support activities that the LEA would otherwise be required to provide.

3. What are inappropriate uses of Title I funds for homeless students?
   a. Title I homeless funds cannot be used to supplant costs that would ordinarily be incurred by the district in provision of educational programming.
   b. Title I homeless funds cannot be used to provide textbooks or instructional materials that are provided to other district students through regular programming.
   c. In general, LEAs may not use funds under Title I, Part A to transport homeless students to or from their school of origin. Transportation services to the school of origin are mandated under the McKinney-Vento Act statute. The “no-supplanting” provisions in Title I prohibit those funds from being used to support activities that the LEA would otherwise be required to provide. However, Title I, Part A, funds may be used to coordinate, supplement, or enhance required services. For example, Title I, Part A, funds may be used for transportation to the school of origin for the remainder of the school year once a child becomes permanently housed if it is outside the school of origin boundaries.

4. What are the laws for homeless students?
   a. McKinney-Vento (McKinney-Vento Act, 42 U.S.C. 11431) ensures that a homeless pupil must be immediately enrolled in any of the following:
      i. The school in which he or she was enrolled when permanently housed (also known as the “school of origin”);
      ii. The school in which he or she was last enrolled; or
      iii. Any public school that non-homeless students who live in the attendance area in which the homeless pupil is living are eligible to attend.
b. School districts can best assist homeless families by:

i. Insuring that school forms, brochures, web sites, handbooks, and instructional materials reflect accurate information about homelessness and residency rights, and are easily accessible.

ii. Training all staff, board members, and administrators responsible for school enrollment on Illinois and federal residency and homeless laws.

iii. Insuring that the homeless liaison is involved any time a child’s residency is questioned, before a residency hearing has occurred or the child is unenrolled.

iv. Collaborating with the Area Lead Homeless Liaison or Regional Homeless Liaison to insure that school district personnel are educated and that parents are provided with assistance.

v. Enrolling student first and then checking homeless status and providing additional services.

5. Additional information regarding educational laws, provisions, and programming for homeless students and families is available on the Curriculum and Instruction Division website (http://www.isbe.net/curriculum/Default.htm). The ISBE Homeless Policy is available online at http://www.isbe.net/homeless/pdf/policy.pdf, and additional information may be found in other resources accessible at http://www.isbe.net/homeless/default.htm and in Addressing Homeless Students with McKinney-Vento and Title I Funds, E-Bulletin #01-09, which discusses the set-aside requirement in more detail. E-Bulletins may be accessed at http://www.isbe.net/e-bulletins/default.htm.
Chapter 9

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

Local districts are required to maintain, in each eligible attendance area, a level of expenditure which is at least equal to the level of expenditure that would be maintained if federal/state funds were not being expended in that area. This means that federal funds may not be used to provide or support any costs that are a required part of the regular educational offering within that district.

- No project or activity can be approved which proposes to provide a service required by State law. (EX: Response to Intervention, special education programming/services).
- For example, any project to provide special education for children with disabilities singly cannot be approved because special education is required by State law with special funds appropriated to pay for it.
- In like manner, basic kindergarten programs cannot be approved for the same reason.
- In most cases, compensation for supervisory personnel (including Superintendents of Schools, Directors of Education, Supervisors of Instruction in regular curriculum areas, and Principals) falls within the category of expenses that would be incurred if a school were not participating in a federal/state funded program. This would not be eligible for reimbursement unless additional administrative personnel are necessary and hired specifically for that purpose. Extreme care should be taken in determining the applicability of the charges to the federal/state program.

The Supplement, Not Supplant Tests

When determining whether a fiscal expenditure supplements and not supplants, school districts must run these three tests.

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

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

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

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

1. A district used Title I funds to provide services required by federal and/or state law (such as Special Education and Response to Intervention).

This is supplanting. Title I funds must be supplementary to the regular educational initiative, which automatically includes any required services. Stated another way, if a district must do some activity, then the activity cannot be paid for with funds designated to provide supplemental services.

2. A district used Title I funds to pay for a Reading Coach that was previously paid through non-Federal funds.

This is supplanting. The district would be using Title I funds to replace non-Federal funds to pay for the same position.

3. A district offers services (such as extended day or full-day kindergarten) funded by Title I in Title I schools and provides the same services in non-Title I schools using state and local funds.

This is supplanting. All schools should receive services paid for by “generic” state or local funds, and in this case, the Title I schools would not be receiving any of the state or local funds. Viewed another way, the state or local funds the Title I schools should receive are being replaced by Title I funds. The only defense a district would have is the district can demonstrate that it would not have provided the services in any of the schools if the federal funds had not been available originally.

4. A local district hired a Reading Director as a K-12 administrative position for all 12 schools in the district. However, only 9 of the schools (8 elementary and 1 middle school) receive Title I services. The district wanted to charge 75% of the Reading Director’s salary to Title I.

This would be supplanting because, as a K-12 position, this employee is responsible for the reading program of all students in the district regardless of whether a student is in a Title I school. No supplemental services are provided by the Director, and the services provided by the position serve all students, Title and non-Title students alike.

5. A local district provides half-day kindergarten to all students. The district uses Title I funds to provide an extended-day kindergarten program for students identified as at-risk of failing in reading and math.

This is acceptable use of Title I funds since the funds are being used to provide supplemental programming to an identified group of students. If the same teacher teaches both sessions of the kindergarten program, then 50% of the teacher’s salary could be charged to Title I and the remaining 50% could be charged to local funds.
Chapter 9

Supplement vs. Supplant

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Chapter 10

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

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

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

3. Carryover
   a. The amount allocated to the district that was not spent during that fiscal year is considered “carryover.”
   b. For Title I: The district can “carryover” up to 15% of the yearly allocation from one fiscal year to the next.

   NOTE: the district can write a letter of request for a waiver that will allow them to exceed the 15% level for “carryover” once every three years.
   c. For Title I: The district will receive official notice of the approval of excess carryover in the mail and will be able to apply for the excess carryover on the e-grant system in the subsequent year.

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

a. CUMULATIVE Quarterly reports are required to be submitted on-line through IWAS.

b. Important to file in timely manner – as failure to do so will result in auditor’s finding.

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

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

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

6. Amendments

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

b. Any budget cell can be overspent by the lesser of 20% or $1,000 without amending as long as some other budget cell(s) has been underspent by the same amount.

   An amendment is needed if the expected expenditures exceed the variance allowed per program guidelines (20% or $1,000 per budgeted cell, whichever is greater).

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

d. Amendments must be filed a) prior to expenditures being made based on the amendment; and b) the final amendment must be filed 30 days prior to the current project end date.
7. Function and Object Codes
   a. Function definition: The action or purpose for which a person or thing is used or exists. This includes activities or actions which are performed to accomplish the objectives of the project.
   b. Object definition: Cost of service or commodity obtained as a result of a specific purpose.
   c. Function and Object codes are the first two columns on the left of the budget page.
   d. Each column contains Function and Object codes allowable for a specific grant.
   e. Enter the appropriate level of detail for each function/object code into the Expenditure Description and Itemization textbox. Providing adequate description will facilitate the approval process. See the Instructions link for common item placement and for the amount of detail that should be included for approval.
   f. See page 24–27 in the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures for more information on function and object codes and for general grant procedures, policies and requirements.

8. Project Begin and End Dates
   a. Project begin date WILL BE the date in which the LEA first submitted their INITIAL NCLB application to the Illinois State Board of Education (once an initial application is approved).
   b. Project end date is normally 6/30/20xx.
      i. The end date can be modified if activities occur after the defaulted 06/30/20xx end date.
      ii. End date does NOT have to be extended if the only issue is payment to staff working for 12 months in a 9-month grant. (The salaries paid after 06/30/20xx should be scheduled in the June payment line.)
Chapter 11

Preparing for the Audit & Comparability Report
Illinois State Board of Education’s Division of External Assurance will conduct audits of state categoricals and fiscal/programmatic compliance reviews (also known as “monitoring visits”) of state and federal grants.

Districts will be selected for audits/reviews based on a risk-based analysis process that includes the district’s geographics and size. Sources of revenue for districts are also selected for audit/review based upon a risk analysis—that is, a district might be selected for an audit visit but not see every grant subject to an audit during that visit. The following procedures will initiate this formal audit process:

1. The district will be notified of the audit/review by an announcement letter which will be sent 45 days in advance. The announcement letter identifies what funding sources will be looked at by External Assurance staff during the visit.

2. The district will receive a call from ISBE staff to arrange a mutually acceptable time(s) and date(s) for the visit.

3. The district will be required to complete a self-monitoring review for NCLB programs through the IWAS system prior to the visit which can be found at https://sec1.isbe.net/iwas/asp/login.asp. There are links to the federal guidelines, rules, and regulations that govern the grants. A crosswalk between the NCLB required policies/procedures and those provided by the Illinois Association of School Boards (IASB) on a subscription basis is provided at http://www.isbe.state.il.us/ea/pdf/NCLB_monitoring_instrument.pdf. A sample of a completed Monitoring Instrument is available at http://www.isbe.state.il.us/ea/pdf/Sample_Monitoring_Instrument.pdf. The previous year’s data will have been uploaded, providing district with the option of updating areas that have changed.

4. The district must have completed the NCLB Title I Comparability analysis and submitted it to ISBE via IWAS before the audit/review visit.

5. Questions regarding the district audit/review may be directed to Paul Williams, ISBE Principal Consultant, at 217/782-7970 or by e-mail pwilliam@isbe.net

Self-Monitoring Review

This process, which the district is required to complete prior to the official audit, utilizes the exact same questions as will be used during the audit. Here is some helpful information about this self review:

a. This document is completed online via IWAS, where it resides electronically for reference.

b. In the document, the NCLB Consolidated Application will be automatically cross-referenced to determine whether Title I, Title II or Title IV funds are applicable for each criterion. The NCLB Consolidated Application will need to be completed in order for this information to self-populate in the Monitoring Instrument.

c. Documentation for each criterion will need to be included to reflect all sources of revenue indicated on the monitoring instrument. The district will want to note the documents and resources that prove they are in compliance on the Monitoring Instrument in the “Comment/Proof Indicator” box for each question.
d. It is usually beneficial to the district to use a team approach to complete this self-monitoring review, collecting the documentation appropriate for each criterion. This will prove beneficial to both the district and the auditor as all the documentation will be gathered in one place for the review.

e. See SUGGESTIONS below for additional information

Comparability Report

a. This document must be completed and submitted via IWAS.

b. The final tab of this document provides specific directions for accessing and completing this report.

c. The due date for Comparability will be November 30th every year.

d. There are 7 tabs to this report:
   1. Overview—This is purely informational; no action is required.
   2. District Information
      a. The data on this page is self-populated, which means that the software reads and provides the information as it was provided in the NCLB grant application.
      b. If changes need to be made, the district must make the changes in the NCLB grant application via IWAS.
   c. In the gray box to right on this page you must:
      i. Indicate if district is exempt or not exempt from this report.
         1. Even exempt districts must submit the report verifying that they are exempt.
      ii. Indicate how district plans to determine comparability (utilizing either pupil/staff ratio, salary/staff ratio, or expenditure/staff ratio).

3. Written Procedures
   a. This form can be typed into directly as a narrative text or the district can "copy and paste" an electronic version of the written narrative into the box
   b. The narrative must include the following descriptive components:
      i. Identification of position responsible for Comparability Report.
      ii. Timeline for demonstrating comparability.
iii. Measures and process used to determine comparability.
iv. How the district will make adjustments in schools that are found not comparable.

4. (Current) Salary Schedule
a. This form can be typed into directly as a word narrative or the district can “copy and paste” an electronic version of the document into the box.
b. The data must include following the descriptive components:
   i. Salary schedule must reflect years of experience.
   ii. Salary schedule must reflect movement for additional education.

5. Equivalence Policies
a. This form can be typed into directly as a word narrative or the district can “copy and paste” an electronic version of the written narrative into the box. The Illinois Association of School Boards (IASB) has sample policies for districts who are subscribed to their service.
b. The narrative must include:
   i. An assurance of equality of services for all students.
   ii. An assurance that local dollars will be used to ensure all buildings (whether receiving Title I funds or not) will provide comparable services to all students.
   iii. An assurance that comparability of services includes equivalency among teachers, administrators and other staff as well as academic programming.

6. Comparisons
a. This will be partially self-populated with names of schools.
b. Districts are required to complete the rest of the form as appropriate.
   i. Schools may be excluded from the analysis if they have student enrollments of less than 100.
   ii. Schools with unique grade spans that are not included in other buildings may also be excluded.
   iii. Those using pupil/staff ratio should exclude all FTEs paid with federal funds.
   iv. Additional grade span classifications can be created for buildings with larger enrollments or different types of schools (Charter, Special Ed, Etc.).

7. User Guide--This explains how to complete the Comparability Report.

Suggestions
1. Districts can obtain a copy of the NCLB Monitoring Instrument (which will be used in the auditing process) from the External Assurance website (http://www.isbe.state.il.us/ea/default.htm). To help facilitate a smooth audit process with limited last-minute searches for documentation, it is suggested the district set-aside one or more file boxes and...
a. Establish a file folder for each of the following criteria based on the NCLB Monitoring Instrument. (See below for a list of these criteria.)
   i. Make a label and file folder for each of the criteria.
   ii. If a criterion is not applicable to the district (such as Multidistrict Application), place a note inside the file folder that states “Not Applicable” and briefly explain why. This will prevent the auditor from having questions regarding the issue—saving time for both the district and the auditor!

b. Have a team of 4-5 staff from different departments (Title I, Bookkeeping, Title II, etc.) who will meet to brainstorm through the Monitoring Instrument, discussing each criterion and determining the kinds of documents that will provide proof of district compliance for each criterion.
   i. Asking “how can we prove that we are in compliance? What documentation can we provide as exhibiting our compliance?” will help the team to identify the needed documentation. Samples of proof indicators are located on the EA web site at http://www.isbe.net/ea/htm/proof_indicators.doc
   ii. The NCLB Monitoring Instrument located on the website provides greater explanation of the many different forms of expected documentation and will be of assistance with the brainstorming team.

3. When the auditor arrives, provide the auditor with a quiet space to work and the box(es) of files, and allow the auditor to proceed through the files at his/her own pace. The auditor will then contact you if there are questions or if additional information is needed.

4. File folder criteria:
   a. NOTE 1: Make a section divider (such as with a piece of construction paper) for each of the different sections as noted below.
   b. NOTE 2: Make a file folder with label for each of the criteria as noted below.

   **Section 1: For Multidistrict Applications Only**
   1. Current written agreement

   **Section 2: Charter School**
   2. Charter school use of funds
   3. Eligibility for Sub-recipients

   **Section 3: Project Implementation**
   4. Compliance with project application requirement for implementation

   **Section 4: NCLB Plans**
   5. Required plans in place for NCLB
   6. Program consultation and participation requirement

   **Section 5: Non Public School Participation**
   7. Private school participation
Section 6: Supplement/Supplant
  8. Compliance with Supplement vs. Supplant

Section 7: Inventory Requirements
  9. Inventory lists

Section 8: Eligible Attendance Centers
  10. Selection of eligible attendance areas

Section 9: Schoolwide (SW) Programs
  11. Transition requirements for year of planning
  12. Ten required SW components

Section 10: Targeted Assistance (TA) Programs
  13. Student identification / selection
  14. Eight required TA components
  15. Assignment of TA personnel
  16. Coordination with other early childhood programs

Section 11: Public School Choice
  17. Compliance with Public School Choice requirements

Section 12: Supplemental Educational Services (SES)
  18. Compliance with SES requirements
  19. LEA-Parent-Provider agreement

Section 13: Parental Involvement
  20. Compliance with ‘Right to Know’ and other notifications
  21. Parent involvement plan required components

Section 14: Parental Involvement
  22. Highly qualified staff

Section 15: Maintenance of Effort
  23. Compliance with Maintenance of Effort

Section 16: Required Board Approved Policies
  24. Gun-free, Drug-free, Unsafe School Choice, Public School Choice, Military Access

Section 17: Homeless Education
  25. Homeless Education liaison
  26. Identification & enrollment guidelines
  27. Title I set-aside
28. Informed parents

Section 18: Comparability of Services
29. Comparability requirements
   29.1. Payroll records with funding sources
   29.2. “Time and Effort” documentation for employees paid from several sources
   29.3. Expenditure documentation for pupil/expenditure comparison methods
   29.4. Enrollment records for each building

Section 19: Steven’s Amendment
30. Compliance with Steven’s Amendment

Section 20: Financial
31. Budgets and amendments approval
32. Separate expenditure accounts / ledger accounts
33. Separate revenue accounts / ledger accounts
34. Expenditure reports
35. Equipment purchases
36. Inventory records for equipment
37. Equipment location and intent of use
38. Salaries
39. Other expenditures (non salary, non equipment)
40. Flow through funds transmission
41. Flow through funds expended
42. Excess cash balances
43. Invoices, receipts, cancelled checks for claimed costs
44. Competitive bidding
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Appendix A

Planning Guide For Title I Directors
**Annual Compliance Requirements**

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

**Necessary Forms to Be Completed And Distributed**

- ✓ Highly qualified teachers – the “right to know” letters should be sent out the beginning of the school year – September.
- ✓ Attestation letter – these should be kept on file in the district office – September.
- ✓ Affidavit – the school time certification form should be filled out and kept on file in the district office – September.
- ✓ Home language survey – These are to be completed by all new students at the beginning of the school year and filed in student records – September.
- ✓ AYP notification and choice letter – sent at least 14 days prior to the start of school.
- ✓ SES notification letter – sent as soon after school starts.
Meetings Orchestrated by Title I Director

✓ Private school planning meetings – The public school should have a consultation meeting with private schools in early spring to begin discussions for program planning and additional meetings should take place throughout the school year as necessary to determine needs and plan budget distribution.

✓ Title I schoolwide meetings should take place monthly and may be combined with teacher’s meetings.

✓ A parent involvement meeting should take place for planning at the beginning of the school year and also follow-up meetings should be held periodically during the school year.

✓ A Title I planning meeting should be held at the beginning of the school year with follow-up meetings held periodically during the school year.

✓ Title I directors or grant writers should sign up for the yearly Spring webinar put on by the ISBE regarding the NCLB grant process.

✓ Transition meeting with Early Childhood to prepare students for entering kindergarten.

Required Reports to Be Submitted by Title I Director

✓ NCLB Monitoring report – Due – November

✓ NCLB Performance report – Due – November

✓ Comparability report – Due – November

NCLB Grant Writing Schedule

✓ Planning should begin after the district receives their projected allocation amounts.

✓ The grant should be written and submitted online via the EGMS system by June 15.

✓ Once the final allocation is received in early Fall the district may amend the grant to budget for the entire allotment.

✓ Districts with schools in improvement status must remember to set-aside required percentages for Supplemental Educational Services, Choice, and/or district-wide professional development if required.

✓ The grant may be amended as needed (as often as needed) throughout the year. Note: Amendments must be submitted 30 days prior to the project end date.

✓ Don’t forget private school meetings and the necessary sign-off sheets that must be mailed or faxed to the ISBE office in Springfield when the NCLB grant is submitted.

*This list is not meant to be an all inclusive list of items needed to be in compliance with the law but instead to provide some of the key areas.
Appendix B

NCLB Consolidated Grant Administrative Working Timeline
<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>PROJECTED Allocations sent to districts</td>
</tr>
<tr>
<td>May</td>
<td>Application released/Application Webinar</td>
</tr>
<tr>
<td>May 30</td>
<td>2011 final amendments due for projects with ending dates of 06/30/2011</td>
</tr>
<tr>
<td>Mid-June</td>
<td>AYP for elementary and middle schools released via IWAS blast to Superintendents</td>
</tr>
<tr>
<td>June/July</td>
<td>Application Webinar</td>
</tr>
<tr>
<td>June/July</td>
<td>Regional trainings</td>
</tr>
<tr>
<td>Mid-July</td>
<td>AYP for high schools released via IWAS blast to Superintendents</td>
</tr>
<tr>
<td>August 1</td>
<td>2011 final amendments due for projects with ending dates of 08/31/2011</td>
</tr>
<tr>
<td>No later than 14 days prior to the first day of school or by September 1st, whichever is earlier</td>
<td>Choice letter must be sent out to parent by districts after having been approved by ISBE. Approved letters are shared with the External Assurance Division for auditing and monitoring purposes.</td>
</tr>
<tr>
<td>30 days after AYP is released or September 1st, whichever is later</td>
<td>AYP appeals due</td>
</tr>
<tr>
<td>Within 30 days of the start of school or by October 1st, whichever is earlier</td>
<td>Private school consultation must have occurred and documentation of the meeting sent to ISBE</td>
</tr>
<tr>
<td>Within 60 days of the start of school or date of notification to districts of school status, whichever is later</td>
<td>SES letter must be sent out to parents by districts after having been approved by ISBE; other parent education activities regarding SES are carried out by districts; actual parent selection period is held (at least 2 weeks long, but no more than 4 weeks long). Approved letters are shared with the External Assurance Division for auditing and monitoring purposes.</td>
</tr>
<tr>
<td>When the prior year’s final expenditure report (with NO outstanding obligations reported) is submitted/approved by ISBE</td>
<td>Carryover determined</td>
</tr>
<tr>
<td>Mid-September</td>
<td>FINAL allocations determined and sent to LEAs</td>
</tr>
<tr>
<td>When application is submitted</td>
<td>Title I Districts’ plan due</td>
</tr>
<tr>
<td>October 31st</td>
<td>Report cards become public</td>
</tr>
<tr>
<td>November 3rd</td>
<td>Applications must be submitted</td>
</tr>
<tr>
<td>November</td>
<td>Performance Report Due</td>
</tr>
<tr>
<td>November</td>
<td>Comparability Report Due</td>
</tr>
</tbody>
</table>
### Appendix B: NCLB Consolidated Grant Administrative Working Timeline

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 135 days of the release of AYP via IWAS (approximately mid-October for ES &amp; MS; mid-November for HS.)</td>
<td>School Improvement Plans due</td>
</tr>
<tr>
<td>Within 90 days of the release of AYP via IWAS (approximately September for ES &amp; MS; October for HS)</td>
<td>District Improvement Plans due</td>
</tr>
<tr>
<td>Within 6 months of the release of AYP via IWAS (approximately December for ES &amp; MS; January for HS)</td>
<td>Restructuring Plans due</td>
</tr>
</tbody>
</table>

*This list is not meant to be an all inclusive list of items needed to be in compliance with the law but instead to provide some of the key areas.*
Appendix C

Resources
Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools - ftp://help.isbe.net/webapps/eGMS/T1Targeting.pdf
Supplemental Educational Services - http://www2.ed.gov/policy/elsec/guid/suppsvcsguid.doc
Title IX, Part E Subpart 1-Private Schools: Equitable Services to Eligible Private School Students, Teachers, and Other Educational Personnel - http://www2.ed.gov/policy/elsec/guid/equitableserguidance.doc
Title I Services to Private School Children - http://www2.ed.gov/programs/titleiparta/psguidance.doc
Improving Teacher Quality - http://www2.ed.gov/programs/teacherqual/guidance.doc
Title II-D - ftp://help.isbe.net/webapps/eGMS/Title2DGGuidance.pdf
Appendix D

List of Education Acronyms
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<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>504</td>
<td>Section 504 of the Rehabilitation Act of 1973 is a civil rights statute which prohibits discrimination against individuals with disabilities. A 504 plan is an individual education plan for a special-needs student.</td>
</tr>
<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td>ACT</td>
<td>Prior to 1996, known as the American College Testing Program. ACT offers a college-level assessment test.</td>
</tr>
<tr>
<td>ACCESS</td>
<td>An annual English Language Proficiency test</td>
</tr>
<tr>
<td>ADA</td>
<td>American with Disabilities Act</td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement</td>
</tr>
<tr>
<td>AYP</td>
<td>Adequate Yearly Progress</td>
</tr>
<tr>
<td>DIP</td>
<td>District Improvement Plan</td>
</tr>
<tr>
<td>ERIC</td>
<td>Education Resources Information Center. Funded by the U.S. Department of Education &quot;to provide access to education literature and resources.&quot;</td>
</tr>
<tr>
<td>ESEA</td>
<td>Elementary and Secondary Education Act</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language; student’s native language is not English.</td>
</tr>
<tr>
<td>ESOL</td>
<td>English Speakers of Other Languages</td>
</tr>
<tr>
<td>ETS</td>
<td>Educational Testing Service</td>
</tr>
<tr>
<td>FAPE</td>
<td>Free Appropriate Public Education</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-time Equivalency Student; student enrollment.</td>
</tr>
<tr>
<td>GED</td>
<td>General Education Development Test. (A GED Diploma may be granted if the individual passes the GED Test.)</td>
</tr>
<tr>
<td>GRE</td>
<td>Graduate Record Examination</td>
</tr>
<tr>
<td>GT</td>
<td>Gifted and Talented</td>
</tr>
<tr>
<td>IAA</td>
<td>Illinois Alternate Assessment, used to measure the learning of students with the most significant cognitive disabilities</td>
</tr>
<tr>
<td>IATD</td>
<td>Illinois Association of Title I Directors</td>
</tr>
<tr>
<td>ICEPT</td>
<td>Illinois Consumer Education Proficiency Test, discontinued as of July 2010</td>
</tr>
<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Plan; a legal document required for students with disabilities.</td>
</tr>
<tr>
<td>IFSP</td>
<td>Individualized Family Service Plan</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>IIRC:</td>
<td>Illinois Interactive Report Card</td>
</tr>
<tr>
<td>ISAT:</td>
<td>Illinois Standards Achievement Test, used in grades 3-8</td>
</tr>
<tr>
<td>IWAS:</td>
<td>ISBE Web Application Security (egrants and other reports)</td>
</tr>
<tr>
<td>LEA:</td>
<td>Local Education Agency</td>
</tr>
<tr>
<td>LEP:</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>LRE:</td>
<td>Least-Restrictive Environment</td>
</tr>
<tr>
<td>NAEP:</td>
<td>National Assessment of Educational Progress</td>
</tr>
<tr>
<td>NCLB:</td>
<td>No Child Left Behind, current version of ESEA</td>
</tr>
<tr>
<td>PSAE:</td>
<td>Prairie State Achievement Exam, used in grade 11</td>
</tr>
<tr>
<td>REAP:</td>
<td>Rural Education Achievement Program</td>
</tr>
<tr>
<td>SAT:</td>
<td>Scholastic Aptitude Test; Administered by the College Board</td>
</tr>
<tr>
<td>SAT-9:</td>
<td>Stanford 9 Achievement Test</td>
</tr>
<tr>
<td>SEA:</td>
<td>State Education Agency</td>
</tr>
<tr>
<td>SES:</td>
<td>Supplemental Educational Services</td>
</tr>
<tr>
<td>SIP:</td>
<td>School Improvement Plan</td>
</tr>
</tbody>
</table>
Appendix E

Detailed Function Descriptors and Sub-Categories

From Title 23 Illinois Administrative Code-Part 100
Function: The action or purpose for which a person or thing is used or exists. This includes activities or actions which are performed to accomplish the objectives of the project.

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>DESCRIPTORS &amp; SUB-CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Instruction: The teaching of pupils or the interaction between teacher and pupils. Teaching may be provided for pupils in a school classroom in another location such as a home or hospital, and other learning situations such as those involving cocurricular activities. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of aides or assistants of any type that assist in the instructional process.</td>
</tr>
<tr>
<td></td>
<td>• Regular Programs</td>
</tr>
<tr>
<td></td>
<td>• Special Education Programs</td>
</tr>
<tr>
<td></td>
<td>• Remedial and Supplemental Programs</td>
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<tr>
<td></td>
<td>• Pre-K Programs</td>
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<td></td>
<td>• Summer School Programs</td>
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<td></td>
<td>• Bilingual Programs</td>
</tr>
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<td></td>
<td>• Truants’ Alternative and Optional Programs</td>
</tr>
<tr>
<td></td>
<td>• Career &amp; Technical Ed Programs</td>
</tr>
<tr>
<td>2110</td>
<td>Attendance &amp; Social Work Services: Activities for the improvement of pupils’ attendance at school and the performance of school social work activities dealing with the problems of pupils which involve the home, school and community.</td>
</tr>
<tr>
<td></td>
<td>• Service Area Direction*</td>
</tr>
<tr>
<td></td>
<td>• Attendance Services</td>
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<tr>
<td></td>
<td>• Social Work Services</td>
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<td></td>
<td>• Pupil Accounting Services</td>
</tr>
<tr>
<td></td>
<td>• Other Attendance and Social Work Services</td>
</tr>
<tr>
<td>2120</td>
<td>Guidance Services: The activities of counseling with pupils and parents, providing consultation with other staff members on learning problems, evaluating the educational and career plans and choices, assisting pupils in personal and social development, providing referral assistance and working with other staff members in planning and conducting guidance programs for pupils.</td>
</tr>
<tr>
<td></td>
<td>• Service Area Direction*</td>
</tr>
<tr>
<td></td>
<td>• Counseling Service</td>
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<td></td>
<td>• Appraisal Services</td>
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<td></td>
<td>• Information Services</td>
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<td>• Record Maintenance Services</td>
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<td></td>
<td>• Placement Services</td>
</tr>
<tr>
<td></td>
<td>• Other Guidance Services</td>
</tr>
<tr>
<td>2130</td>
<td>Health Services: Physical and mental health services which are not direct instruction. Included are activities that provide pupils with appropriate medical, dental and nurse services.</td>
</tr>
<tr>
<td></td>
<td>• Service Area Direction*</td>
</tr>
<tr>
<td></td>
<td>• Medical Services</td>
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<td></td>
<td>• Dental Services</td>
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<tr>
<td></td>
<td>• Nurse Services</td>
</tr>
<tr>
<td></td>
<td>• Other Health Services</td>
</tr>
<tr>
<td>2140</td>
<td>Psychological Services: Activities concerned with administering psychological tests and interpreting the results, gathering and interpreting information about pupil behavior, working with other staff members in planning school programs to meet the special needs of pupils as indicated by psychological tests and behavioral evaluation and planning and managing a program of psychological services, including psychological counseling for pupils, staff and parents.</td>
</tr>
<tr>
<td></td>
<td>• Service Area Direction*</td>
</tr>
<tr>
<td></td>
<td>• Psychological Testing Services</td>
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<td></td>
<td>• Psychological Counseling Services</td>
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<td></td>
<td>• Psychotherapy Services</td>
</tr>
<tr>
<td></td>
<td>• Other Psychological Services</td>
</tr>
<tr>
<td>2150</td>
<td>Speech Pathology and Audiology Services: Activities which have as their purpose the identification, assessment and treatment of children with impairments in speech, hearing and language.</td>
</tr>
<tr>
<td></td>
<td>• Service Area Direction*</td>
</tr>
<tr>
<td></td>
<td>• Speech Pathology Services</td>
</tr>
<tr>
<td></td>
<td>• Audiologist Services</td>
</tr>
<tr>
<td></td>
<td>• Other Speech Pathology and Audiology Services.</td>
</tr>
<tr>
<td>FUNCTION</td>
<td>DESCRIPTORS &amp; SUB-CATEGORIES</td>
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<tr>
<td>----------</td>
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</tr>
<tr>
<td>2210</td>
<td>Improvement of Instruction Services: Activities which are designed primarily for assisting instructional staff in planning, developing and evaluating the instructional process.</td>
</tr>
<tr>
<td></td>
<td>• Service Area Direction*</td>
</tr>
<tr>
<td></td>
<td>• Instruction and Curriculum Development Services</td>
</tr>
<tr>
<td></td>
<td>• Instructional Staff Training Services</td>
</tr>
<tr>
<td>2220</td>
<td>Educational Media Services: Activities related to media resource centers and concerned with the use of all teaching and learning resources including hardware and content materials. Educational media are defined as any devices, content materials, methods or experiences used for teaching and learning purposes. These include printed and nonprinted sensory materials.</td>
</tr>
<tr>
<td></td>
<td>• Service Area Direction*</td>
</tr>
<tr>
<td></td>
<td>• School Library Services</td>
</tr>
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<td></td>
<td>• Audio Visual Services</td>
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<td></td>
<td>• Educational Television Services</td>
</tr>
<tr>
<td></td>
<td>• Computer-Assisted Instruction Services</td>
</tr>
<tr>
<td>2230</td>
<td>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.</td>
</tr>
<tr>
<td>2300</td>
<td>General Administration: Activities concerned with establishing and administering policy in connection with operating the local education agency.</td>
</tr>
<tr>
<td></td>
<td>• Board of Education Services</td>
</tr>
<tr>
<td></td>
<td>• Service Area Direction*</td>
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<tr>
<td></td>
<td>• Board Secretary Service</td>
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<tr>
<td></td>
<td>• Executive Administration</td>
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<td></td>
<td>• Board Treasurer Services</td>
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<td></td>
<td>• Election Services</td>
</tr>
<tr>
<td></td>
<td>• Staff Relations and Negotiation Services</td>
</tr>
<tr>
<td></td>
<td>• Special Area Administration</td>
</tr>
<tr>
<td>2400</td>
<td>School Administration: Activities concerned with overall administrative responsibility for a single school or a group of schools.</td>
</tr>
<tr>
<td></td>
<td>• Office of the Principal Services</td>
</tr>
<tr>
<td></td>
<td>• Other Support Services-School Administration</td>
</tr>
<tr>
<td>2510</td>
<td>Direction of Business Support Services: Activities concerned with directing and managing the Business Services Area, such as those usually performed by the Office of the chief school business official or business manager.</td>
</tr>
<tr>
<td>2520</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>• Budgeting Services</td>
</tr>
<tr>
<td></td>
<td>• Receiving and Disbursing Funds Services</td>
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<tr>
<td></td>
<td>• Payroll Services</td>
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<tr>
<td></td>
<td>• Financial Accounting Services</td>
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<td></td>
<td>• Internal Auditing Services</td>
</tr>
<tr>
<td></td>
<td>• Property Accounting Services</td>
</tr>
<tr>
<td>2530</td>
<td>Facilities Acquisition and Construction Services: Activities concerned with acquisition of land and buildings, remodeling buildings, construction of buildings and additions to buildings, initial installation or extension of service systems and other built-in equipment and improvements to sites.</td>
</tr>
<tr>
<td></td>
<td>• Service Area Direction*</td>
</tr>
<tr>
<td></td>
<td>• Land Acquisition and Development Services</td>
</tr>
<tr>
<td></td>
<td>• Architectural and Engineering Services</td>
</tr>
<tr>
<td></td>
<td>• Educational Specifications Development Services</td>
</tr>
<tr>
<td></td>
<td>• Building Acquisition, Construct. and Improve. Services</td>
</tr>
</tbody>
</table>
### Function Descriptors & Sub-Categories

<table>
<thead>
<tr>
<th>Function</th>
<th>Descriptors &amp; Sub-Categories</th>
</tr>
</thead>
</table>
| 2540 | **Operation and Maintenance of Plant Services:** Activities concerned with keeping the physical plant (i.e., grounds, buildings and equipment) in an effective and safe working condition. This includes activities of maintaining safety in buildings, on the grounds and in the vicinity of the schools.  
- Service Area Direction*  
- Care and Upkeep of Buildings Services  
- Care and Upkeep of Grounds Services  
- Care and Upkeep of Equipment Services  
- Vehicle Servicing and Maintenance Services (Other than student transportation vehicles)  
- Security Services  
- Other Operation and Maintenance of Plant Services |
| 2550 | **Pupil Transportation Services:** Activities concerned with conveying pupils to and from school as provided by Article 29 of The School Code. It includes trips between home and school and trips to school activities.  
- Service Area Direction*  
- Vehicle Operation Services  
- Monitoring Services  
- Vehicle Servicing and Maintenance Services  
- Other Pupil Transportation Services |
| 2560 | **Food Services:** Those activities concerned with providing food to pupils and staff in a school or LEA. This service area includes the preparation and serving of regular and incidental meals, lunches or snacks in connection with school activities and the delivery of food.  
- Service Area Direction*  
- Food Preparation and Dispensing Services  
- Food Delivery Services  
- Other Food Services |
| 2570 | **Internal Services:** Those activities concerned with buying, storing and distributing supplies, furniture and equipment; those activities concerned with internal duplicating and printing for the school system and the pickup and transporting of cash from school facilities to the central administrative office or bank for control and/or deposit.  
- Service Area Direction*  
- Purchasing Services  
- Warehousing and Distributing Services  
- Printing, Publishing and Duplicating Services |
| 2610 | **Direction of Central Support Services:** Activities concerned with directing and managing areas which support instructional and support services programs, other than administration. These activities include planning, research, development, evaluation, information, staff, statistical and data processing services. |
| 2620 | **Planning, Research, Development & Evaluation Services:** Those activities, on a systemwide basis, associated with conducting and managing programs of planning, research, development and evaluation for a school system. |
| 2630 | **Information Services:** Those activities concerned with writing, editing and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers or the general public through direct mailing, the various news media or personal contact.  
- Service Area Direction*  
- Internal Information Services  
- Public Information Services  
- Management Information Services |
| 2640 | **Staff Services:** Activities generally performed by the LEA personnel office, such as recruiting and placement, staff transfers, inservice training, health services and staff accounting.  
- Service Area Direction*  
- Recruitment and Placement Services  
- Staff Accounting Services  
- Inservice Training Services  
- Health Services |
| 2660 | **Data Processing Services:** Activities concerned with preparing data for storage, sorting data and retrieving them for reproduction as information for management and reporting.  
- Service Area Direction*  
- Systems Analysis Services  
- Programming Services  
- Operations Services  
- Statistical Services  
- Other Data Processing Services |
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>DESCRIPTORS &amp; SUB-CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2900</td>
<td>Other Support Services: Activities of any support service or classification of services, general in nature, which cannot be classified in the preceding functions.</td>
</tr>
<tr>
<td>3000</td>
<td>Community Services: Services provided by the LEA for the community as a whole or some segment of the community, such as community recreation programs, civic organization activities, public libraries, programs of custody and child care, welfare services, private school pupil services and home/school services.</td>
</tr>
<tr>
<td></td>
<td>• Direction of Community Services</td>
</tr>
<tr>
<td></td>
<td>• Community Recreation Services</td>
</tr>
<tr>
<td></td>
<td>• Civic Services</td>
</tr>
<tr>
<td></td>
<td>• Public Library Services</td>
</tr>
<tr>
<td></td>
<td>• Custody and Child Care Services</td>
</tr>
<tr>
<td></td>
<td>• Welfare Activities Services</td>
</tr>
<tr>
<td></td>
<td>• Private School Pupils’ Services</td>
</tr>
<tr>
<td></td>
<td>• Home/School Services</td>
</tr>
<tr>
<td></td>
<td>• Parent Activities</td>
</tr>
<tr>
<td></td>
<td>• Other Community Services</td>
</tr>
<tr>
<td>4000**</td>
<td>Payments to Other Districts and Governmental Units: Payments to LEAs, generally for tuition, transportation and all other services rendered to pupils residing in the paying LEA. Where a nonoperating district pays an operating district for the education of pupils, the nonoperating district records such payments here. Flow-through funds - where payment is received by an LEA and a portion is transferred to one or more other LEAs - use object 600. (Expenditures in this function are not counted in state expenditure totals.)</td>
</tr>
<tr>
<td></td>
<td>• Payments for Regular Programs</td>
</tr>
<tr>
<td></td>
<td>• Payments for Special Education Programs</td>
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<td></td>
<td>• Payments to University/College programs</td>
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<td></td>
<td>• Payments for Career &amp; Technical Ed Programs</td>
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<tr>
<td></td>
<td>• Payments for Community College Programs</td>
</tr>
<tr>
<td></td>
<td>• Other Payments to Governmental Units</td>
</tr>
<tr>
<td>5000</td>
<td>Debt Services: Servicing of the debts of an LEA.</td>
</tr>
<tr>
<td></td>
<td>• Debt Services - Interest</td>
</tr>
<tr>
<td></td>
<td>• Debt Services - Bond Principal Retire.</td>
</tr>
<tr>
<td></td>
<td>• Debt Services - Lease/Purchase Principal Retired</td>
</tr>
<tr>
<td></td>
<td>• Debt Services- Other</td>
</tr>
</tbody>
</table>

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

** New function descriptor is in effect as of July 1, 2008 (FY09) for the LEAs records. The new function descriptor will be available on the 2010 budget templates for federal and state grant programs.
DETAILED OBJECT DESCRIPTORS AND SUB-CATEGORIES
From Title 23 Illinois Administrative Code-Part 100

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

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

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

NCLB Grants
(Titles I, IIA, IID, and IV)
Caps, Minimums,
Set-Asides (6/11)
<table>
<thead>
<tr>
<th></th>
<th>Title I</th>
<th>Title IIA</th>
<th>Title IID</th>
<th>Title IV</th>
<th>NOTES &amp; Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>10%</td>
<td></td>
<td>Minimum 25%</td>
<td></td>
<td><strong>Minimum %:</strong> Professional development may be for any core academic subject staff and in targeted assistance programs, non-Title I staff may also participate. In calculating the 10%, the district may include the amounts that identified schools are required to use for PD. If the District is in status, then individual school buildings in status do not have to budget individual building professional development.</td>
</tr>
<tr>
<td>Highly Qualified Staff Shortage</td>
<td></td>
<td>40%</td>
<td></td>
<td></td>
<td>As of 2007, all core academic subject teachers hired must be highly qualified. If a district has a highly qualified teacher shortage, state law requires 40% of current year Title II, A allotment or total budget (whichever is less) to be used for staff recruitment and/or retention activities (function 2640).</td>
</tr>
<tr>
<td>Administration</td>
<td>5%</td>
<td></td>
<td>5%</td>
<td>2%</td>
<td><strong>Maximum %:</strong> Percentage of current year allotment or total budget (whichever is less).</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>1% if &gt;$500,000</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Choice Related Transportation/Supplemental Educational Services</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td><strong>Minimum %:</strong> May come from other Title grants or other state/federal/local sources. If a district does not spend all of the funds set-aside for choice/SES (the “20% obligation”), then the district must spend those unspent funds on choice/SES the next year unless the districts notifies ISBE that (1) the LEA has met the criteria and (2) intends to spend the remainder of its 20% obligation on other allowable activities, specifying the amount of that remainder.</td>
</tr>
<tr>
<td>Homeless</td>
<td>“Reasonable amount”</td>
<td></td>
<td></td>
<td></td>
<td>A “reasonable amount” must be set aside for the services/costs of homeless students enrolled in the LEA.</td>
</tr>
<tr>
<td>Carryover</td>
<td>15% of Current Year Allotment</td>
<td>100% of Current Year Allotment</td>
<td>(100% of current year allotment)</td>
<td>(100% of current year allotment)</td>
<td><strong>Maximum %:</strong> For projects with current year allotment of &gt; $50,000. (Projects with current year allotment &lt; $50,000, can carry over 100% of current year allotment.)</td>
</tr>
</tbody>
</table>
Appendix G

FRIS Inquiry (Financial Reimbursement Information System) Quick Help
How to Get There:

- From ISBE Home Page: www.isbe.net
- FRIS Inquiry (see navigation links below State seal)

Instructions:

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

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

  **Payment Information:**
  - Choose: – Recipient: entity responsible for administrating project, or
    – Payee: entity receiving funds for distribution to participating entities/recipient
  - Click on “Display Payments” to view entities receiving payments based on the information entered above
  - Recipient/Payee Payment Screen: click on RCDT code of entity you wish to view more detailed information
  - Voucher Search Screen: enter Either: Voucher Number Or Date Range (see format)
    – Default sort order = by descending voucher date
    – Sort by Program Code = sort by Program Code in descending voucher date order
    – Sort by Processed Date = sort by date processed by Comptroller in descending date order
  - Voucher List Screen: list of vouchers based on the information entered above
  - Click on Voucher Number you wish to view more detailed information
  - Recipient/Payee Payment Screen: detailed payment information based on the information entered above (Date payments released from the Comptroller’s Office included)

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

• Click on Help link for more detailed instructions, field descriptors and instructions on the Comptroller’s web site

• Click on Content Summary link for outline of all information included on this site

• Information is updated daily

• Information is view only
Appendix H  Electronic Expenditure Reporting Quick Help

How to Get There:
From the ISBE Home Page: www.isbe.net
IWAS Link

How to Sign Up:
Through ISBE Web Application Security System (IWAS)

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

Submitting Expenditure Reports Electronically:

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

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

Common Problems/Errors on the NCLB Application
1. Begin/End Dates:
   - Check both “regular” AND “extended” grant period if offering BOTH regular AND summer school.
   - If extending: assumes grant activities occurring after 6/30
   - If summer activities mentioned on budget details but end date not extended – why?
   - If no activities after 6/30, then no need to extend end date

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

3. Budget Details:
   a. All grants:
      - If entity in District Improvement/Corrective Action; 10% must be budgeted for staff development activities
      - General admin limit: 5% of the current year allotment for Titles I and IIA
      - Function 1000 is for direct student instruction only
      - Function 2210 is for staff development/curriculum planning activities
      - Function 2220 is for computer lab/library [central location] costs
      - Function 2300 is for GENERAL admin costs [total of the function should be within the % limit per program]
      - Function 2520 is for bookkeeping costs
      - Function 2900 is for SES and non-instructional costs for homeless students.
      - Function 3000 should be for parent involvement and non-public expenditures
      - NOT ENOUGH DETAIL
         - Benefits: must list what’s included and amounts
         - Equipment: list item, per/unit cost/# of items to be purchased/where to be housed/who will use equipment
         - Staff development: please include what’s being requested
$1 on the budget detail is not acceptable to keep a cell open “just in case there are expenditures” … need to delete row

Object 100 is for salaries of staff employed by the LEA (including temporary staff (subs)) and stipends.

Object 200 is for fringe benefits of the staff listed in object 100.

Object 300 is for contractual services, workers/unemployment compensation. (software SITE licenses, on-line services, etc.)

Object 400 is for SUPPLIES and equipment costing < $500/unit.

Object 500 is for EQUIPMENT items costing > $500/unit – or IF the LEA has an ENTITY-WIDE, BOARD-APPROVED threshold for equipment items > $500, then equipment items > LEA threshold.

Object 600 is for other/tuition/transfers (other = professional dues).

Object 700 is ONLY for LEAs with an ENTITY-WIDE, BOARD-APPROVED equipment thresholds of > $500/unit (items between $500 and the approved threshold. If items included in object 700 – MUST include LEAs entity-wide, board-approved threshold for non-capitalized equipment in the budget details).

b. Title I

- Homeless:
  - INSTRUCTIONAL fees (locker fee) = function 1000/obj. 300
  - INSTRUCTIONAL supplies (pencils) = function 1000/obj. 400
  - NON-INSTRUCTIONAL services (dr. appt.) = function 2900/obj. 300
  - NON-INSTRUCTIONAL supplies (shoes) = function 2900/obj. 400

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

- Function 2900 is for SES (supplemental education services)

c. Title II-A

- If “shortage of highly qualified staff” checked on the program specific tab: the 40% of the current year allotment must be budgeted in function 2640 for RECRUITEMENT and RETENTION activities

- Gray cells allowable for Title I schoolwide or REAP districts ONLY

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

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

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

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

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

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

5. Provide instruction by highly qualified teachers.

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

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

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

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

- Conduct a comprehensive needs assessment of the entire school.
- Employ schoolwide reform strategies that:
  - Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
  - Use effective methods and instructional strategies that are based on scientifically based research that:
    - Strengthens the core academic program,
    - Increases the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and helps provide an enriched and accelerated curriculum, and
    - Includes strategies for meeting the educational needs of historically underserved populations.
  - Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting the Illinois Learning Standards who are members of target populations of any program, that is included in the schoolwide program which may include:
    - Counseling, pupil services, and mentoring services,
    - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies, and
    - The integration of vocational and technical education programs.
  - Address how the school will determine if such needs of the children have been met.
  - Are consistent with, and are designed to implement, State and local improvement plans, if any.
- Provide instruction by highly qualified teachers.
- Provide high quality and on-going professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, other staff, and parents to enable all children in the school to meet the Illinois Learning Standards.
- Employ strategies to attract high-quality, highly qualified teachers to high-need schools.
- Employ strategies to increase parental involvement, such as family literary services.
- Develop plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
Implement measures to include teachers in the decisions regarding the use of academic assessment in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Implement activities to ensure that students who experience difficulty mastering the proficient (meets) or advanced (exceeds) levels of academic achievement standards are provided with effective, timely additional assistance which include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

#### Crosswalk of Required Components

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Targeted Assistance</th>
<th>Schoolwide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restrict Title I, Part A resources to help eligible, participating children meet the Illinois Learning Standards that are expected for all children.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Expand Title I, Part A resources to provide opportunities to all children in the school to meet the Illinois Learning Standards.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ensure that planning for students served under this part is incorporated into existing school planning.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Conduct a comprehensive needs assessment of the entire school.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Use effective methods and instructional strategies that are based on scientific research that:</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• strengthen the core academic program of the school,</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• give primary consideration to providing or increasing extended learning time, such as an extended school year, before-and after-school, and summer programs and opportunities,</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• help provide an enriched and accelerated, high-quality curriculum,</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• include strategies for meeting the educational needs of underserved populations,</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• minimize removing children from the regular classroom during regular school hours for instruction provided under this part,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• include strategies to address the needs of all children in the school, but particularly to low achieving children and those at risk of not meeting the Illinois Learning Standards who are members of target populations of any program that is consolidated in the school wide program which may include:</td>
<td></td>
<td></td>
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<tr>
<td>▪ counseling, pupil services, and mentoring services,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ the integration of vocational and technical education programs,</td>
<td></td>
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</tr>
<tr>
<td>Crosswalk of Required Components</td>
<td>Targeted Assistance</td>
<td>Schoolwide</td>
</tr>
<tr>
<td>----------------------------------</td>
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</tr>
<tr>
<td>• address how the school will determine if the needs of low achieving children and those at risk of not meeting the Illinois Learning Standards who are members of target populations of any program that is consolidated in the schoolwide program have been met, and</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• are consistent with, and are designed to implement, State and local improvement plans, if any.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Coordinate with and support the regular education program.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Coordinate services/develop plans to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or State-run preschool programs to elementary school programs.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• Provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Provide to high quality and on-going professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the Illinois Learning Standards.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Provide instruction by highly qualified teachers.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• Employ strategies to attract high-quality, highly-qualified teachers to high-need schools.</td>
<td></td>
<td>X</td>
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<tr>
<td>• Employ strategies to increase parental involvement, such as family literacy services.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• Implement measures to include teachers in the decisions regarding the use of academic assessment in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Implement activities to ensure that students who experience difficulty mastering the proficient (meets) or advanced (exceeds) levels of academic achievement standards are provide with effective, timely additional assistance which include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Required Components</td>
<td>Targeted Assistance</td>
<td>Schoolwide Programs</td>
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<tr>
<td>144</td>
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</table>
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Q: If in our final amendment we have an unfunded balance but then have an expenditure that we are able to spend it on, can we spend the unfunded balance (in an area already approved) and show the expenditure in the final report?

Waivers

Q: If a SES waiver was approved this year, do I still need to set aside ARRA carry over dollars for SES FY 11?
### Allowable Use of Funds

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<tr>
<th>Questions Asked by Attendee</th>
<th>Answer</th>
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<tbody>
<tr>
<td><strong>1.</strong> Q: What kinds of costs can be included in the 5% administration costs line?</td>
<td>1) General admin cost could include: coordinator costs, support staff costs, audit costs (all prorated for this program only) and a cost allocation plan should be on file at the LEA to show how the proration was determined. Other allowable costs might include administrative supplies and equipment for administration.</td>
</tr>
<tr>
<td><strong>2.</strong> Q: How does a district record administrative cost of a grant?</td>
<td>1) General admin is budgeted in function 2300; school building admin is budgeted in function 2400; or if you have an approved indirect cost rate, that can be used to defer costs of admin.</td>
</tr>
<tr>
<td><strong>3.</strong> Q: Can we calculate 5% administration costs on carryover funds?</td>
<td>General admin 5% cap is based on CURRENT YEAR funds only.</td>
</tr>
<tr>
<td><strong>4.</strong> Q: Are meals disallowed from Title 1? Even for parent compact meetings or SES meetings?</td>
<td>Generally, food for parent conferences is acceptable. It is allowable to buy food and charge that cost to SES funds, but it is subject to some restrictions within our administrative rules. The applicable rules would be 23 Illinois Administrative Code Part 675.210(a)(1)(F) [describes allowable food costs]: “Snacks for program participants, provided that such snacks do not consist of confections, candy, potato chips, carbonated beverages, fruit drinks containing less than 50 percent pure fruit juice, tea, coffee, or other foods or beverages designated as “competitive foods” by the State Board of Education pursuant to 23 Ill. Adm. Code 305 [School Food Service]” And 675.220(a) [describes unallowable food costs]: “Confections, candy, potato chips, carbonated beverages, fruit drinks containing less than 50 percent pure fruit juice, tea, coffee, or other foods or beverages designated as “competitive foods” by the State Board of Education pursuant to 23 Ill. Adm. Code 305.”</td>
</tr>
<tr>
<td><strong>5.</strong> Q: May Title I professional development funds be used for meals at workshops and conferences?</td>
<td>Per diem can be charged for conferences. Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information, are allowable. This includes costs of meals, transportation, rental of facilities, speakers’ fees, and other items incidental to such meetings or conferences. However, costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable. See OMB Circular A-87 Attachment B, section 27, and section 14 available at <a href="http://www.usmarshals.gov/prisoner/omb87.pdf">http://www.usmarshals.gov/prisoner/omb87.pdf</a></td>
</tr>
<tr>
<td><strong>6.</strong> Q: I was told that if certified staff were paid with Title I Funds in the prior year that they must stay in the grant the following year. Is this correct?</td>
<td>If you pay them from another fund source it would be difficult for them to return to Title I funding in the future as that would be considered supplanting. For more information, talk to your principal consultant. The list of consultants and their respective regions is posted on the Innovation and Improvement website at <a href="http://www.isbe.net/grants/pdf/nclb_pc_reg_asmt.pdf">http://www.isbe.net/grants/pdf/nclb_pc_reg_asmt.pdf</a></td>
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<td>Questions Asked by Attendee</td>
<td>Answer</td>
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<tr>
<td><strong>7.</strong> Q: Can I use Title I funds to pay and English Language Learner Teacher on Staff (LEP) if they are a teacher whose position has been in the district for more than one year?</td>
<td>Probably not. Unless the exclusion discussed in the next section applies, an LEA may not use Title I funds to pay for services in Title I schools and use State funds to pay for the same services in non-Title I schools. A presumption of supplanting occurs when the LEA replaces State and local resources with Title I resources to pay for the same teaching position. These presumptions, however, are rebuttable if the LEA can demonstrate that it would not have provided the services in question with non-Federal funds had the Federal Title I funds not been available. For example, in the second situation discussed above, an LEA could provide programmatic and fiscal documents showing that the teaching position paid for in the previous year with State and local funds was eliminated in the current year because of State and local budget cuts. The LEA would need to ensure that it had contemporaneous records to confirm: (1) There was in fact a reduced amount or lack of State and local funds available to pay for this position and (2) The LEA made the decision to eliminate the position without taking into consideration the availability of Federal funding, along with the reasons for that decision—e.g., school board minutes. See U.S. Department of Education Title I Fiscal Issues Guidance available at <a href="http://www.ed.gov/programs/titleiparta/fiscalguid.doc">www.ed.gov/programs/titleiparta/fiscalguid.doc</a> or ISBE's Supplement v. Supplant E-Bulletin available at <a href="http://www.isbe.net/e-bulletins/pdf/02-09.pdf">http://www.isbe.net/e-bulletins/pdf/02-09.pdf</a>.</td>
</tr>
<tr>
<td><strong>8.</strong> Q: If we have paid a portion of our Title I teacher with Title I funds in the past, can we continue to do so?</td>
<td>Probably not. Unless the exclusion discussed in the next section applies, an LEA may not use Title I funds to pay for services in Title I schools and use State funds to pay for the same services in non-Title I schools. A presumption of supplanting occurs when the LEA replaces State and local resources with Title I resources to pay for the same teaching position. These presumptions, however, are rebuttable if the LEA can demonstrate that it would not have provided the services in question with non-Federal funds had the Federal Title I funds not been available. For example, in the second situation discussed above, an LEA could provide programmatic and fiscal documents showing that the teaching position paid for in the previous year with State and local funds was eliminated in the current year because of State and local budget cuts. The LEA would need to ensure that they had contemporaneous records to confirm: (1) There was in fact a reduced amount or lack of State and local funds available to pay for this position and (2) The LEA made the decision to eliminate the position without taking into consideration the availability of Federal funding, along with the reasons for that decision—e.g., school board minutes. See U.S. Department of Education Title I Fiscal Issues Guidance available at <a href="http://www.ed.gov/programs/titleiparta/fiscalguid.doc">www.ed.gov/programs/titleiparta/fiscalguid.doc</a> or ISBE's Supplement v. Supplant E-Bulletin available at <a href="http://www.isbe.net/e-bulletins/pdf/02-09.pdf">http://www.isbe.net/e-bulletins/pdf/02-09.pdf</a>.</td>
</tr>
<tr>
<td><strong>9.</strong> Q: Can a bilingual aide hired with FY10 ARRA funds be paid in FY11 with Title I funds to serve LEP students in Title I buildings and to work with parents?</td>
<td>It depends. If the same programs or activities are being implemented in other schools that do not receive Title I funds AND are these programs and activities being paid for with state or local funds then it would be supplanting. Assuming it is not supplanting, then these expenditures would be allowable if they align with the goal or need identified during the evaluation and needs assessment process.</td>
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## Frequently Asked Questions

### ARRA

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<tbody>
<tr>
<td>10. Q: Carry over ARRA funds must be spent by what date?</td>
<td>All ARRA funds must be spent by September 30, 2011</td>
</tr>
<tr>
<td>11. Q: If we do not have any ARRA carry over funds do we 1. have to fill out the application and 2 do not mark final on pages where title I and ARRA connect?</td>
<td>If you do not have ARRA carryover funds you do not have to fill out the application nor do you need to use the Mark as Final button.</td>
</tr>
<tr>
<td>12. Q: If I took ARRA during the 2008-2009 school year (1/2) and the other half this year (2009-10) Am I allowed carry over for FY11?</td>
<td>If you have unspent ARRA funds you may carryover those over into the next fiscal year but they must be spent by September 30, 2011.</td>
</tr>
<tr>
<td>13. Q: When will the ARRA grant be available?</td>
<td>We hope to have these by mid-July, but it depends on the timing of the budget signing, and then loading all funds into MIDAS and FRIS. If the bill is signed this week, mid-July is reasonable.</td>
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### Budget Detail Page

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>14. Q: Parent food and supplies—3000/300 or 400?</td>
<td>Parent food: catered services= object 300 - or - parent food supplies=object 400.</td>
</tr>
<tr>
<td>15. Q: Does each item such as TRS or FICA have to show the math such as TRS @ 25.12% x $43,000 = $6,280; or is it sufficient to just give the rate for each item and put the grand total in the amount column (as in your budget example). Last year I was required to break down and show equation for every budget item.</td>
<td>According to the instructions, yes, please include the math. The budget example used on the screen was an older grant.</td>
</tr>
<tr>
<td>16. Q: Is it necessary to show teacher name, school name, salary amount and FTE for each person to be charged to Title I instructional line? Or is it okay to group them as you had in your example? Again, I was required to break them down by person last year.</td>
<td>According to the instructions, yes, please include the teacher name, school name, salary and FTE.</td>
</tr>
<tr>
<td>17. Q: Do payments to the Intermediate Service Center for professional development fall under Function 4000?</td>
<td>Yes: ISC’s are public governmental units</td>
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### Carryover

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<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>18. Q: Are we able to carry over more than 15% of ARRA funds?</td>
<td>Yes; you can carryover more than the 15% for the Title I regular + Title I ARRA WITH AN APPROVED WAIVER…waivers must be submitted to Sally Cray (<a href="mailto:scray@isbe.net">scray@isbe.net</a>) 30 days prior to the project end date of the 2010 grant</td>
</tr>
<tr>
<td>19. Q: Can a district go over the 15% unbudgeted amount in July in order to have more time to develop a detailed budget?</td>
<td>If you are referring to the WARNING on targeting step 4 that shows up if you’re UNBUDGETED amount is &gt; 15%; then yes. This is just a WARNING and would not stop you submitting your grant.</td>
</tr>
<tr>
<td>20. Q: Can Title I funds carryover to the next fiscal year?</td>
<td>Yes; you can carryover more than the 15% for the Title I regular + Title I ARRA WITH AN APPROVED WAIVER…waivers must be submitted to Sally Cray (<a href="mailto:scray@isbe.net">scray@isbe.net</a>) 30 days prior to the project end date of the 2010 grant</td>
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<tr>
<td>Questions Asked by Attendee</td>
<td>Answer</td>
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<tr>
<td><strong>Enrollments</strong></td>
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<tr>
<td><strong>21.</strong> Q: Where do the public enrollments come from, they are not listed on the form we received this year as they were in the past?</td>
<td>Public Enrollments come from the Fall Enrollment Counts which are based on enrollment and exit dates reported for individual students in the ISBE Student Information System (SIS). Official counts are taken from SIS after October 15 and reflect students enrolled as of the last school day in September. See the District Summary Spreadsheet for more information, available here: <a href="http://www.isbe.net/research/xls/district_sum10.xls">http://www.isbe.net/research/xls/district_sum10.xls</a>.</td>
</tr>
<tr>
<td><strong>Expenditure Reports</strong></td>
<td></td>
</tr>
<tr>
<td><strong>22.</strong> Q: Why the change in expenditure report due dates?</td>
<td>Due to an audit of our fiscal management policies, it was determined that LEAs are receiving federal funds too early and are earning interest on these funds, which is not allowable. This is one way we are trying to manage cash flow more prudently.</td>
</tr>
<tr>
<td><strong>Free &amp; Reduced Data</strong></td>
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<tr>
<td><strong>23.</strong> Q: We have always used January 15 for previous school year i.e. Jan 15, 2010 for free/reduced lunch count. Is this still okay?</td>
<td>The application instructions state that for each data source checked, the most recent data available should be used. Documentation of data source(s) must be kept in the applicant’s Title I records for audit documentation. If January 15 is the most recent available that should be fine.</td>
</tr>
<tr>
<td><strong>24.</strong> Q: Am I able to use this year’s Free &amp; Reduced data for next years or do I need to wait until the end of September?</td>
<td>The data needs to be from the same school year.</td>
</tr>
<tr>
<td><strong>FY02 Hold Harmless</strong></td>
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<tr>
<td><strong>25.</strong> Q: Where do we find the non-public hold harmless amount in FY02? Slide 45—amount from FY02?</td>
<td>1) The 2002 Class Size Reduction grant will have the amount (FY2002-4110) to be used for the hold harmless amount for non-public schools. If you do not have a copy of this grant on file at the LEA, you can look it up in FRIS Inquiry on the State Board’s web site.</td>
</tr>
<tr>
<td><strong>26.</strong> Q: Where within the 2002 paper application would we locate the hold harmless amount? Our private schools did not participate that year. Q: Is there a way to find the hold harmless amounts from 2002 since the online system was not available then? Q: Is there a limit of the amount of funds that may be set aside for district wide professional development from the Title I allocation?</td>
<td>1) The 2002 Class Size Reduction grant will have the amount (FY2002-4110) to be used for the hold harmless amount for non-public schools. 2) If you do not have a copy of this grant on file at the LEA, you care if the district is in district improvement or corrective action status.</td>
</tr>
<tr>
<td><strong>General</strong></td>
<td></td>
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<tr>
<td><strong>27.</strong> Q: What is a reasonable time frame to hear back from your consultant about an amendment?</td>
<td>Consultants should respond to a district within 30 days for an amendment or original application.</td>
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<tr>
<td>Questions Asked by Attendee</td>
<td>Answer</td>
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<tr>
<td><strong>Gun-Free</strong></td>
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<tr>
<td><strong>29.</strong></td>
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<tr>
<td>Q: For the gun-free information, are the expulsions for the entire district (K-12) or only for elementary since those are the grades we serve with this grant?</td>
<td>Yes, the Gun-Free information is needed for the entire district; however, the LEA is required to keep appropriate gun-free data for each school located in the district.</td>
</tr>
<tr>
<td><strong>30.</strong></td>
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<tr>
<td>Q: If you disagree with the hold harmless percentage used to determine the allocation amount, who do you contact?</td>
<td>If the district feels there is discrepancy with the hold harmless percentage amount, contact the Illinois State Board of Education Funding and Disbursements Division at 217-782-5256.</td>
</tr>
<tr>
<td><strong>31.</strong></td>
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<tr>
<td>Q: How do we know what our hold harmless amount is for our district?</td>
<td>If you are referring to the 2002 hold harmless amount for non-public schools for Title II A then the 2002 Class Size Reduction grant will have the amount (FY2002-4110) to be used for the hold harmless amount for non-public schools. If you do not have a copy of this grant on file at the LEA, you can look it up in FRIS Inquiry on the State Board’s web site or for more information, contact the Illinois State Board of Education Funding and Disbursements Division at 217-782-5256.</td>
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<tr>
<td><strong>Hold Harmless</strong></td>
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<tr>
<td><strong>32.</strong></td>
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<tr>
<td>Q: Regarding homeless students, was it stated that they should be offered Title I services even if the building they are attending does not receive Title I funds?</td>
<td>Children and youth who are homeless are automatically eligible for Title I, Part A, services, whether or not they reside in a Title I attendance area or meet the academic standards required of other children for eligibility. According to Title I, Part A, LEAs must reserve (or set aside) such funds as are necessary to provide comparable services to homeless children who are not attending Title I schools. (§1113(c)(3)) When determining appropriate expenditures for the funds set aside for homeless students, it is important to note that comparable services do not mean services that are necessarily identical to other Title I, Part A, services, since LEAs may use reserved funds to provide homeless students with services that are not ordinarily provided to other Title I students and that are not available from other sources. See Homeless E-Bulletin at <a href="http://www.isbe.net/e-bulletins/pdf/01-09.pdf">http://www.isbe.net/e-bulletins/pdf/01-09.pdf</a></td>
</tr>
<tr>
<td><strong>33.</strong></td>
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<tr>
<td>Q: What if we do not have any homeless students?</td>
<td>An LEA must reserve funds for homeless students since these students may arrive at any time. Homeless students are often difficult to identify for many reasons and often go unnoticed by school personnel. Students and parents may try to hide their situation because they are embarrassed by their homelessness. In addition, the fear of having children taken away often prevents families from informing school officials of their living circumstances. Unaccompanied youth may not report their homeless status for fear of being returned to unsafe family environments. Children and youth who are not enrolled in school and who are not living in shelters are even more invisible to schools and their communities. See Homeless E-Bulletin at <a href="http://www.isbe.net/e-bulletins/pdf/01-09.pdf">http://www.isbe.net/e-bulletins/pdf/01-09.pdf</a></td>
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<tr>
<td><strong>Homeless</strong></td>
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<tr>
<td><strong>34.</strong></td>
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<tr>
<td>Q: Does hardware &lt;$500 with a lifespan greater than 1 year need to be tagged?</td>
<td>If by tagged, this is referring to inventory, that is up to the district. Tracking materials, hardware, and small items &lt;$500 with labels and or an inventory sheet is a good idea. (For ex. – an inventory list with X # of calculators @$50, resource books that are labeled with a statement that they were purchased with Title I funds, etc., but it’s not required. See Funding and Disbursements Fiscal Procedure Handbook for more information available at: <a href="http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf">http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf</a>.</td>
</tr>
<tr>
<td><strong>35.</strong></td>
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<tr>
<td>Q: Our district threshold for supplies is &lt;$1,500. Do I have to use the &lt;$500 threshold given in the demonstration?</td>
<td>Supplies are ALWAYS budgeted in object 400. IF you have a BOARD-APPROVED ENTITY-WIDE threshold for EQUIPMENT, then object 700 would be used for these EQUIPMENT items (please include the BOARD-APPROVE ENTITY-WIDE threshold in the object 700 (itemization/description)</td>
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### IWAS

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<tr>
<th>Questions Asked by Attendee</th>
<th>Answer</th>
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<tbody>
<tr>
<td><strong>36.</strong> Q: If a new Superintendent is beginning July 1 and was a principal prior to this date at another district will she need to set up a new account with IWAS for her new district? If so how soon can this be done?</td>
<td>The ISBE helpdesk is available to assist with these types of matters. The helpdesk can be reached at (217) 558-3600 or <a href="mailto:help@isbe.net">help@isbe.net</a>.</td>
</tr>
<tr>
<td><strong>37.</strong> Q: If we request an overnight print when and how will we know it is available?</td>
<td>There will be a link to the pdf document on the organization select screen (right side of screen, below the PRINT ALL button).</td>
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### Mark as Final Button

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<th>Questions Asked by Attendee</th>
<th>Answer</th>
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<tr>
<td><strong>38.</strong> Q: Mentioned “Mark as Final” - don’t click until ready to move NCLB to ARRA. What does that mean?</td>
<td>Click the “Mark As Final” button if and only if the targeting pages are correct. Once the button is clicked the information will be rolled over to the ARRA grant for the district to begin working with the carryover from FY10. If the “Marked as Final” button is clicked and the district has to make changes, an ISBE consultant must be contacted to open the targeting pages for the district.</td>
</tr>
<tr>
<td><strong>39.</strong> Q: She just said that if we aren’t doing ARRA carryover, we shouldn’t check “Mark as Final”. Will this still allow us to submit without clicking that?</td>
<td>If the district budgeted and spent all of the ARRA funds in FY10, then the district does not have to click the “Mark as Final” button. It will not prevent the application from being submitted for approval.</td>
</tr>
<tr>
<td><strong>40.</strong> Q: Should we only “mark as final” once the application has been approved? Or can we mark as final when we submit?</td>
<td>If the district has ARRA carryover, the “Marked as Final” button must be clicked after all of the targeting pages are completed and correct. After the button is clicked, the information will roll over to the ARRA grant and the district can begin to work on the ARRA grant before the Regular application is approved. Keep in mind that if the application is returned for changes in the targeting pages, it may affect the information in the ARRA grant as well.</td>
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### Private School

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<tr>
<th>Questions Asked by Attendee</th>
<th>Answer</th>
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<tbody>
<tr>
<td><strong>41.</strong> Q: When the private school’s share is too small to provide similar services what can we provide?</td>
<td>Some options for the private school program could include before and after school tutoring, professional development, and or parental involvement activities with parents of their identified, targeted students.</td>
</tr>
<tr>
<td><strong>42.</strong> Q: How do you know if you have a private school in your district?</td>
<td>Private schools register their school with ISBE however it is not a state mandated requirement. If a district wants to know if a private school within their boundary has registered with ISBE, please contact the Illinois State Board of Education Data Analysis Division.</td>
</tr>
<tr>
<td><strong>43.</strong> Q: Do you have to have separate Private school sign-off for Regular and ARRA grant applications?</td>
<td>Consultation must occur with Private Schools about both the regular and ARRA allocation. The consultation form can be modified to reflect that consultation has taken place and then only one sign-off form would be needed.</td>
</tr>
<tr>
<td><strong>44.</strong> Q: If the private school fully expends their FY10 allocation, are they eligible for a proportionate share of the carryover as stated earlier?</td>
<td>In general, if an LEA provided equitable services for private school students in the first year, any carryover funds would be considered additional funds for the entire Title I program in the subsequent year and would be part of the LEA’s Title I resource base in the next year. Those funds would be used, along with any other carryover funds, for serving both public and private school students on an equitable basis. (See D-17 from U.S. Department of Education Non-Regulatory Guidance available at <a href="http://www.ed.gov/programs/titleiparta/fiscalguid.doc">www.ed.gov/programs/titleiparta/fiscalguid.doc</a>).</td>
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### Appendix M: Frequently Asked Questions

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<th>Questions Asked by Attendee</th>
<th>Answer</th>
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<td>Q: Where do I find the Private Participation List and the ‘public district enrollment from the allocation page’... these figures were not on the FY2011 projected NCLB allocations mailed to superintendents this year.</td>
<td>Non-Public Participation Sheets were mailed separately to each district. ISBE consultants can provide a copy of the form if needed. Public Enrollments come from the Fall Enrollment Counts which are based on enrollment and exit dates reported for individual students in the ISBE Student Information System (SIS). Official counts are taken from SIS after October 15 and reflect students enrolled as of the last school day in September. See the District Summary Spreadsheet for more information, available here: <a href="http://www.isbe.net/research/xls/district_sum10.xls">http://www.isbe.net/research/xls/district_sum10.xls</a></td>
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<tr>
<td>Q: When will the ISBE private school enrollment sheet that tells us the names and counts for private schools and they sign-off on participation be sent out? I haven’t seen it yet.</td>
<td>The private school enrollment sheets were mailed out in early June. If you have not received one, please contact your principal consultant and they can send you an electronic or faxed copy. The list of consultants and their respective regions is posted on the Innovation and Improvement website at <a href="http://www.isbe.net/grants/pdf/nclb_pc_reg_asmt.pdf">http://www.isbe.net/grants/pdf/nclb_pc_reg_asmt.pdf</a></td>
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<td>Q: The June 11th letter that showed reallocation funds that are available states that a Title I amendment must be submitted for these funds. Yet, if our district’s ending date is 06/30/10, then an amendment cannot be filed within the 30-day requirement. So how do we apply for this reallocation? Will this reallocation amount show up in our FY2011 Title I funds available?</td>
<td>1) You will apply for the reallocation as carryover in the 2011 grant. 2) the reallocation amount will roll over into 2011 as carryover</td>
</tr>
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<td>Q: We recently received a letter that said we have additional Title I funds available. We are going to use these funds in FY11. But these funds don’t show up on the Budget page. How should we budget for these funds?</td>
<td>1) You will apply for the reallocation as carryover in the 2011 grant. The reallocation amount will roll over into 2011 as carryover</td>
</tr>
<tr>
<td>Q: My district receives REAP funds. Do I understand that I may transfer Title II money to REAP and thus use it to support technology?</td>
<td>The REAP option referred to in the presentation is NOT NEW funds; it's just an option for flexibility in Titles IIA, IID and IV to use these funds in ways not necessarily approvable in Titles IIA, IID and IV. If you’re referring to the Rural and Low Income Grant, please discuss with the program consultant, Sally Veach at 217-524-4832.</td>
</tr>
<tr>
<td>Q: We are consolidating our 2 elementary schools. Do we have to wait until it is done at the state level before we can complete our NCLB application?</td>
<td>Information on new schools or consolidations should be provided to ISBE before July 1st and would therefore be included in the application as soon as possible after July 1. Please see the CDS CODES: GUIDELINES AND PROCEDURES FOR CHANGES for more details which is available at: <a href="http://www.isbe.net/research/pdfs/cds_codes.pdf">http://www.isbe.net/research/pdfs/cds_codes.pdf</a>. In addition to following the procedures within that document, an email should be sent to Janet Allison at <a href="mailto:jallison@isbe.net">jallison@isbe.net</a> so that the change can be made in the IWAS system. It is strongly encouraged that the application be filled out once the correct school information is listed. However, should that not be practical, work with your consultant to make sure the application is as accurate as possible.</td>
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# Questions Asked by Attendee

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<td><strong>51.</strong> How do you adjust for new schools opening that are not part of the Title I Targeting Step 1-4? The new schools are not listed with an RCCT code. How do you calculate the correct proportionate share for non-public?</td>
<td>Information on new schools or consolidations should be provided to ISBE before July 1st and would therefore be included in the application. Please see the CDS CODES: GUIDELINES AND PROCEDURES FOR CHANGES for more details which is available at: <a href="http://www.isbe.net/research/pdfs/cds_codes.pdf">http://www.isbe.net/research/pdfs/cds_codes.pdf</a>. In addition to following the procedures within that document, an email should be sent to Janet Allison at <a href="mailto:jallison@isbe.net">jallison@isbe.net</a> so that the change can be made in the IWAS system. It is strongly encouraged that the application be filled out once the correct school information is listed. However, should that not be practical, work with your consultant to make sure the application is as accurate as possible.</td>
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## Schoolwide

| **52.** We are a schoolwide Title I school. Please repeat your comment about our ability to use Title II funds with less restriction based on our schoolwide status. | Section 1114 of Title I of the ESEA authorizes eligible schools to consolidate Title I funds, along with other Federal, State and local funds to operate schoolwide programs. The ability to consolidate funding is provided so that planners can focus on the programmatic design of the schoolwide first and then determine how the plan will be funded, rather than using the fiscal resources to determine program design. For detailed information on consolidating funds in a schoolwide program, see the non-regulatory guidance Title I Fiscal Issues: Maintenance of Effort, Comparability, Supplement Not Supplant, Carryover, Consolidating Funds in Schoolwide Programs, Grantback ([www.ed.gov/policy/landing.jhtml](http://www.ed.gov/policy/landing.jhtml)). A local educational agency may reserve such funds as are necessary from those funds received by the local educational agency under title II, and not more than 5 percent of those funds received by the local educational agency under subpart 2, to provide financial incentives and rewards to teachers who serve in schools eligible under this section and identified for school improvement, corrective action, and restructuring under section 1116(b) for the purpose of attracting and retaining qualified and effective teachers. See U.S. Department of Education Non-Regulatory Schoolwide Guidance available at: [www2.ed.gov/policy/elsec/guid/designingswpguid.doc](http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc). |

| **53.** If our local school board approves our Schoolwide Plan in July, can we begin our Schoolwide program in FY11? | Once the local board of education has approved the schoolwide plan, the district should indicate on the Consolidated Application that the school operates as a schoolwide program, beginning fiscal year 2011. |

| **54.** Where do I find information for our school to become a Schoolwide Title I school once our level goes over 40%? | Technical Assistance is provided via the website, [www.isbe.net/grants/title1.htm](http://www.isbe.net/grants/title1.htm), or by contacting Evelyn Deimel at 217-524-4832 or edeimel@isbe.net. |

| **55.** Who determines that we are an approved schoolwide? We have just completed our planning year. | The local board of education must approve the schoolwide plan. Its approval is noted on the Consolidated Application. ISBE provides technical assistance upon request. |

## Set-Aside

| **56.** What if the amount of money you receive covers only salaries and benefits. How do you set aside for homeless and professional development? | You will have to set aside funds for homeless and professional development (if the district and/or school is in improvement status); and use local funds for the salaries and benefits that aren’t covered by federal funds. |

<p>| <strong>57.</strong> The speaker mentioned a “set-aside” box or link to that show the minimum level of set-aside for Homeless. Where is that found? | The chart can be found in the instruction pages on the budget tab within the application or here: <a href="http://www.isbe.net/grants/pdf/nclb_set_asides_0610.pdf">http://www.isbe.net/grants/pdf/nclb_set_asides_0610.pdf</a>. |</p>
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<td><strong>58.</strong> Q: If I have carryover money for homeless do I need to set aside additional money this year again?</td>
<td>According to Title I, Part A, LEAs must reserve (or set aside) such funds as are necessary to provide comparable services to homeless children who are not attending Title I schools. [§1113(c)(3)] When determining appropriate expenditures for the funds set aside for homeless students, it is important to note that comparable services do not mean services that are necessarily identical to other Title I, Part A services, since LEAs may use reserved funds to provide homeless students with services that are not ordinarily provided to other Title I students and that are not available from other sources. There are four methods are often used to calculate the Title I, Part A Homeless set-aside. One method is to identify homeless students’ needs, and fund accordingly. A district can determine the services needed and reserve that amount of Title I, Part A funds to pay for them, by reviewing how much it cost in previous years to fulfill the requirements set out in Section 722(g)(6) of McKinney-Vento. Alternatively, an LEA can obtain count of homeless students, and multiply by Title I, Part A per-pupil allocation. In situations where historical costs for services are not available, an LEA can use a formula to calculate the set-aside. This can be done with a thorough count of homeless students in the district and multiply the number of homeless students by the district’s Title I, Part A allocation. Districts that apply for a McKinney-Vento subgrant may consider matching that grant request with the Title I set-aside. Lastly, an LEA could reserve a specific percentage of the total Title I, Part A allocation to comply with the requirements of §1113(c)(3)(A), but since the percentage may be arbitrary, the LEA should review comparison data to ensure the set-aside is appropriate. See Homeless E-Bulletin at <a href="http://www.isbe.net/e-bulletins/pdf/01-09.pdf">http://www.isbe.net/e-bulletins/pdf/01-09.pdf</a></td>
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<td><strong>59.</strong> Q: What if your grant doesn’t exceed $500,000 but with carry over funds it does exceed $500,000, do still have to set aside 1% for Parental Involvement? Can you still set aside money for Parental Involvement even if your grant is less than $500,000?</td>
<td>Funds carried over from the previous fiscal year are not included in the current year’s allocation base when determining statutory reservations. When considering to set-aside funds not statutorily required, the district must take into consideration the implication that may have on funds available for schools. “The goal of Part A is to enable participating children to make adequate progress toward meeting the challenging student achievement standards that all children are expected to meet….. Because the reservation of funds by an LEA will reduce the funds available for distribution to participating areas and schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as part of its LEA plan, what reservations are needed. This issue must also be part of the consultation with private school officials before an LEA makes any decisions that affect the opportunities of eligible private school children to participate in Part A program.” If an LEA reserves Title I funds “off the top” for district-wide instructional programs, the equitable services requirement applies. Section 200.64(a) (2)(i)(A) of the Title I regulations requires that, if an LEA reserves funds for instructional activities for public elementary or secondary school students at the district level, the LEA must provide equitable services to eligible private school children. The LEA bases equitable services from the reserved funds on the proportion of private school children from low-income families residing in participating public school attendance areas. See U.S. Department of Education Allocation of Title I funds Guidance available at: <a href="http://www2.ed.gov/programs/titleiparta/wdag.doc">www2.ed.gov/programs/titleiparta/wdag.doc</a></td>
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<td><strong>60.</strong> Q: We are required to budget 10% for staff development. But what if the activity is not fully planned - can part of the funds be in the unexpended category?</td>
<td>No, the district must budget 10% of the current year allotment for staff development if in improvement status. These funds should be spent for professional development in areas that put the district in status. If the district does spend the funds in the year for which the funds were allocated, it must carry over the unspent funds and spend them for the specific purpose in the following year. For example, under section 1116(c)(7)(A)(iii) of Title I, an LEA that has been identified for school improvement must reserve and use 10 percent of its Title I, Part A allocation for professional development activities. The LEA does not have any flexibility to spend less. Thus, an LEA that has been identified for improvement in SY 2009-10 must spend at least 10 percent of its SY 2009-10 allocation. Any funds that the LEA reserved for professional development in SY 2009-10, but did not use that year, must be carried over into SY 2010-11 and used for professional development activities. These carryover funds may not be used for other Title I purposes. In addition to the 2009-10 funds carried over for professional development activities, the LEA, if it is still identified for improvement in SY 2010-11, must also reserve 10 percent from its SY 2010-11 Title I, Part A allocation for professional development activities (See D-13 from U.S. Department of Education Non-Regulatory Guidance available at <a href="http://www.ed.gov/programs/titleiparta/fiscalguid.doc">www.ed.gov/programs/titleiparta/fiscalguid.doc</a>).</td>
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<td><strong>61.</strong> Q: The set-asides chart that you just displayed showed 10% of district funds for required Prof Dev OR 10% of school allocation. Would a district ever have to do both?</td>
<td>A school identified for improvement must spend not less than 10 percent of its allocation of Title I, Part A funds, for each fiscal year that the school is in improvement, for the purpose of providing high-quality professional development to the school’s teachers, principal and, as appropriate, other instructional staff. The school improvement plan must provide an assurance that this expenditure will take place. §1116(b)(3)(iii). When an LEA is identified for improvement, it must reserve not less than 10 percent of its Title I, Part A funds for high-quality professional development for instructional staff that is specifically designed to improve classroom teaching. The LEA must continue to reserve and use these funds for this purpose during each fiscal year it is identified for improvement. LEAs may include in this 10 percent total the Title I, Part A funds that schools within the LEA reserve for professional development when they are in school improvement status. See §1116(c)(7)(A)(iii) Therefore, a district in status can set-aside 10% for professional development and require a school in improvement status to set-aside 10% as well, or the district could include the schools’ 10% as part of the district reservation. See U.S. Department of Education LEA and School Improvement Guidance available at: <a href="http://www2.ed.gov/policy/elsec/guid/schoolimprovementguid.doc">www2.ed.gov/policy/elsec/guid/schoolimprovementguid.doc</a>.</td>
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## Questions Asked by Attendee

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<td><strong>62.</strong> Q: Can you please explain again, the carryover provision if you do not fully expend the mandated 10% for professional development. Are we required to budget the remaining amount on top of the current 10% allocation?</td>
<td>If an LEA is required to spend a specific amount of its Title I, Part A allocation in a given year for a particular purpose, the LEA must meet that obligation. If it does not do so in the year for which the funds were allocated, it must carry over the unspent funds and spend them for the specific purpose in the following year. For example, under section 1116(c)(7)(A)(iii) of Title I, an LEA that has been identified for school improvement must reserve and use 10 percent of its Title I, Part A allocation for professional development activities. The LEA does not have any flexibility to spend less. Thus, an LEA that has been identified for improvement in SY 2009-10 must spend at least 10 percent of its SY 2009-10 allocation. Any funds that the LEA reserved for professional development in SY 2009-10, but did not use that year, must be carried over into SY 2010-11 and used for professional development activities. These carryover funds may not be used for other Title I purposes. In addition to the 2009-10 funds carried over for professional development activities, the LEA, if it is still identified for improvement in SY 2010-11, must also reserve 10 percent from its SY 2010-11 Title I, Part A allocation for professional development activities (See D-13 from U.S. Department of Education Non-Regulatory Guidance available at <a href="http://www.ed.gov/programs/titleiparta/fiscalguid.doc">www.ed.gov/programs/titleiparta/fiscalguid.doc</a>).</td>
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<td><strong>63.</strong> Q: 1. Clarify how the required SES 20% for Title I may be budgeted in another grant such as Title IIA. Please clarify professional development in Title I carry-over/prepayment.</td>
<td>The 2008 Federal Code of Regulations Title 34, Part 200.48 required that any funds created via a Title I set aside to meet the 20% of their Title I allocations for Choice and SES, that are unexpended carries over to the next school year and must be added to that year’s 20% obligation. The district will be required in the next school year to expend the previous year’s unexpended funds in addition to and the current year’s 20% obligation on Choice and/or SES activities. For more information, please see the E-Bulletin on this topic available at <a href="http://www.isbe.net/e-bulletins/pdf/01-10.pdf">http://www.isbe.net/e-bulletins/pdf/01-10.pdf</a>. For additional information about carryover of set-asides, please see question 62-63 above.</td>
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<td><strong>64.</strong> Q: Can I pay salaries beginning in Sept with ARRA money even though we won’t apply until after Sept or when the application becomes available?</td>
<td>No. ARRA carryover funds cannot be budgeted or obligated prior to the application submittal to ISBE.</td>
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<tr>
<td><strong>65.</strong> Q: Can we hire staff to be paid from carryover funds before the amendment approval so that staff can start the school year on time?</td>
<td>The initial application must be SUBMITTED to establish a project begin date. NO costs can be obligated prior to the project start date (July 1st or first date SUBMITTED to ISBE).</td>
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### Questions Asked by Attendee

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<td>66.</td>
<td><strong>Q:</strong> I plan on submitting my grants next week (week of June 21). Last year, once I submitted, I could go ahead and begin spending. If I submit June 21, may I do the same this year, or do I have to wait until July 1? Last year I didn’t have to wait, but if I heard the presenter correctly, I think I have to wait.....can you please clarify?</td>
<td>You cannot obligate funds until the fiscal year begins, effectively July 1. Submitting your application prior to July 1 gives you a July 1 start date. Funds spent prior to that time are unallowable and would be questioned costs the auditors.</td>
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<tr>
<td>67.</td>
<td><strong>Q:</strong> At what point can we start spending our allotment? Do we have to wait until we are approved? Thanks!</td>
<td>If you submit before July 1, then your start date is July 1. If you submit after July 1, then your start date is your submission date assuming you have a substantially approvable application.</td>
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### Stipends

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<td>68.</td>
<td><strong>Q:</strong> A teacher who receives a stipend for Title I director - where budgeted and subject to Federal TRS?</td>
<td>Title I director should be in function 2300/obj. 100 and yes, stipends are subject to TRS.</td>
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### Targeting

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<td>69.</td>
<td><strong>Q:</strong> In a building with Pre-K through 5th grade, can Pre-K be used for Targeting?</td>
<td>Pre-K can only be counted if those student are receiving Title I services. Also if the district set aside funds for a pre-K program then those students will be funded through that funding stream and not counted in the targeting count for Regular Title I.</td>
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<td>70.</td>
<td><strong>Q:</strong> In targeting...we are in school improvement year one. Does the district have to set aside 20% for SES and another 10% for professional development...or is it 20% as a total from both areas...i.e. 10% SES and 10% PD. Secondly, with school being in SIP does the district have to make part of the prof. dev as required available to the private school?</td>
<td>The district must set-aside 20% of the current year allocation for Choice in year one of school improvement. The district must also set-aside 10% for professional development activities in the area that placed the district in improvement. The private school does not receive a share of the required 10% for professional development.</td>
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### Time and Effort

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<td>71.</td>
<td><strong>Q:</strong> Where can we find “time and effort” sample documents?</td>
<td>There are examples of cost allocation plans (including time and effort) in the Fiscal Policy and Procedures booklet. See the last slide of the power point presentation for the link.</td>
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### Title I District Plan

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<td>72.</td>
<td><strong>Q:</strong> I want to confirm that in addition to the NCLB Grant, a district must complete a Title I District Plan and submit it to IIRC in order to receive any funding.</td>
<td>The Title I plan needs to be approved by both your local school board and the State Board of Education before your NCLB application can be read and approved.</td>
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### Title II

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<td>73.</td>
<td><strong>Q:</strong> Can Title II (not Title II D) be used to pay the salary of someone to help teachers integrate technology into curriculum?</td>
<td>Title IIA instructional salaries can be used only for class size reduction UNLESS you’re a REAP district; in which case, yes, Title IIA funds can be used for instructional purposes.</td>
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<td>Q: Is it acceptable for the private school to pay their teachers a stipend if they attend professional development on their own time under Title II teacher quality? If so, may we pay the private school directly?</td>
<td>Title II, Part A funds may be used to pay for stipends for private school teachers, as reasonable and necessary. For example, if the professional development activity is conducted during after-school hours or in the summer, stipends may be needed to compensate teachers for their participation outside their regular employment hours. Stipends for private school teachers must be available on the same basis as those for public school teachers and the stipends must be paid directly to the private school teachers for their own use, and not to the private school. See question G-13 within U.S. Department of Education Title II, A Guidance available at www2.ed.gov/programs/teacherqual/guidance.doc. Remember, under section 9501(d) of ESEA, the LEA must always maintain control of the program funds as well as title to all materials, equipment, and property purchased with federal funds.</td>
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<td>Q: If we carried over Title IID funds, they should appear on the Allotment Page. Will I be able to complete Title IID grant budget on the FY2011 NCLB Consolidated Application?</td>
<td>Yes</td>
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<td>Q: Is the 25% Professional Development requirement still in effect for the carry-over funds of Title IID?</td>
<td>If you have carryover Title IID funds and did not meet the 25% Professional Development obligation, then the requirement still applies. For additional information, please contact Kathleen Barnhart at (217) 557-7323.</td>
<td></td>
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<tr>
<td>Q: Where do we get the RFP for Title IID and what is the due date?</td>
<td>They are working on emergency rooms for Title IID. For additional information, please contact Kathleen Barnhart at (217) 557-7323.</td>
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<tr>
<td>Q: Do we fill out Title IV only if there is carry over, or do we still need to add the information?</td>
<td>You need to check the box that says you are not applying for the grant if you do not have any Title IV carryover.</td>
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<td>Q: Is it required to calculate the Title IV Private School Equitable Share for carryover funds?</td>
<td>Under section 421(b) of the General Education Provisions Act (GEPA), LEAs must obligate funds during the designated fiscal year. However, if equitable Title IV services for private schools were provided on time and with fidelity then the LEA has met its obligations. Therefore, the funds would be considered additional funds for the public Title IV program in the subsequent year and would be part of the LEA’s Title IV resource base in the ensuing school year. However, there may be a circumstance in which equitable services were not provided. For example, there was a delay by an LEA in implementing an equitable program for private school children because of consultation and notification issues between private school officials and the LEA. As a result, the LEA could not spend all the funds it had available for providing equitable services to private school children and needed to carry over those funds and use them to provide services to private school children in the following year. These carryover funds would be in addition to funds that the LEA would otherwise be required to use to provide equitable services for private school students out of the LEA’s current-year allocation. The LEA retains control of the Federal funds carried over into the following year. No funds are provided directly to private schools.</td>
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<td>Q: If Title IID or Title IVA have prepayments in FY10, will those amounts be brought over to FY11?</td>
<td>Yes</td>
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<td>81.</td>
<td>Q: If there are no funds allocated for II-D, IV, or V and assuming no carryover, do we still need to do this part of the paperwork?</td>
<td>You need to check the box that says you are not applying for the grant if you do not have any allocation or carryover for Title IID or Title IV.</td>
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<tr>
<td>82.</td>
<td>Q: Have Title IID and Title IV been removed indefinitely (like Title V) or is this a temporary change due to budget constraints?</td>
<td>The Federal Government’s budget has zeroed out funding for Title IV and it is anticipated that a competitive grant will emerge in its’ place. The Federal Government dramatically reduced the funding for Title IID and the future of the funding it is unclear at this point.</td>
</tr>
</tbody>
</table>

## TRS

<table>
<thead>
<tr>
<th></th>
<th>Questions Asked by Attendee</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>83.</td>
<td>Q: If theTRS due date is August 15th, will this impact the grant program end date of June 30th?</td>
<td>The No Child Left Behind consolidated application beginning and end dates have no effects on TRS payments. Salaries and TRS earned prior to the project end date but paid out after June 30 should be requested in the June payment and would be shown as an outstanding obligation on the June 30th completion report.</td>
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</tbody>
</table>

## Unbudgeted Funds

<table>
<thead>
<tr>
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<th>Questions Asked by Attendee</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.</td>
<td>Q: If in our final amendment we have an unfunded balance but then have an expenditure that we are able to spend it on, can we spend the unfunded balance (in an area already approved) and show the expenditure in the final report?</td>
<td>NO, you cannot expend greater than your total budget amount. The unbudgeted funds will roll into 2011 carryover allotment - remember the cell variance allowed by comparing the budgeted cell to the expenditure for that cell. If the difference is 20% or $1000 whichever is greater, then this can be used without an amendment.</td>
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</tbody>
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## Waivers

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<tr>
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<th>Questions Asked by Attendee</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.</td>
<td>Q: if a SES waiver was approved this year, do I still need to set aside ARRA carry over dollars for SES FY 11?</td>
<td>ARRA SES waivers were good for one year only. You must set-aside the appropriate funds from the ARRA carryover.</td>
</tr>
</tbody>
</table>
QUESTIONS?

Contact your principal consultant at:
217-524-4832

Find your consultant here:

Questions or comments about the Toolkit?
Contact Melina Wright, Division Supervisor/
Federal Liaison at 312-814-9601.