



Charter Funded Programs

Supplemental

General State Aid

State Bilingual (TBE/TPI)

&

Every Student Succeeds Act (ESSA)

Title I, Title II, Title III

Reference Manual for Charter, Contract, & Alternative Schools

Chicago Public Schools

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This manual contains basic information on SGSA, State Bilingual TBE/TPI, and ESSA Titles I, Title I- Parent, Title II, and Title III development of grant applications, allowable expenditures, and required documents. It is meant to provide a ready reference for school leaders and administrators in the process of program development and implementation. It is not intended as a comprehensive source of information on the rules and regulations which govern SGSA, State Bilingual TBE/TPI, and ESSA Titles I, Title I-Parent, Title II, and Title III.

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BUDGET PLANNING

To receive the following sub-grants, State (SGSA, Bilingual TBE/TPI) & Federal (Title I, Title I Parent, Title II and Title III), schools must submit a Consolidated Grants application to CPS. In developing the application, there shall be meaningful consultation with parents, other members of the community, teachers, principals, other **school leaders** (see **Appendix A, #12**), paraprofessionals, administrators, and, if appropriate, specialized instructional support personnel) working together to create a cohesive plan that will provide students with the ideal support to improve academic achievement. This collaboration should drive the schools goals, activities, and evaluations, then translate into expenses.

Funds budgeted each year must be spent on services for children within the grant year the dollars were allocated. The rule of thumb is that funds should be spent on average 10% per month in support of timely implementation. SGSA, State Bilingual TBE/TPI, and ESSA Title I, Title I Parent, Title II, Title III funds cannot be obligated until a school submits a substantially approvable Consolidated Grants Application to the Chicago Public Schools. The initial submission will be provisionally approved prior to the official approval, granting allowable use of funds to schools in the interim.

Use of Funds

The rules and regulations governing expenditures are major considerations in federal and state programs development. All programs funded under SGSA and ESSA Title I, Title I Parent, Title II, Title III must adhere to their respective requirements (SGSA: 105 ILCS 5/18-8.5 (H)(4)(e) and ESSA: P.L. 114-95). Per these regulations, all programs should be **supplemental** in nature, meaning any uniquely identified program or service is in addition to the regular program. Evidence to support all expenditures must be kept on file including invoices or receipts. Moreover, funds are to be used to benefit students enrolled at the local school during the fiscal year.

In no case may the school use these funds to replace services, activities, and programs that are part of regular services provided. Neither SGSA, State Bilingual TBE/TPI, nor ESSA Title I, Title II, Title III funds can be used for capital expenditures (i.e. building repairs and maintenance, wiring, and fixtures for building such as drapes, carpeting, and auditorium seats).

SUPPLEMENTAL GENERAL STATE AID

Supplemental General State Aid is an allocation of state funds available to Chicago Public Schools to be distributed to all qualifying schools. The amount of SGSA funds is based upon the concentration level of children from low-income households within the qualifying schools. Funds are distributed to the schools in proportion to the number of pupils enrolled who were eligible to receive free or reduced-price meals under the federal Child Nutrition Act of 1966 and the National School Lunch Act during the preceding school year.

Eligibility Criteria for Funding

A total of \$261 million in Supplemental General State Aid (GSA) funds are distributed to schools based on the number of students eligible for free or reduced-price meals (F/R). The amount of SGSA funds initially distributed is calculated using the number of F/R eligible students at each school on a specified day of instruction from the previous school year. If there is a change in the number of F/R students on the 20th day of the current school year, then the school's SGSA allocation will be revised. Additionally, each school receives any unexpended SGSA (unclaimed) funds from prior years.

Use of Funds

SGSA funds received by the school **must supplement not supplant** (replace) the funds provided by CPS and other categorical funds the school is legally entitled to receive. As such, SGSA funds provided to the school shall be used for programs to improve educational opportunities at the school. If there is a question about the allocation of funds, it is the **school administrator's responsibility to seek approval in advance of obligating funds.**

SGSA: Don'ts for the Use of Funds

Do's:

SGSA: All expenditures are supplemental and must be used to improve the instruction in which priority is given to meeting the educational needs of disadvantaged students.

- Salaries (above required positions) – Teacher, Substitutes for SGSA identified funded positions, Teacher Assistant, Tutor, Computer Technician, Guidance Counselor, Security, Non-Instructional Computer Assistant, Supplemental Administration, Assistant Principal/Director, School Assistant, Clerk, Business Manager, or Office Manager
- Benefits -- Health, Pension, FICA, or other related benefits
- Purchased Services -- Admission fees and bus service for field trips tied to curriculum and for extra-curricular activities, conference registration fees/travel for teachers, workers' compensation and unemployment insurance, consultants, contracts for repair and maintenance of equipment
- Supplies and Materials -- Consumable supplies, books to supplement or replace lost Basal/Primary textbooks, workbooks, audio/video, software, periodicals
- Equipment and Furniture -- Computers, workstations, audio/video equipment

Don'ts:

SGSA: Funds cannot supplant, or take the place of locally funded expenditures that support the basic instructional program at the school and cannot be used for capital expenses.

- Salaries -- Salaries for required positions, substitute for non-SGSA funded teacher unless a teacher is attending staff development activities, facility related salaries (i.e. lunchroom staff, custodians)
- Purchased Services -- Contracts for repair and maintenance of school building, capital expenditures, facility related services

EVERY STUDENT SUCCEEDS ACT TITLE I- IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

The Every Student Succeeds Act (ESSA) signed into law December 10, 2015 reauthorizes the Elementary and Secondary Education Act (ESEA). The overarching goal of ESSA is to ensure educational opportunities for all students by:

- Holding all students to high academic standards that prepare them for success in college and careers.
- Ensuring accountability by guaranteeing that when students fall behind, states redirect resources into what works to help them and their schools improve, with a particular focus on the very lowest-performing schools, high schools with high dropout rates, and schools with achievement gaps.
- Empowering state and local decision-makers to develop their own strong systems for school improvement based upon evidence.
- Reducing the often onerous burden of testing on students and teachers, making sure that tests don't crowd out teaching and learning, without sacrificing clear, annual information parents and educators need to make sure our children are learning.
- Providing more children access to high-quality preschool.
- Establishing new resources for proven strategies that will spur reform and drive opportunity and better outcomes for America's students.

Eligibility Criteria for Funding

CPS uses poverty data generated each year by the number of students, ages 5-17, who are eligible to receive free or reduced lunch (60% weight), and the number of children, ages 5-17, from families which receive financial assistance through TANF - Temporary Assistance for Needy Families (40% weight). The data is taken annually at a point in time for the entire school system. Once data is collected, CPS ranks schools and serves those above 40% Title I index. The higher the Title I index percentage, the higher the allocation per student.

Use of Funds

Schools operating an ESSA Title I program **must supplement, not supplant** (replace), nonfederal funds to ensure that federal resources are used to provide additional educational resources and supports to students at risk. This includes funds needed to provide services required by law for students with disabilities and students with limited English proficiency.

“(1) IN GENERAL.— State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

“(2) COMPLIANCE.—to demonstrate compliance with paragraph (1), a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

“(3) SPECIAL RULE.—No local educational agency shall be required to—

“(A) identify that an individual cost or service supported under this part is supplemental; or

“(B) **provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate such agency’s compliance with paragraph (1).**

“(4) PROHIBITION.—Nothing in this section shall be construed to authorize or permit the Secretary to prescribe the specific methodology a local educational agency uses to allocate State and local funds to each school receiving assistance under this part.

“(5) TIMELINE.—A local educational agency—

“(A) shall meet the compliance requirement under paragraph (2) not later than 2 years after the date of enactment of the Every Student Succeeds Act; and “(B) may demonstrate compliance with the requirement under paragraph (1) before the end of such 2-year period using the method such local educational agency used on the day before the date of enactment of the Every Student Succeeds Act.”.

Governing Policy/Regulatory Implications

Acknowledgment of Federal Funding (The Stevens Amendment): Per Department of Labor, Health and Human Services, and Related Agencies Appropriations Acts of 1990 and 1991 (P.L. 101-166 and 101-517, Sec. 511), when issuing statements, press releases, request for proposals, bid solicitations and other documents describing **projects** (see **Appendix A, #7**) or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state the Stevens Amendment: **“Funds for this activity were provided by Title I.”**

Targeted Assistance (TA) Programs

A new school that qualifies for ESSA Title I funding must operate as a targeted assistance building in its first year. That year may be used as their planning year prior to becoming a schoolwide ESSA building.

In a targeted assistance school, services are provided to a select group of students. This group has been identified as failing, or most at risk of failing to meet the challenging State’s academic standards. Targeted assistance (TA) schools, therefore, may not provide services to all students in the school or in particular grades (**i.e. no reduced class size**).

In general, economically disadvantaged students, children with disabilities, Head Start and Pre-School Children, and Migrant children or English Learners are eligible for services on the same basis as other children selected to receive ESSA Title I services. Neglected or delinquent children, homeless students and those who participated in the previous two years in a pre-school program should not be excluded for consideration. Funds received under this part may not be used to provide services that are otherwise required by law to be made available to children described in this paragraph, but may be used to coordinate or supplement such services. To the extent possible, a school may serve students who are in greatest need of assistance for only a particular skill for the period of time it takes the student to master the skill. If necessary, a student may participate in the Title I program for an entire school year.

A targeted assistance school differs from a schoolwide program school in the following manner:

Eligible population

(A) In general

Funds must be used **only** for programs that provide services to eligible students, identified as having the greatest need for academic assistance (**without consideration of income status**). The eligible population for services under this section is-

- Children not older than age 21 who are entitled to a free public education through grade 12; and
- Children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) Eligible children from eligible population

- **Students from Kindergarten through grade 2**, shall be selected for eligibility solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school, such as Norm-Reference, Criterion-Referenced, Diagnostic tests, Local/State Achievement test data.
- **Children in grades 3 – 12**, shall be identified by the school as failing, or most at risk of failing to meet the state’s challenging student academic standards on the basis of multiple (“more than one”), educationally related, objective criteria established by the local educational agency and supplemented by the school. Example of objective criteria are Norm-Reference, Criterion-Referenced, Diagnostic tests, Local/State Achievement test data.
- **Schools must rank all students** according to need based on objective criteria, and select those students who have the greatest need for academic assistance to receive ESSA Title I, Part A services. A rank order list for each grade served with identified students must be kept on file. This list, is a living document that allows schools to track student progress and should be updated periodically to determine continued eligibility to receive services. If a student has progressed beyond the eligibility criteria as set by the school and reached the benchmark for success, then the student should be removed from the TA list and another student meeting the criteria is to be added to receive ESSA Title I, Part A services. As long as identified students are advancing and meeting certain academic standards, the list of TA students should continue to rotate, hence, this being a living list.
- Records must be maintained that document ESSA Title I, Part A funds are spent on activities and services only for eligible participating students

Requirements of a Targeted Assistance Program

Targeted assistance programs have components that **must** be reflected in the Consolidated Grants Application (CGA). To assist all students served by ESSA Title I Part A in meeting the challenging State’s academic standards, each Targeted Assistance school under this section shall address the following:

1. During the Internal Review and School Planning Phase, identify and analyze ways in which ESSA Title I, Part A resources will help eligible students meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a **well-round education** (see **Appendix A, #1**).
2. During the Internal Review and School Planning Phase, identify the use of effective methods and instructional strategies that strengthen the academic program by:

- a. Giving primary consideration to provide extended learning time; before/after school; summer programs for identified TA students; and, a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); **MULTI-TIER SYSTEM OF SUPPORTS** (see **Appendix A, #2**).
3. During the School Planning Phase, it must be evident that planning for students served under ESSA Title I, Part A is coordinated with and supported by the regular education program, which may include services to assist preschool children in the transition from early childhood education programs to the elementary school programs.
4. During the Internal Review and School Planning Phase, identify and analyze ways in which resources provided under ESSA Title I, Part A and other sources can be leveraged to support high-quality and ongoing professional development to teachers, principals, other school leaders, para-professionals, and, if appropriate, specialized instructional support personnel, and other personnel who work with eligible identified students in programs under this section or in the regular education program.
5. During the School Planning Phase, it must be evident that schools are implementing strategies to increase the involvement of **only parents of eligible students being served** in accordance with section 6318 of this title. These parent involvement strategies should clearly work to enable these students to meet State academic standards.
6. During the School Planning Phase, schools discuss any necessary coordination and integration of Federal, State, and local services and programs, such as programs supported by ESSA, violence prevention programs, nutrition and housing programs, Head Start, adult and vocational programs, career and technical programs (job training).

Targeted Assistance Program Assurances

Provide to the local educational agency assurance that the school will help provide an accelerated, high-quality curriculum; minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and, on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

Special Rules

- **Use of funds for dual or concurrent enrollment programs (new in SY18)**-A secondary school operating a targeted assistance program under this section may use funds received under this part to provide **dual or concurrent enrollment program** (see **Appendix A, #5**) services described under section 6314(e) of this title to eligible children under subsection (c)(1)(B) who are identified as having the greatest need for special assistance.
- **Delivery of services**-The services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using ‘**evidence-based**’ (see **Appendix A, #9**) or other effective strategies to improve student achievement.

Schoolwide Programs (SW)

Eligible Population

(A) Eligibility

ESSA Title I, Part A schoolwide program permits a school to consolidate and use funds under ESSA Title I, Part A together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) Identification of students not required

Schoolwide program administrators have flexibility in determining how to spend their ESSA Title I funds and **do not have to identify particular students** as eligible for services. They may choose to spend their ESSA Title I funds to engage in school reform strategies. These strategies can increase the amount and quality of learning and help provide a high-quality curriculum that enables all students to meet state academic achievement standards.

The schoolwide program must include strategies to address needs of all students in the school, but particularly the needs of **students who are failing, or are at-risk of failing, to meet the challenging State academic standards** and any other factors as determined by the local educational agency.

Requirements of a Schoolwide Program

The requirements of a schoolwide program include three basic components of a schoolwide program that are essential to effective implementation:

- (1) **Annually reviewing the schoolwide plan**, using data from the State's assessments, other indicators of academic achievement, and perception data to determine if the school wide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools need to annually revise the plan, as necessary, to ensure continuous improvement.
- (2) **Conducting a comprehensive needs assessment of the entire school**, using academic achievement data and perception data from school staff, parents, and others in the community. Using a systematic method, such as root-cause analysis, this comprehensive needs assessment should identify the major problem areas that the school needs to address.
- (3) **Preparing a comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the major problem areas identified in the comprehensive needs assessment. **This plan may be integrated into an existing improvement plan.**

How to Develop a Schoolwide Program

An eligible school operating a schoolwide program **shall develop a comprehensive plan** (or amend a plan for such a program that was in existence on the day before December 10, 2015) that-

1. is developed during a 1-year period, unless-
 - a. the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - b. the school is operating a schoolwide program on the day before December 10, 2015, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;
2. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this subchapter), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, **specialized instructional support personnel** (see **Appendix A, #4**), technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

4. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
5. if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this chapter, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under [section 6311\(d\) of this title](#).

Schoolwide programs have components that **must** be reflected in the Consolidated Grants Application (CGA). To assist all students served by ESSA Title I Part A in meeting the challenging State’s academic standards, each school **must** address the following in the Consolidated Grants Application:

1. During the Internal Review, schools complete a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.
2. During the Internal Review and School Planning Phase, schools will identify and prioritize strategies and activities that will-
 - i. provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, students with disabilities; and English Learners (**major racial & ethnic groups determined by the state, homeless status, students with parents in the military, and students in foster care**) to meet the challenging State academic standards;
 - ii. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time. The term ‘expanded learning time’ means using a longer school day, week, or year schedule to significantly increase the total number of school hours, in order to include additional time for—
 - a. activities and instruction for enrichment as part of a well-rounded education;
 - b. instructional and support staff to collaborate, plan, and engage in professional development (including professional development on family and community engagement) within and across grades and subjects; and
 - c. help to provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - iii. provide counseling, school-based mental health programs, and **specialized instructional support services** (see **Appendix A, #3**);
 - iv. provide preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school such as, Advanced Placement, International Baccalaureate, **early college high schools**, or **dual or concurrent enrollment** (see **Appendix A, #5**).
3. During the Internal Review and School Planning Phase, schools will analyze the effectiveness of and implement a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); Multi-Tier System Of Supports (see **Appendix A, #2**).
4. During the Internal Review and School Planning phase, schools identify and analyze ongoing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects.
5. During the School Planning Phase, schools outline strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Special Rules

- **Use of funds for dual or concurrent enrollment programs** (New SY18). A secondary school operating a schoolwide program under this section may use funds received under this part to operate **dual or concurrent enrollment programs** (see **Appendix A, #5**) that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards. A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of-
 - a. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
 - b. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
 - c. transportation to and from such program.
- **Delivery of Services** -The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.
- **Preschool Programs**- A School that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

Parent and Family Engagement

In general

ESSA Title I law requires CPS to reserve at least 1% of the total Title I allocation to assist schools to carry out parent and family engagement activities, including those in the “Use of Fund” section below. Parents and family members of children receiving services under this part must be involved in the decisions regarding how these engagement funds are allotted for parental involvement activities. This provision does not vest parents with any authority to allocate the funds. Its intent is to ensure parents are involved in the process. To that end, the school must provide parents a reasonable opportunity to comment, both in person and in writing, on how Section 1116 funds are allocated and which activities should be funded. Once a school has provided parents with a reasonable opportunity to comment, the school then is empowered to make a final determination on the allocation of these funds.

Use of Funds

Of the One (1) percent mandatory set-aside, Ninety (90) percent must go directly to ESSA Title I participating schools and must be in addition to the school's regular ESSA Title I allocation. Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the following:

- Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

Building capacity for involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part-

1. shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
3. shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
5. shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
6. may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
7. may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
8. may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
9. may train parents to enhance the involvement of other parents;
10. may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
11. may adopt and implement model approaches to improving parental involvement;
12. may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
13. may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
14. shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Requirements of Parent and Family Engagement

In carrying out ESSA Title I Parent and Family Engagement involvement requirements, schools, to the extent possible, need to provide full opportunities for participation of parents of children with limited English proficiency, parents of children with disabilities, and all parents of children participating in ESSA Title I programs.

School Parent and Family Engagement Policy

Every school receiving ESSA Title I funds must **develop a written School Parent and Family Engagement Policy** that establishes the school's expectations for parent and family involvement. The policy shall jointly develop with, and distributed to, parents and family members of children participating in Title I, Part A programs, and agreed on by such parents. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school [*Section 1116, ESEA*].

Schools must address the following components of the **School Parent and Family Engagement Policy** in the Consolidated Grants Application:

- Convene an **annual meeting**, at a convenient time, to which all parents of participating ESSA Title I students are invited and encouraged to attend, to inform parents of their school's participation under ESSA Title I and to explain ESSA Title I requirements and the right of the parents to be involved. **Note:** In schools with Schoolwide Programs, all parents are invited, while in Targeted Assistance Programs, only parents of targeted assisted ESSA Title I students are invited;
- Offer a flexible number of meeting times, such as morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of ESSA Title I programs, **including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b)**, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
- Provide parents of participating children timely information about Title I programs; a description and explanation of the curriculum in use at the school; the forms of academic assessment used to measure student progress; and the achievement levels of the challenging State academic standards; and if requested by parents, offer opportunities for regular parent meetings to formulate suggestions and to enable them to participate, as appropriate, in decisions relating to the their children's education; respond to suggestions as soon as possible; and
- If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

School-Parent Compact

As a component of the school-level parent and family engagement policy, schools receiving ESSA Title I funds shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. **It is the responsibility of the school to develop these compacts in consultation with parents and maintain on file for review.**

Schools must address the following components of the **School Compact** in the Consolidated Grants Application:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; 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; and
- On an ongoing basis, address importance of communication between teachers and parents through, at a minimum:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to individual child's achievement;
 - Frequent reports to parents on their children's progress (including progress reports, report cards, and scheduled calls home); and
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
 - ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand

Special Rules

- If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

Title I: Don'ts for the Use of Funds

Do's:

ESSA Title I: All expenditures are supplemental and must be used to support and provide direct instruction. Schools operating a Targeted Assistance program must use these funds only to serve the identified lowest performing students.

- Salaries (above required positions) –Teacher, Substitute for Title I funded positions only, Teacher Assistant, Tutor, Instructional Computer Assistant, Instructional Computer Technician/IT Coordinator, School Community Representative, Guidance Counselor, Security
- Benefits - Health, Pension, FICA, and other related benefits
- Purchased Services - Admission fees and bus service for field trips tied to curriculum, conference registration fees/travel for teachers, education consultants, contracts for repair and maintenance of equipment purchased with ESSA Title I funds
- Supplies and Materials - Consumable supplies, books to supplement not replace Basal/Primary textbooks, workbooks, audio/video, software, periodicals
- Equipment and Furniture - Computers, workstations, audio/video equipment

Don'ts:

ESSA Title I: Funds cannot supplant, or take the place of locally funded expenditures that support the basic instructional program at the school and cannot be used for non-instructional purposes or capital expenses:

- Salaries - Salaries for required positions, Substitute for non-Title I funded teacher unless a teacher is attending staff development activities, School Assistant, Clerk, Business Manager or Operations Manager or related administrative salaries
- Purchased Services - Contracts for non-instructional services or repair and maintenance of equipment not purchased with ESSA Title I funds, transportation to extra-curricular activities (competitions/performances)
- Supplies and Materials - Basal/Primary textbooks or replacements, non-instructional items for security, office use, or to assist in administering programs, athletics/band uniforms
- Equipment and Furniture – Items for office use, or to assist in administering programs; replacement of equipment or furniture purchased with local funds, extracurricular athletic/band equipment

If there is a question about the allocation of spending of any position or item, it is the school administrator's responsibility to seek approval in advance of obligating funds.

In an effort to provide assistance to schools in determining eligible costs that help identify, create, and structure opportunities and strategies to strengthen education, drive school reform, and improve the academic achievement of at-risk students using Title I funds, the chart below provides a partial listing of expenditures/activities for which schools have requested guidance. Combined with the additional information provided to schools regarding all initiatives, schools should have a more comprehensive understanding of the allowable use of ESSA Title I funds.

CPS follows expenditure guidelines for federal programs as set forth in the Elementary and Secondary Education Act (ESEA), the Education Department General Administrative Regulations (EDGAR), and OMB Circular A-87. It adheres to a standard that all expenditures must be reasonable, necessary, and allowable in order for a cost to be reimbursed.

ESSA Title I Allowable and Non Allowable Checklist - FY18

The purpose of this document is to provide assistance to schools in determining eligible costs that help identify, create and structure opportunities to strengthen education, drive school reform, and improve the academic achievement of at-risk students using Title I funds.

Expenditure Type	Description	Allowable	Not Allowable
Administration	Lobbying activities to influence funding levels or the awarding of contracts		X
Administration	Administration/School Office Support		X
Administration	Non-instructional computer assistant, administrative school assistant, clerk, business manager, or operations manager		X
Administration	Contracts for non-instructional, non-school climate, or non-school reform services		X
Administration	Supplies, materials, and equipment for administration use (5% of allocation)		X
Capital Improvements	Capital projects (repair/maintenance of building, structural improvements, permanent fixtures to buildings)		X
Capital Improvements	Building Supplies/Repairs/Modifications		X
Capital Improvements	Paint for structures for building/capital improvement		X
Capital Improvements	Wiring of any kind (for internet service, telephone lines, etc.)		X
Equipment	Contracts for repair and maintenance for equipment purchased with Title I funds	X	
Equipment	Necessary and reasonable supplemental classroom furniture and equipment (computers, workstations, other classroom equipment) that supplements the provision of equipment paid by the district. **NOTE: Only a limited amount of equipment is allowable under the district Title I application. Not open to all equipment and must be tied to Title I allowable activities	X	
Equipment	Contracts for repair and maintenance for equipment NOT purchased with Title I funds		X
Extra-curricular	Sports/Band		X
Extra-curricular	Transportation services to extracurricular activities for competitions, performances, or sports		X
Extra-curricular	Supplies, materials, and equipment for athletics		X
Extra-curricular	Band uniforms		X
Extra-curricular	Athletics/Athletic Awards/Yearbooks		X
Extra-curricular	Security or Engineer - Only allowable if working for allowable program; no other activities can be charged to OT, and if other activities exist, must split cost across programs		X
Field trips	Admission fees and bus service for field trips tied directly to classroom curriculum, program curriculum, and/or concrete skills (not recreational or solely culminating activities)	X	
Field trips	College Readiness tours (local travel)	X	
Field trips	Non-local student travel: Only if it can be demonstrated that: 1) the skills and activities the students would be learning and doing are unique to that particular space and could not be replicated on-site or at a closer location; 2) costs are necessary and reasonable; 3) trip activities and objectives tie directly to classroom or program curriculum	X	
Field trips	Field Trips- amusement or water parks for entertainment		X
Food	Food for staff professional development activities	X	
Food	Food for parent activities – If the event is related to ESSA Title I Parent Involvement you may use funds allocated for this purpose.	X	
Food	Food for student activities - Food and beverage expenditures for student activities should be coordinated through Nutrition Services, if possible. If a student related activity/event runs in excess of four hours and over a meal time, i.e. 5:00pm to 7:00pm, light refreshments are allowed per attendee.	X	

ESSA Title I Allowable and Non Allowable Checklist - FY18

The purpose of this document is to provide assistance to schools in determining eligible costs that help identify, create and structure opportunities to strengthen education, drive school reform, and improve the academic achievement of at-risk students using Title I funds (Fund 332).

Expenditure Type	Description	Allowable	Not Allowable
Instruction	Formative and interim assessments	X	
Instruction	Supplies and materials that supplement instructional program (workbooks, audio/video, software, periodicals)	X	
Instruction	Instructional materials (Additional or supplemental textbooks, not adopted textbooks)	X	
Instruction	Licenses for software or curriculum used by school (Plato or Upward Bound membership are examples of allowable expenditures)	X	
Instruction	Tutoring	X	
Other	Per-diem – follow district guidelines	X	
Other	Alcohol beverages		X
Other	Banquets/Award Programs/Carnivals/Luncheons/Brunches/Parties/Picnics		X
Other	Bereavement or congratulatory cards, flowers or gifts		X
Other	Decorations/flowers		X
Other	Employee incentive or recognition gifts		X
	Fund Raiser Support - No food, door prizes, equipment or other materials for		X
Other	Gift Certificates/Gift Cards		X
Other	Graduation activities/materials		X
Other	Incentives or rewards for students or parents		X
Other	Non-classroom furniture		X
Other	Raffles/door prizes		X
Other	Theater Systems/Auditorium Installations		X
Other	Uniforms - Staff or student		X
Other	Water Coolers/Water Systems		X
Other	Appliances (stoves, refrigerators, microwaves, etc.)		X
Parent Involvement	Advertising – Brochures informing parents of school achievement, rules, regulations, etc. are allowable.	X	
Parent Involvement	Mailings – Informational to parents	X	
Parent Involvement	Parent training or educational services	X	
Parent Involvement	Parent Stipends (unless working part-time providing a non-administrative service. Local 143B Union regulations may apply)		X
Parent Involvement	Parent Recognition Luncheon		X
Parent Involvement	Parent-Student Dinner/Parent-Staff Dinners		X
Professional Development	Conference registration fees for PD for administrators and school staff that is tied to instructional program, school climate and school reform	X	
Professional Development	Education consultants	X	
Professional Development	Professional Development – instructional best practice/pedagogy, coaching/mentoring, school climate, and school reform	X	
Professional Development	Substitute Teachers to release program staff for PD activities	X	
Professional Development	Off-site retreats/PD: Only allowable if it can be demonstrated that, 1) the skills and activities the students would be learning and doing are unique to that particular space and could not be replicated on-site or at a closer location, and 2) costs are necessary and reasonable	X	
Professional Development	Off-site retreats/PD hosted: Overnight hotel accommodations for multiple-day retreats		X
Staff travel	Staff travel reimbursements – employees are reimbursed for these costs based on CPS board policy for travel allowances.	X	
Staff travel	Lodging and per-diem	X	
Staff travel	No costs for tours or souvenirs offered by conference event will be reimbursed.		X

ESSA Title I Allowable and Non Allowable Checklist - FY18

The purpose of this document is to provide assistance to schools in determining eligible costs that help identify, create and structure opportunities to strengthen education, drive school reform, and improve the academic achievement of at-risk students using Title I funds (Fund 332).

Expenditure Type	Description	Allowable	Not Allowable
Student supplies	Homeless Student supplies (including emergency clothing)	X	
Student supplies	Supplemental instructional supplies, such as small calculators, notebooks, supplemental texts and novels that students could use for academic purposes, provided they are of reasonable cost	X	
Student supplies	Student Incentives - No cash or gifts of any kind, including: Six Flags Great America Admission pass, YMCA pass, amusement/water park admissions, gift cards, laptops, iPods		X
Student supplies	T-shirts/book bags/baseball caps, athletic uniforms, letter sweaters or other school "spirit" apparel with school or district logos.		X
Student transportation	Transportation associated with eligible programming	X	
Student transportation	Transportation to and from school for students in temporary living situations ONLY	X	

Students in Temporary Living Situations (STLS)

In general

Title I, Part A of the ESEA requires schools to address barriers to participation in school for students who lack a fixed, regular, and adequate nighttime residence – students enrolled in the Students in Temporary Living Situations (STLS) program. Schools are required to set-aside funds to support the success of STLS students.

The Title I STLS Set-Aside is not additional revenue, but rather a required amount a school must budget under Function Code 1000/Object Code 400 to benefit their STLS student population. Schools must show that the STLS Set-Aside is budgeted in their Title I Grants Application.

The following table was developed to determine the amount of Title I funds that each school must set aside for FY18.

Schools with 0-10 students	\$1,000	Schools with 31-60 students	\$5,000
Schools with 21-30 students	\$3,000	Schools with 101+ students	\$10,000
Schools with 61-100 students	\$7,500	Schools with 200+ students	\$12,000
Schools with 11-20 students	\$2,000	Schools with 200+ students	

Use of Funds

STLS students are supported through both Title I Set-Aside Funds and Fee Waivers. **Title I STLS Set-Aside Funds cannot be used to pay for waived fees.** Schools will not need to find funds to cover fees that generate income for the school (for example, fees for use of school property, i.e. lockers, etc.). Schools may use three types of funds to cover the cost of fees normally collected to pay for a service or trip (i.e., field trips, cap & gown, etc.):

1. SBB Funds (local)
2. SGSA Funds
3. Fundraising for general purpose

At minimum, STLS students must be supplied with 2 school uniforms and supplies. Title I Set-Aside Funds can be used in many ways to support the success of STLS students in the school. Below are some examples of allowable ways to spend Title I STLS Set-Aside Funds.

Allowable Uses of Title I STLS Set-Aside Funds

Category	Examples
School supplies	Pens, pencils, paper, folders, notebooks, binders, glue, scissors, markers, calculators, rulers, poster board, backpacks, flash drives, etc.
Clothing/uniforms	School uniforms, gym uniforms, pants, shirts, shoes, socks, winter boots, winter coats, hats, gloves, underwear, belts, etc.
Personal items	Soap, shampoo, deodorant, toothbrush, toothpaste, washcloth, comb, lotion, feminine products; emergency food such as granola bars, fruit cups, dried fruit, crackers, etc.
Tutoring or testing support	Tutoring provided by a CPS vendor, tutoring provided by a teacher receiving extended day pay, AP & IB testing, fees for ACT/SAT testing
Medical or mental health support	Primary care, vision, dental services, mental health counseling, medical records
Social and emotional support	Violence prevention activities, targeted social-emotional supports, and social-emotional curriculum
Attendance support	Mentoring, home visits

The examples above are not an exhaustive list of the potential uses of Title I Set-Aside Funds. There are some great ideas that include tutoring for students who are behind academically; giving students grade-level books to encourage literacy development; providing calculators or other special supplies students may need; backpacks; gym uniforms; winter clothing students need to attend school including coats, boots, hats, gloves, etc.; hygiene kits, feminine hygiene supplies, underwear, and other personal items; physical or mental health services; emergency food during the school day; and paying for a student to get a copy of his/her birth certificate.

Schools may use the Title I STLS Set-Aside Funds to purchase emergency food for STLS students to have during the school day and extended day activities. Purchasing shelf-stable snacks to give students during the day is allowed **while purchasing weekend groceries, holiday food baskets, and other food intended for outside of school time is not allowed.** The Title I STLS Set-Aside Funds also cannot be used to purchase food for professional development or parent events. When purchasing food, add a comment in the 'Claims Expenditure Description' field (for example, granola bars for STLS students) and the Portfolio Analysts will approve the transaction.

Fee Waivers

STLS students are eligible for an automatic waiver of school fees. The CPS Fee Waiver Policy, below, provides the list of school fees that must be waived. **STLS students do not need to fill out the Family Income Information Form or the School Fee Waiver Form.** Ensures that no STLS student receives fee payment requests for fees that must be waived.

If a current STLS student accrued a fee in a prior year, it must be waived if it falls within the CPS Fee Waiver Policy, whether or not the student was in the STLS Program the year the student accrued the fee. **An STLS student's transcript, diploma, and ability to participate in a graduation ceremony or other school functions cannot be restricted due to an inability to pay fees. Luncheon fee must also be waived if it occurs during the school day or if it is a required or customary activity. Fees must be waived for STLS students registering for Credit Recovery courses.**

CPS Fee Waiver Policy

"School fees" include, but are not limited to, the following (**these must be waived**):

- All charges for required textbooks and instructional materials.
- All charges and deposits collected by a school for use of school property (e.g., locks, towels, laboratory equipment).
- Charges for field trips made during school hours, or made after school hours if the field trip is a required or customary part of a class or extracurricular activity (e.g., annually scheduled trips to museums, concerts, places of business and industry or field trips related to instruction in social studies, the fine arts, career/vocational education or the sciences).
- Charges or deposits for uniforms or equipment related to varsity and intramural sports, or to fine arts programs.
- Charges to participate in extracurricular activity.
- Charges for supplies required for a particular class (e.g., shop or home economics materials, laboratory or art supplies).
- Graduation fees (e.g., caps, gowns).
- School records fees.
- School health services fees.
- Driver's education fees assessed pursuant to Section 27-23 of The School Code.

"School fees" do not include (**these do not need to be waived**):

- Library fines and other charges made for the loss, misuse, or destruction of school property.
- Charges for the purchase of class rings, yearbooks, pictures, diploma covers or similar items.
- Charges for optional travel undertaken by a school club or group of students outside of school hours.
- Charges for admission to school dances, athletic events or other social events.
- Charges for optional community service or recreational events.

EVERY STUDENT SUCCEEDS ACT TITLE II PART A-PREPARING, TRAINING, AND RECRUITING HIGH QUALITY TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS

In general

ESSA maintains the requirement that teachers and paraprofessionals working in Title I schools meet state certification and licensure requirements. “Equitable distribution” of educators also remains in the new law, requiring states to ensure that students in Title I schools are not subject to “ineffective” (formerly known as “unqualified” under NCLB) educators more frequently than students in non–Title I schools. ESSA eliminates NCLB’s definition of “core academic subjects”, thus expanding the allowable use of Title II funds for professional development to include teachers of every subject as well as all other school staff, from principals to librarians to paraprofessionals.

The purpose of Title II, Part A continues to focus on increasing student achievement through improving the quality and effectiveness of teachers and principals. Title II Part A provides schools with money to-

1. increase student achievement consistent with the challenging State academic standards;
2. improve the quality and effectiveness of teachers, principals, and other school leaders;
3. increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools;
4. provide low-income and minority students greater access to effective teachers, principals, and other school leaders; and
5. reduced class size to a level that is “**evidence-based**” (see Appendix A, #9) level

Eligibility Criteria for Funding

All schools are eligible to receive funding. Pre-determined allocations are based on each school’s projected enrollment.

Use of Funds

Schools will continue to have the flexibility to use Title II, Part A funds to implement any activities that are evidence-based and meet the purpose of Title II, Part A. The programs and activities shall address the learning needs of all students, including children with disabilities, English Learners, and gifted and talented students. Programs and activities may include-

- A. developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school
- B. developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 6311 (g)(1)(B) of this title
- C. recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;
- D. reducing class size to a level that is “**evidence-based**”;
- E. providing high-quality, personalized professional development that is evidence-based, the term ‘evidence-based’ to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to-
 - i. effectively integrate technology;
 - ii. use data to improve student achievement and understand how to ensure individual student privacy is protected;
 - iii. effectively engage parents, families, and community partners, and coordinate services between school and community;
 - iv. help all students develop the skills essential for learning readiness and academic success;
 - v. develop policy with school, local educational agency, community, or State leaders; and
- F. participate in opportunities for experiential learning through observation;
developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier

systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;

- G. providing programs and activities to increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;
- H. providing training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;
- I. carrying out in-service training for school personnel in-
 - i. the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
 - ii. the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
 - iii. forming partnerships between school-based mental health programs and public or private mental health organizations; and
 - iv. addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;
- J. providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as-
 - i. early entrance to kindergarten;
 - ii. enrichment, acceleration, and curriculum compacting activities; and
 - iii. dual or concurrent enrollment programs in secondary school and postsecondary education;
- K. supporting the instructional services provided by effective school library programs;
- L. providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;
- M. developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;
- N. developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;
- O. providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and
- P. carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this subchapter.

Under ESSA, professional development programs and activities must be “**evidence-based**,” as opposed to the more demanding “scientifically-based” requirement under NCLB. This means these programs have demonstrated a record of success and there is reliable, trustworthy, and valid evidence to suggest the program is effective.

Governing Policy/Regulatory Implications

Acknowledgment of Federal Funding (The Stevens Amendment): Per Department of Labor, Health and Human Services, and Related Agencies Appropriations Acts of 1990 and 1991 (P.L. 101-166 and 101-517, Sec. 511), when issuing statements, press releases, request for proposals, bid solicitations and other documents describing **projects** (see **Appendix A, #7**) or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state the Stevens Amendment: “**Funds for this activity were provided by Title II.**”

Office of Grants

Title II Allowable and Non Allowable Checklist - FY18

The purpose of this document is to provide assistance to schools in determining eligible costs that help identify, create and structure opportunities to strengthen education, drive school reform, and improve the academic achievement of at-risk students using Title II funds.

Expenditure Type	Description	Allowable	Not Allowable
Administration	Lobbying activities to influence funding levels or the awarding of contracts		X
Administration	Administration/School Office Support		X
Administration	Non-instructional computer assistant, administrative school assistant, clerk, business manager, or operations manager		X
Administration	Contracts for non-instructional, non-school climate, or non-school reform services		X
Administration	Supplies, materials, and equipment for administration use		X
Capital Improvements	Capital projects (repair/maintenance of building, structural improvements, permanent fixtures to buildings)		X
Capital Improvements	Building Supplies/Repairs/Modifications		X
Capital Improvements	Paint for structures for building/capital improvement		X
Capital Improvements	Wiring of any kind (for internet service, telephone lines, etc.)		X
Equipment	Contracts for repair and maintenance for equipment purchased with Title II funds	X	
Equipment	Necessary and reasonable supplemental professional development equipment (computers, workstations, projectors) that supplements the provision of equipment paid by the district. **NOTE: Only a limited amount of equipment is allowable under the district Title II application. Not open to all equipment and must be tied to Title II allowable activities.	X	
Equipment	Contracts for repair and maintenance for equipment NOT purchased with Title II funds		X
Extra-curricular	Sports/Band		X
Extra-curricular	Transportation services to extracurricular activities for competitions, performances, or sports		X
Extra-curricular	Supplies, materials, and equipment for athletics		X
Extra-curricular	Band uniforms		X
Extra-curricular	Athletics/Athletic Awards/Yearbooks		X
Extra-curricular	Security or Engineer - Only allowable if working for allowable program; no other activities can be charged to OT, and if other activities exist, must split cost across programs		X
Field trips	Admission fees and bus service for field trips tied directly to classroom curriculum, program curriculum, and/or concrete skills (not recreational or solely culminating activities)		X
Field trips	College Readiness tours (local travel)		X
Field trips	Non-local student travel: Only if it can be demonstrated that: 1) the skills and activities the students would be learning and doing are unique to that particular space and could not be replicated on-site or at a closer location; 2) costs are necessary and reasonable; 3) trip activities and objectives tie directly to classroom or program curriculum		X
Field trips	Field Trips- amusement or water parks.		X
Food	Food for staff professional development activities	X	
Food	Food for parent activities.		X
Food	Food for student activities.		X
Instruction	Formative and interim assessments		X
Instruction	Supplies and materials that supplement instructional program (workbooks, audio/video, software, periodicals)		X
Instruction	Instructional materials (Additional or supplemental textbooks, not adopted textbooks)		X
Instruction	Licenses for software or curriculum used by school (Plato or Upward Bound membership are examples of allowable expenditures)		X
Instruction	Tutoring		X
Instruction	Salaries and Benefits: Additional core curriculum or grade level teachers to reduce class size	X	

Office of Grant Funded Programs
Title II Allowable and Non Allowable Checklist - FY18

The purpose of this document is to provide assistance to schools in determining eligible costs that help identify, create and structure opportunities to strengthen education, drive school reform, and improve the academic achievement of at-risk students using Title II funds.

Instruction	Salaries and Benefits: Classroom paraprofessionals and instructional substitutes		X
Instruction	Student Stipends		X
Instruction	Replacement of Quota Teachers		X
Other	Per-diem	X	
Other	Alcohol beverages		X
Other	Banquets/Award Programs/Carnivals/Luncheons/Brunches/Parties/Picnics		X
Other	Bereavement or congratulatory cards, flowers or gifts		X
Other	Decorations/flowers		X
Other	Employee incentive or recognition gifts		X
Other	Fund Raiser Support - No food, door prizes, equipment or other materials for fundraisers		X
Other	Gift Certificates/Gift Cards		X
Other	Graduation activities/materials		X
Other	Incentives or rewards for students or parents		X
Other	Non-classroom furniture		X
Other	Raffles/door prizes		X
Other	Theater Systems/Auditorium Installations		X
Other	Uniforms - Staff or student		X
Other	Water Coolers/Water Systems		X
Other	Appliances (stoves, refrigerators, microwaves, etc.)		X
Parent Involvement	Advertising – Brochures informing parents of school achievement, rules, regulations, etc. are allowable.		X
Parent Involvement	Mailings – Informational to parents		X
Parent Involvement	Parent training or educational services		X
	Parent Stipends (unless working part-time providing a non-administrative service.		X
Parent Involvement	Parent Recognition Luncheon		X
Parent Involvement	Parent-Student Dinner/Parent-Staff Dinners		X
Professional Development	Conference registration fees for PD for administrators and school staff that is tied to instructional program, school climate and school reform	X	
Professional Development	Education consultants	X	
Professional Development	Professional Development – instructional best practice/pedagogy, coaching/mentoring, school climate, and school reform	X	
Professional Development	Substitute Teachers to release core academic program staff for PD activities	X	
Professional Development	Salaries and Benefits: Literacy coach or curriculum specialist to provide coaching and supports to teachers	X	
Professional Development	Off-site retreats/PD: Only allowable if it can be demonstrated that, 1) the skills and activities the students would be learning and doing are unique to that particular space and could not be replicated on-site or at a closer location, and 2) costs are necessary and reasonable	X	
Professional Development	Off-site retreats/PD hosted: Overnight hotel accommodations for multiple-day retreats		X
Staff travel	Staff travel reimbursements – employees are reimbursed for these costs based on CPS board policy for travel allowances. Lodging and per-diem	X	
Staff travel	No costs for tours or souvenirs offered by conference event will be reimbursed.		X

Office of Grant Funded Programs

Title II Allowable and Non Allowable Checklist - FY18

The purpose of this document is to provide assistance to schools in determining eligible costs that help identify, create and structure opportunities to strengthen education, drive school reform, and improve the academic achievement of at-risk students using Title II funds.

Student supplies	Homeless Student supplies (including emergency clothing)		X
Student supplies	Supplemental instructional supplies, such as small calculators, notebooks, supplemental texts and novels that students could use for academic purposes, provided they are of reasonable cost		X
Student supplies	Student Incentives - No cash or gifts of any kind, including: Six Flags Great America Admission pass, YMCA pass, amusement/water park admissions, gift cards, laptops, iPods		X
Student supplies	T-shirts/book bags/baseball caps, athletic uniforms, letter sweaters or other school "spirit" apparel with school or district logos.		X
Student transportation	Transportation associated with eligible programming		X
Student transportation	Transportation to and from school for Students in Temporary Living Situations		X

EVERY STUDENT SUCCEEDS ACT TITLE III-LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS

In General

Title III funding provides qualifying schools with supplemental funding intended to help ensure that children and youth who are English Learners (ELs), Native American and/or immigrants, attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards that all children are expected to meet.

Use of Funds

An eligible entity receiving funds under this section shall use the funds to pay for activities that provide enhanced instructional opportunities for ELs, immigrant children and youth, which may include—

1. family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;
2. effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is—
 - a. designed to improve the instruction and assessment of English learners;
 - b. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
 - c. effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - d. of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate;
3. recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
4. provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
5. identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds;
6. basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services;
7. other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
8. activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

Eligibility Criteria for Funding

Schools will receive grant funds based on EL enrollment in a tiered system. The grant funds will be allocated to charter schools to provide supplemental support to their Bilingual Programs. Schools are allocated grant funds in lieu of positions because Charter Management Organizations operate independently of CPS. Therefore, CPS cannot allocate positions but allocates equitable funding based on EL enrollment at charter schools (See Appendix B).

Tier	Description	Title III Allocation
1	250+ EL Student Enrollment	\$45,000
2	20-249 EL Student Enrollment	\$112.21 per EL student

Title III rate: \$114.50 x 98% (2% administrative fee) = \$112.21

Governing Policy/Regulatory Implications

Acknowledgment of Federal Funding (The Stevens Amendment): Per Department of Labor, Health and Human Services, and Related Agencies Appropriations Acts of 1990 and 1991 (P.L. 101-166 and 101-517, Sec. 511), when issuing statements, press releases, request for proposals, bid solicitations and other documents describing **projects** (see **Appendix A, #7**) or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state the Stevens Amendment: **“Funds for this activity were provided by Title III.”**

Staffing Considerations

- Staff at schools receiving Title III funds must meet applicable licensed and endorsed teacher criteria and provide high-quality professional development to teachers, principals, administrators, and other school or community- based organizational personnel (Title III, Section 3115). In addition to these required activities, there are eight additional authorized activities. A full list of required and authorized expenditures may be found in Section 3115(c), (d) of Title III.
- Positions paid for by Title III must be supplemental and cannot provide core instruction or services.
- All Federally-funded positions are subject to attestations of “time and effort” to ensure their efforts are aligned to the intent and scope of the funds (in this case, Title III).

Scheduling Considerations

Positions paid for by Title III cannot provide core instruction or services. All Title III supplemental positions will be allocated to support the professional development of teachers in English Learner Programs.

Title III: Do's and Don'ts for the Use of Funds

Office of Grant Funded Programs			
Title III Allowable and Non Allowable Checklist - FY18			
<i>The purpose of this document is to provide assistance to schools in determining eligible costs to increase the English proficiency of ELs by providing high quality language instructional education programs based on scientifically based research demonstrating the effectiveness of the program in increasing English proficiency and academic achievement in core subjects.</i>			
For additional information or clarification, please contact The Office of Language and Cultural Education at (773) 553-1930.			
Expenditure Type	Description	Allowable	Not Allowable
Administration	Lobbying activities to influence funding levels or the awarding of contracts		X
Administration	Non-instructional salaries, including fringes, for social work activities for improvement of EL student's attendance at school and performance of school social work activities dealing with problems of ELs	X	
Administration	Salaries, including fringes, and stipends for supplemental activities related to counseling with EL students and their parents (i.e. personal and social development of EL students, counseling services, appraisal services, and placement services)	X	
Administration	Salaries and stipends for EL teachers / staff to assess the native language proficiency of EL students, to administer other assessments related to instruction	X	
Administration	Bus Driver and Transportation Aides, salaries and fringes for summer schools and/or before and after school programs for EL students.	X	
Administration	Salaries and fringes for Recruiter for Bilingual / ESL teachers (NO SUPPLANTING)	X	
Administration	Salary and fringes for data analyst, database maintenance salary for EL students (NO SUPPLANTING)	X	

Office of Grant Funded Programs

Title III Allowable and Non Allowable Checklist - FY18

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For additional information or clarification, please contact The Office of Language and Cultural Education at (773) 553-1930.

Expenditure Type	Description	Allowable	Not Allowable
Administration	Salaries, supplies, materials, and equipment for administration use can NOT exceed 2% of allocation (function code 2300 ONLY) for current year allocation, NOT INCLUDING CARRYOVERS	X	
Capital Improvements	Capital projects (repair/maintenance of building, structural improvements, permanent fixtures to buildings)		X
Capital Improvements	Building Supplies/Repairs/Modifications		X
Capital Improvements	Paint for structures for building/capital improvement		X
Capital Improvements	Wiring of any kind (for internet service, telephone lines, etc.)		X
Equipment	Contracts for repair and maintenance for equipment purchased with Title III funds	X	
Equipment	Necessary and reasonable supplemental classroom furniture and equipment (computers, workstations, other classroom equipment) that has been preapproved by OLCE that supplements the provision of equipment paid by the district. Not open to all equipment and must be tied to Title III allowable activities.	X	
Equipment	Contracts for repair and maintenance for equipment NOT originally purchased with Title III funds		X
Equipment	Equipment for Recruiter, Parent Coordinator	X	
Food	Food for staff activities - Professional development working lunches only in the case where it is disruptive to the activity and/or not feasible to release for lunch. Must have documentation (i.e. agenda) reflecting working lunch. Cost must be reasonable and necessary. No snacks and no breakfast.	X	
Food	Food for parent activities – Only if the training or activity is considerable in duration, runs over a normal meal time and cost is reasonable and necessary.	X	
Food	Food for student activities - Should be coordinated through Nutrition Services if possible. Otherwise, allowable for programs in excess of four hours and over a meal time. Should be reasonable and necessary cost and light snacks are allowable as well.	X	
Instruction	Certified Bilingual / ESL Teachers, EL Teacher's Aides, Substitute Teachers		X
Instruction	Supplies and materials that supplement instructional program (workbooks, software, equipment <\$500/ unit)	X	
Instruction	Instructional materials (Additional or supplemental textbooks, not adopted textbooks)	X	
Instruction	Tutoring	X	
Instruction	Salaries and Benefits: Certified Bilingual / ESL Teachers, classroom paraprofessionals (but not administrative paraprofessionals)	X	
Instruction	Licenses for software or curriculum used by school, equipment repair & maintenance, in-district travel, field trip fees, online instructional service fees, instructional subscriptions	X	
Instruction	Equipment >\$500/unit (computers, printers)	X	
Other	Office supplies, paper, pens for data analyst	X	
Other	Activities of any support service to EL students that are general in nature (i.e. Translation stipends for students)	X	
Other	Donations and contributions		X
Other	Entertainment expenses		X
Other	Alcohol beverages		X
Other	Tickets for field trips, if part of high quality language instruction educational program	X	

Office of Grant Funded Programs

Title III Allowable and Non Allowable Checklist - FY18

The purpose of this document is to provide assistance to schools in determining eligible costs to increase the English proficiency of ELs by providing high quality language instructional education programs based on scientifically based research demonstrating the effectiveness of the program in increasing English proficiency and academic achievement in core subjects.

For additional information or clarification, please contact The Office of Language and Cultural Education at (773) 553-1930.

Expenditure Type	Description	Allowable	Not Allowable
Other	ACCESS for ELs, W-/APT or MODEL assessments. (These assessments are required under state rules.)		X
Other	Translator for translating announcements to parents about school activities. (These costs associated with meeting district's responsibility under Title VI of the Civil Rights Act of 1964.)		X
Parent Involvement	Translators for translating at Parent Meetings	X	
Other	Banquets/Award Programs/Carnivals/Luncheons/Brunches/Parties/Picnics		X
Other	Decorations/flowers		X
Other	Employee incentive or recognition gifts		X
Other	Fund Raiser Support - No food, door prizes, equipment or other materials for fundraisers		X
Other	Gift Certificates/Gift Cards		X
Other	Graduation activities/materials		X
Other	Incentives or rewards for students or parents		X
Other	Raffles/door prizes		X
Other	Theater Systems/Auditorium Installations		X
Other	Uniforms - Staff or student		X
Other	Water Coolers/Water Systems		X
Other	Appliances (stoves, refrigerators, microwaves, etc.)		X
Parent Involvement	Mailings – Informational to parents	X	
Parent Involvement	Parent training or educational services	X	
Parent Involvement	Parent Coordinator salary and fringes	X	
Parent Involvement	Guest speakers for Parent night, in-district travel (home visits), translation services	X	
Parent Involvement	Parent Recognition Luncheon		X
Parent Involvement	Parent-Student Dinner/Parent-Staff Dinners		X
Professional Development	Conference registration fees for PD for administrators and Bilingual / ESL staff to provide professional development and training to schools to make sure they are in compliance with state rules and regulations.	X	
Professional Development	External EL Education consultants, providing professional & technical services by expert-language and literacy consultants to build capacity on quality teaching for EL students.	X	
Professional Development	Professional Development – EL instructional best practice/pedagogy, coaching/mentoring,	X	
Professional	Salaries for Substitute Teachers to Bilingual / ESL staff for PD activities	X	
Professional Development	Professional Development - EL supports to build capacity on program models and collaborate on instructional planning, analyzing student work and teacher best practices. (i.e. Salaries and fringes for Special Education staff)	X	
Professional	Dues for professional organizations - for general administration	X	
Staff travel	Staff travel reimbursements – employees are reimbursed for these costs based on CPS board policy for travel allowances.	X	
Staff travel	Lodging and per-diem - Follow district guidelines. No hotels for conferences or trainings held within 50 miles one way of Chicago Public Schools.	X	
Staff travel	No costs for tours or souvenirs offered by conference event will be reimbursed.		X
Student supplies	Student Incentives - No cash or gifts of any kind, including: Six Flags Great America Admission pass, YMCA pass, amusement/water park admissions, gift cards, laptops, iPads		X
Student supplies	T-shirts/book bags/baseball caps, athletic uniforms, letter sweaters or other school "spirit" apparel with school or district logos.		X

Office of Grant Funded Programs

Title III Allowable and Non Allowable Checklist - FY18

The purpose of this document is to provide assistance to schools in determining eligible costs to increase the English proficiency of ELs by providing high quality language instructional education programs based on scientifically based research demonstrating the effectiveness of the program in increasing English proficiency and academic achievement in core subjects.

For additional information or clarification, please contact The Office of Language and Cultural Education at (773) 553-1930.

Expenditure Type	Description	Allowable	Not Allowable
Student Transportation	Buses: Contractual bus services, bus maintenance, bus lease for summer schools and/or before and after school programs for EL students. (NO PURCHASE)	X	
Student Transportation	Transportation for educational field trips, if part of high quality language instruction educational program.	X	
Student Transportation	Gas & Oil for bus	X	
Student Assessments	On-line assessments services, software licenses for student assessments	X	
Student Assessments	Materials Related to EL student assessments such as native language assessment tests.	X	

TRANSITIONAL BILINGUAL EDUCATION (BILINGUAL TBE/TPI)

In General

The State of Illinois Transitional Bilingual Education / Transitional Program of Instruction (TBE/TPI) grant provides supplemental financial assistance to help local school districts meet the extra costs of providing language instruction support to meet the needs of English Learners (ELs) and to facilitate their integration into the regular public school curriculum. The TBE and TPI programs are for students whose first language is a language other than English and who have not met proficiency on the English Language Proficiency Screener and/or ACCESS.

Use of Funds

An eligible entity receiving funds under this section shall use the funds to pay for activities that provide content area instruction accessible to all English learners. A minimum of 60% of TBE/TPI funds must be allocated towards instruction and schools shall determine what activities and interventions will best meet assessed student needs.

In order to ensure that all EL students are provided instruction, per IL Administrative Code Section 228, the Office of Language & Cultural Education (OLCE) strongly recommends that principal’s staff and schedule Bilingual- and/or ESL- endorsed teachers in core content courses. SBB and SGSA positions should be allocated for EL teachers before receiving EL supplemental positions.

Eligibility Criteria for Funding

Schools will receive grant funds based on EL enrollment in a tiered system. The grant funds will be allocated to charter schools to provide supplemental support to their Bilingual Programs. Schools are allocated grant funds in lieu of positions because Charter Management Organizations operate independently of CPS. Therefore, CPS cannot allocate positions but allocates equitable funding based EL enrollment at charter schools (**See Appendix B**).

Tier	Description	TBE/TPI Allocation
1	100+ EL Student Enrollment	\$45,000
2	20-99 EL Student Enrollment	\$353.27 per EL student

TBE/TPI rate: \$607 x 60% (state reimbursement rate) x 97% (3% administrative fee) = \$353.27

Requirements of Transitional Program

No later than 30 days after the beginning of the school year or 14 days after the enrollment of any child in a program in transitional bilingual education during the middle of a school year, the school shall notify by mail the parents or legal guardian of the child of the fact that their child has been enrolled in a program in transitional bilingual education. The notice shall contain all of the following information in simple, nontechnical language:

1. The reasons why the child has been placed in and needs the services of the program.
2. The child's level of English proficiency, how this level was assessed, and the child's current level of academic achievement.
3. The method of instruction used in the program and in other available offerings of the district, including how the program differs from those other offering in content, instructional goals, and the use of English and native language instruction.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help the child to learn English and to meet academic achievement standards for grade promotion and graduation.
6. The specific exit requirement for the program, the expected rate of transition from the program into the regular curriculum, and the expected graduation rate for children in the program if the program is offered at the secondary level.
7. How the program meets the objectives of the child's individual educational program (IEP), if applicable.
8. The right of the parents to decline to enroll the child in the program or to choose another program or method of instruction, if available.
9. The right of the parents to have the child immediately removed from the program upon request.
10. The right of the parents to visit transitional bilingual education classes in which their child is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education.

Special Rules

The notice shall be in writing in English and in the language of which the child of the parents so notified possesses a primary speaking ability. Any parent whose child has been enrolled in a program in transitional bilingual education shall have the absolute right to immediately withdraw his child from said program by providing written notice to school child is enrolled in.

Governing Policy/Regulatory Implications

TBE/TPI is authorized by 105 ILCS 5/14C et seq. and 23 Illinois Administrative Code, Part 228

Staffing Considerations

- Staff assigned to provide instruction in a student's home language shall meet the requirements for bilingual education teachers (23 Ill. Adm. Code 25 (Educator Licensure) and 23 Ill. Adm. Code 1)
- Staff assigned to provide instruction in ESL must meet the requirements for ESL or English as a New Language teacher (23 Ill. Adm. Code 25 and 23 Ill. Adm. Code 1)
- Staff assigned to provide instruction to students in a preschool program must meet the requirements of 23 Ill. Adm. 235.20(c) (Application Procedure and Content for New or Expanding Programs). All individuals assigned to provide instruction to students in a preschool program also must meet the applicable requirements of subsection (a) or (b) of this Section, depending on the assignment
- Staff who are employed to assist in instruction in a preschool program but do not hold a professional educator license shall meet the requirements of 23 Ill. Adm. 235.20(c)
- Individuals assigned to administer a program under this Part shall meet the applicable requirements of this subsection (d)

Recommended allocations for EL Programs from SBB, SGSA and Title I

Type Of Allocation	Details
Professional Development	<p>Provide PD for teachers of ELs that is relevant to any of the following:</p> <ul style="list-style-type: none"> • Current research in the education of ELs (e.g. use of native language instruction, dual language education, CCSS and ELs, academic language, English language development, etc.) • Content-area and language proficiency assessment of students with limited English proficiency • Research-based methods and techniques for teaching language and literacy to students with limited English proficiency. • Research-based methods and techniques for teaching language and literacy to students with limited English proficiency who are identified as having special needs
Instructional Materials	Purchase research-based materials to support literacy, language, and content-specific instruction for ELs. This may include student text sets in the languages of the students and in English; software that supports language and literacy development of ELs.
Before and After School Programs	Provide additional supports to ELs before and after school targeting student needs in academic, language and social/emotional development.
Salaries for Teachers	Fund salaries for ESL- and/or bilingual-endorsed teachers teaching ELs in order to reduce class size and/or provide targeted, enhanced instruction to ELs.
Salaries for Tutors	Fund salaries for tutors for ELs to provide native language supports and/or facilitate student understanding and access to content area instruction (e.g. English and/or native language arts and other core subjects).
Parental Empowerment and Engagement	Schools that have a Transitional Bilingual Education (TBE) program are required to establish a Bilingual Advisory Committee (BAC) and may use at least \$250 of the supplemental funds. These funds will help to foster parent engagement and support parents of ELs by providing training and capacity building opportunities.

Office of Grant Funded Programs			
TBE/TPI Allowable and Non Allowable Checklist - FY18			
<p><i>The purpose of this document is to provide assistance to schools in determining eligible costs for the State TBE and TPI grant that provides supplemental financial assistance to help local school districts meet the extra costs of providing language instruction support to meet the needs of English Language Learners (ELs) and to facilitate their integration into the regular public school curriculum.</i></p> <p>For additional information or clarification, please contact The Office of Language and Cultural Education at (773) 553-1930</p>			
Expenditure Type	Description	Allowable	Not Allowable
Administration	Lobbying activities to influence funding levels or the awarding of contracts		X
Administration	Non-instructional salaries, including fringes, for social work activities for improvement of EL student's attendance at school and performance of school social work activities dealing with problems of ELs	X	
Administration	Salaries, including fringes, and stipends for supplemental activities related to counseling with EL students and their parents (i.e. personal and social development of EL students, counseling services, appraisal services, and placement services)	X	

Office of Grant Funded Programs

TBE/TPI Allowable and Non Allowable Checklist - FY18

The purpose of this document is to provide assistance to schools in determining eligible costs for the State TBE and TPI grant that provides supplemental financial assistance to help local school districts meet the extra costs of providing language instruction support to meet the needs of English Language Learners (ELs) and to facilitate their integration into the regular public school curriculum.

For additional information or clarification, please contact The Office of Language and Cultural Education at (773) 553-1930

Administration	Salaries and stipends for EL teachers / staff to assess the native language proficiency of EL students, to administer other assessments related to instruction	X	
Administration	Bus Driver Salaries and fringes for summer schools and/or before and after school programs for EL students.	X	
Administration	Salary and fringes for EL program director or coordinator, clerical support (NO SUPPLANTING)	X	
Capital Improvements	Capital projects (repair/maintenance of building, structural improvements, permanent fixtures to buildings)		X
Capital	Building Supplies/Repairs/Modifications		X
Capital	Paint for structures for building/capital improvement		X
Capital	Wiring of any kind (for internet service, telephone lines, etc.)		X
Equipment	Contracts for repair and maintenance for equipment purchased with TBE/TPI funds	X	
Equipment	Necessary and reasonable supplemental classroom furniture and equipment (computers, workstations, other classroom equipment) that has been preapproved by OLCE that supplements the provision of equipment paid by the district. Not open to all equipment and must be tied to TBE/TPI allowable activities.	X	
Equipment	Contracts for repair and maintenance for equipment NOT originally purchased with TBE/TPI funds		X
Food	Food for staff activities - Professional development working lunches only in the case where it is disruptive to the activity and/or not feasible to release for lunch. Must have documentation (i.e. agenda) reflecting working lunch. Cost must be reasonable (between \$8-\$12 per person). No snacks and no breakfast.	X	
Food	Food for parent activities – Only if the training or activity is considerable in duration, runs over a normal meal time and cost is reasonable.	X	
Food	Food for student activities - Should be coordinated through Nutrition Services if possible. Otherwise, allowable for programs in excess of four hours and over a meal time. Should be reasonable cost (\$8 - \$12 per person) and light snacks are allowable as well.	X	
Instruction	Certified Bilingual / ESL Teachers, EL Teacher's Aides, Substitute Teachers, including fringes	X	
Instruction	Supplies and materials that supplement instructional program (workbooks, software, equipment <\$500/ unit)	X	
Instruction	Instructional materials (Additional or supplemental textbooks, not adopted textbooks)	X	
Instruction	Tutoring	X	
Instruction	Licenses for software or curriculum used by school, equipment repair & maintenance, in-district travel, field trip fees, online instructional service fees, instructional subscriptions	X	
Other	Donations and contributions		X
Other	Entertainment expenses		X
Other	Alcoholic beverages		X
Other	Tickets for field trips, if part of high quality language instruction educational program	X	
Other	ACCESS for ELs, W-/APT or MODEL assessments. (These assessments are required under state rules.)		X
Other	Translator for translating announcements to parents about school activities. (These costs associated with meeting district's responsibility under Title VI of the Civil Rights Act of 1964.)		X
Other	Banquets/Award Programs/Carnivals/Luncheons/Brunches/Parties/Picnics		X
Other	Decorations/flowers		X
Other	Employee incentive or recognition gifts		X

Office of Grant Funded Programs

TBE/TPI Allowable and Non Allowable Checklist - FY18

The purpose of this document is to provide assistance to schools in determining eligible costs for the State TBE and TPI grant that provides supplemental financial assistance to help local school districts meet the extra costs of providing language instruction support to meet the needs of English Language Learners (ELs) and to facilitate their integration into the regular public school curriculum.

For additional information or clarification, please contact The Office of Language and Cultural Education at (773) 553-1930

Other	Fund Raiser Support - No food, door prizes, equipment or other materials for fundraisers		X
Other	Gift Certificates/Gift Cards		X
Other	Graduation activities/materials		X
Other	Incentives or rewards for students or parents		X
Other	Raffles/door prizes		X
Other	Theater Systems/Auditorium Installations		X
Other	Uniforms - Staff or student		X
Other	Water Coolers/Water Systems		X
Other	Appliances (stoves, refrigerators, microwaves, etc.)		X
Parent Involvement	Translators for translating at Parent Meetings	X	
Parent Involvement	Mailings – Informational to parents	X	
Parent Involvement	Parent training or educational services	X	
Parent Involvement	Parent Coordinator salary and fringes	X	
Parent Involvement	Guest speakers for Parent night, in-district travel (home visits), translation services	X	
Parent Involvement	Parent Recognition Luncheon		X
Parent Involvement	Parent-Student Dinner/Parent-Staff Dinners		X
Professional Development	Conference registration fees for PD for administrators and Bilingual / ESL staff to provide professional development and training to schools to make sure they are in compliance with state rules and regulations.	X	
Professional Development	External EL Education consultants, providing professional & technical services by expert-language and literacy consultants to build capacity on quality teaching for EL students.	X	
Professional Development	Professional Development – EL instructional best practice/pedagogy, coaching/mentoring,	X	
Professional	Salaries for Substitute Teachers to Bilingual / ESL staff for PD activities	X	
Professional Development	Professional Development - EL supports to build capacity on program models and collaborate on instructional planning, analyzing student work and teacher best practices. (i.e. Salaries and fringes for Special Education staff)	X	
Professional	Dues for professional organizations - for general administration	X	
Staff travel	Staff travel reimbursements – employees are reimbursed for these costs based on CPS board policy for travel allowances.	X	
Staff travel	Lodging and per-diem - Follow district guidelines. No hotels for conferences or trainings held within 50 miles one way of Chicago Public Schools.	X	
Staff travel	No costs for tours or souvenirs offered by conference event will be reimbursed.		X
Student supplies	Student Incentives - No cash or gifts of any kind, including: Six Flags Great America Admission pass, YMCA pass, amusement/water park admissions, gift cards, laptops, iPods		X
Student supplies	T-shirts/book bags/baseball caps, athletic uniforms, letter sweaters or other school “spirit” apparel with school or district logos.		X
Student Transportation	Buses: Contractual bus services, bus maintenance, bus lease for summer schools and/or before and after school programs for EL students. (NO PURCHASE)	X	
Student Transportation	Transportation for educational field trips, if part of high quality language instruction educational program.	X	
Student	Gas & Oil for bus	X	
Student Assessments	On-line assessments services, software licenses for student assessments	X	
Student Assessments	Materials Related to EL student assessments such as native language assessment tests.	X	
Furniture	Carpeting for school		X
Furniture	Student Chairs and desks		X
Equipment	Musical Keyboard		X
Supplies	Calculators		X

AMENDMENTS

All amendments are **due thirty days prior to the project end date**. The obligation of funds included on an amendment cannot begin prior to the date of receipt at CPS provided the scope or intent of the approved project has not changed. If the scope or intent of a project changes based on an amendment, CPS programmatic approval should be obtained prior to the obligation of funds based on the amendment.

The following are due the final amendment dates:

- May 31-SGSA
- July 31-Title I, Title I Parent, and Title II
- May 31- State Bilingual TBE/TPI
- July 31-Title III

COMPLIANCE MONITORING

The Illinois State Board of Education (ISBE) has the responsibility of monitoring the use of SGSA, State Bilingual, ESSA Title I, Title I Parent, II & Title III funds provided for supplemental educational programs. ISBE staff visits participating schools to audit expenditures of funds and review the schools' program implementation, evaluation, and compliance. As part of the monitoring process, interviews with the principal, school leaders, staff, and parents may be required. Additionally, CPS monitoring staff will also visit participating schools to ensure programs implemented are the programs described in the schools' approved applications.

For all of these monitoring scenarios the following documentation must be available for review at the local school:

- Consolidated Grants Application and Amendments
- Staffing patterns for SGSA, State Bilingual, Title I, Title I Parent, Title II, & Title III
- Agendas & Announcements of Title I Parent Meetings
- Inventory of equipment/furniture purchased with SGSA, State Bilingual, and ESSA Title I, Title I Parent, Title II, & Title III funds
- Documentation of student selection criteria for ESSA Title I services (Targeted Assistance Only)
- Evidence of all supporting documentation for expenditures claimed. For credit cards the statement is not sufficient. Itemized invoices or receipts will suffice.

If your school is selected for an ISBE or USDOE review, refer to the **ISBE Self-Assessment Checklist**. Your assigned Portfolio Analyst will support you on how to collect detailed documentation for your review.

ISBE Self-Assessment Checklist

Federal & State Monitoring – Self-Assessment

This self-assessment is provided to assist the local school administrator and coordinator, in working with the Federal and State Monitoring Team Lead, to plan for the on-site visit.

Title I, Title IIA, IDEA Flow-Through, 21st Century, CTE-Perkins Secondary

	Required Documentations	Not In Place	Not In Place	Next Steps for Improvement
1	Completed CIWP with signed approval page.			
2	CIWP/Budget amendments with signed approval page (if applicable).			
3	Current staff list/organizational roster with teacher/staff name, room number, program, and class size.			
4	Instructional staff roster with teacher/staff name, job title, and their licensure number (IEIN#)			
5	Teacher, staff, and student schedules			
6	Facility floor plan (for use with classroom observation)			
7	Evidence of Professional Development – <ul style="list-style-type: none"> a. Description of on-going professional development offered by the school for all school staff since the 2016-2017 school year that are directly related to improving instruction. b. Evidence of its implementation, to include dates, format(s) used agenda(s), presentation and activity handouts, if appropriate. 			

	Required Documentations	Not In Place	Not In Place	Next Steps for Improvement
8	<p>Evidence of Parental Involvement –</p> <ul style="list-style-type: none"> a. Approved NCLB Parent Involvement Budget Plan; b. Documentation of an annual meeting to explain the NCLB Program; c. Parent Involvement Policy; d. School-Parent Compact; e. Samples of letters to parents of a Non-Highly Qualified Teacher teaching their child for four or more consecutive weeks; f. Samples of notices to parents of EL students participating in the Title I program; g. Samples of parent involvement activities such as newsletter, notices of activities, calendars, surveys, participant sign-in, etc. and h. Approved BPAC Budget Plan. 			
9	<p>Evidence of grant expenditures are meeting compliance –</p> <ul style="list-style-type: none"> a. Claims b. Purchase orders, requisitions, and invoices; and c. Policy and procedures for reimbursements. 			
10	<p>Sample payroll records for personnel paid by Title I, Title II, IDEA, Perkins, and/or 21st Century to ensure time and effort meet regulatory requirements including:</p> <ul style="list-style-type: none"> a. Non-classroom staff and paraprofessional schedules showing employee activities; and b. Signed time sheets or swiped Kronos details for Extended Day and Substitute Hours. 			
11	<p>Asset inventory records of equipment purchased with federal funds including <i>Name, Cost, Location, Acquisition Date, Identification Number, Source of Funds, and Condition</i> of equipment items.</p>			

	Required Documentations	Not In Place	Not In Place	Next Steps for Improvement
12	Schools with Title III grant – <ul style="list-style-type: none"> a. Schedule or caseload for each bilingual or EL teacher b. EL curriculum c. Native language curriculum (if applicable) 			
13	Schools with IDEA grant – <ul style="list-style-type: none"> a. IEPs made available for review b. Schedule of all special education instructional groups (by period) including names of students, disability status, teacher(s), and paraprofessional assigned for each student 			
14	Schools with 21 st Century grant - <ul style="list-style-type: none"> a. Criminal background checks for all staff b. Program plan/budget template c. Enrollment and Attendance Records Activity report 			
15	Schools with CTE grant – <ul style="list-style-type: none"> a. Policy and procedures for transferred in and out of equipment b. Instructional Support provided to first year teacher c. Curriculum d. CTA bus fare records (if applicable) 			
16	General State Aid – <ul style="list-style-type: none"> a. Enrollment policy and procedures b. Student attendance records for 2015-2016 school year 			

Note: Additional documentation may be requested based on initial review

TIME AND EFFORT ATTESTATIONS

Uniform Grant Guidance 2 CFR 200 (formerly OMB Circular A-87) requires all employees paid from federal funds to document via an after-the-fact attestation how they spent their time. The purpose of documenting time and effort is to ensure federal funds are only charged for time actually worked on allowable cost activities and federal programs paid only their proportionate share of personnel costs.

Based on your approved Consolidated Grant Application request for positions, you are required to complete the following types of attestations:

- Regular Positions – Any individual assigned to one task throughout the school day (i.e., 3rd grade teacher, paraprofessional, security, etc.) from only **one** federal source
- Stipends – Extended time or stipends for work beyond the regular scheduled day on allowable programs
- Personnel Activity Report (PARs) – Any individual paid from **at least one federal funding source** (Title I, Title II, Title III, etc.) and/or working on multiple assignments per your Consolidated Grant Application, is required to build a time distribution schedule to document the prior six month period of work

Directions for Administrator:

1. Connect to VPN (please use Google Chrome, Fire Fox or Internet Explorer 9 or lower).
2. Log into Oracle (Use your CPS User ID and Password).
3. Select **CPS Time and Effort** hyperlink.
4. Select **Time and Effort** hyperlink.
5. Select **Documents**.
6. A. If you do not have any staff funded by federal funds, check the box **“I have no federally funded staff”**
B. All staff funded 100% by only one federal source (including stipends), complete the Tab labeled **“Single Fund Position”**. For example, a teacher paid 100% from a federal grant (ESSA Title I, Title II, Title III, etc.) will be listed.
C. All staff funded less than 100% by at least one federal funding source and/or working on multiple assignments, complete the Tab labeled **“Multi Fund Position”**. For example, a kindergarten teacher paid 50% from Title I and 50% from SGSA is listed here. Additionally, a teacher instructing students and also providing professional development coaching, would also be listed here.
7. Add comments (if needed).
8. Select **“Save”**.
9. Select **“Certify & Submit”**.
10. Select **“Yes”** to confirm.
11. See message **“Your document has been submitted successfully!”**
12. To Exit, select **“Cancel/Return”**.

Appendix

Appendix A-Definitions

1. **Well-rounded education** means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and governments, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.
2. **Multi-tier system of supports** means a comprehensive continuum of evidence-based, systemic practices to support rapid response to students' needs, with regular observation to facilitate data based instructional decision-making.
3. **Specialized Instructional Support Services** means the services provided by specialized instructional support personnel mentoring services, and other strategies to improve students' skills outside the academic subject areas.
4. **Specialized instructional support personnel** means '(i) school counselors, school social workers, and school psychologists; and '(ii) other qualified professional personnel, such as school nurses, speech language pathologists, and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401)) as part of a comprehensive program to meet student needs
5. **Dual or Concurrent Enrollment Program** means a program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that—(A) is transferable to the institutions of higher education in the partnership; and (B) applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).
6. **Early College High School** means a partnership between at least one local educational agency and at least one institution of higher education that allows participants to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the institutions of higher education in the partnership as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant's family.
7. **Project** as used in the Stevens Amendment means the activity described in the application, or any subject subpart thereof. The Stevens Amendment information is identifying that the activities described in the report, brochure, workshop notice, etc., are funded with federal funds, not that the cost of the newspaper advertisement or printing cost of brochure are being paid for with federal funds.
8. **School leader residency program** means a school-based principal or other school leader preparation program in which a prospective principal or other school leader-
 - a) for 1 academic year, engages in sustained and rigorous clinical learning with substantial leadership responsibilities and an opportunity to practice and be evaluated in an authentic school setting; and
 - b) during that academic year- (i) participates in evidence-based coursework
9. **Evidence-based coursework** the term 'evidence-based', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—'(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—(I) strong evidence from at least 1 well-designed and well-implemented experimental study; (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention. , to the

extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, that is integrated with the clinical residency experience; and (ii) receives ongoing support from a mentor principal or other school leader, who is effective.

10. **Teacher, principal, or other school leader preparation academy** means a public or other nonprofit entity, which may be an institution of higher education or an organization affiliated with an institution of higher education, that establishes an academy that will prepare teachers, principals, or other school leaders to serve in high-needs schools, and that
 - a. enters into an agreement with a State authorizer that specifies the goals expected of the academy, including-(i) a requirement that prospective teachers, principals, or other school leaders who are enrolled in the academy receive a significant part of their training through clinical preparation that partners the prospective candidate with an effective teacher, principal, or other school leader, as determined by the State, respectively, with a demonstrated record of increasing student academic achievement, including for the subgroups of students defined in [section 6311\(c\)\(2\) of this title](#), while also receiving concurrent instruction from the academy in the content area (or areas) in which the prospective teacher, principal, or other school leader will become certified or licensed that links to the clinical preparation experience; (ii) the number of effective teachers, principals, or other school leaders, respectively, who will demonstrate success in increasing student academic achievement that the academy will prepare; and (iii) a requirement that the academy will award a certificate of completion (or degree, if the academy is, or is affiliated with, an institution of higher education) to a teacher only after the teacher demonstrates that the teacher is an effective teacher, as determined by the State, with a demonstrated record of increasing student academic achievement either as a student teacher or teacher-of-record on an alternative certificate, license, or credential; (iv) a requirement that the academy will award a certificate of completion (or degree, if the academy is, or is affiliated with, an institution of higher education) to a principal or other school leader only after the principal or other school leader demonstrates a record of success in improving student performance; and (v) timelines for producing cohorts of graduates and conferring certificates of completion (or degrees, if the academy is, or is affiliated with, an institution of higher education) from the academy;
 - b. does not have unnecessary restrictions on the methods the academy will use to train prospective teacher, principal, or other school leader candidates, including- (i) obligating (or prohibiting) the academy's faculty to hold advanced degrees or conduct academic research; (ii) restrictions related to the academy's physical infrastructure; (iii) restrictions related to the number of course credits required as part of the program of study; (iv) restrictions related to the undergraduate coursework completed by teachers teaching or working on alternative certificates, licenses, or credentials, as long as such teachers have successfully passed all relevant State-approved content area examinations; or (v) restrictions related to obtaining accreditation from an accrediting body for purposes of becoming an academy;
 - c. limits admission to its program to prospective teacher, principal, or other school leader candidates who demonstrate strong potential to improve student academic achievement, based on a rigorous selection process that reviews a candidate's prior academic achievement or record of professional accomplishment; and
 - d. results in a certificate of completion or degree that the State may, after reviewing the academy's results in producing effective teachers, or principals, or other school leaders, respectively (as determined by the State) recognize as at least the equivalent of a master's degree in education for the purposes of hiring, retention, compensation, and promotion in the State.

11. **Teacher residency program** means a school-based teacher preparation program in which a prospective teacher
 - a. for not less than 1 academic year, teaches alongside an effective teacher, as determined by the State or local educational agency, who is the teacher of record or the classroom;
 - b. receives concurrent instruction during the year described in subparagraph (A)-
 - i. through courses that may be taught by local educational agency personnel or by faculty of the teacher preparation program; and
 - ii. in the teaching of the content area in which the teacher will become certified or licensed; and
 - c. acquires effective teaching skills, as demonstrated through completion of a residency program, or other measure determined by the State, which may include a teacher performance assessment.

12. **School leader** means a principal, assistant principal, or other individual who is—(A) an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school and (B) responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

13. **Technology** means modern information, computer and communication technology products, services, or tools, including, the Internet and other communications networks, computer devices and other computer and communications hardware, software applications, data systems, and other electronic content (including multimedia content) and data storage.

Appendix B-TBE/TPI and Title III Grant Allocation



**Office of Language and Cultural Education
TBE/TPI and Title III Grant Allocation for FY18 (SY17-18)**

Background:

The Office of Language and Cultural Education (OLCE) annually allocates the Transitional Bilingual Education / Transitional Program of Instruction (TBE/TPI) and Title III grant funds for Chicago Public Schools (CPS). CPS is the Local Education Agency (LEA) and is granted the authority, by the Illinois State Board of Education (ISBE), to allocate grant funds according to the needs of the district.

In response to our ISBE Monitoring Corrective Action Plan- we identified a goal of ensuring that programs for English Learners are implemented consistently across all schools. This year the funds are spread across the city in order to support the maximum number of students. This helps to support principals implement English Learner (EL) programs that provide rigorous instruction and meet state guidelines. In addition, after school tutoring and educational technology are effective ways of raising student achievement with supplemental grant funds.

Charter School Methodology:

Charter schools will receive grant funds based on EL enrollment in a tiered system. The grant funds will be allocated to charter schools to provide supplemental support to their Bilingual Programs. The recent amendment to Illinois Charter School Law now requires all charter schools to provide bilingual instruction to EL students. Charters are on a reimbursement system and must submit requests for reimbursement for expenses related to EL instruction. Charter schools are allocated grant funds in lieu of positions because Charter Management Organizations operate independently of CPS. Therefore, CPS cannot allocate positions but allocates equitable funding based on EL enrollment at charter schools. Charter schools must submit reimbursements for supplemental TBE/TPI and Title III grant funds. Charter schools will forfeit 50% of their allocated funding if initial reimbursements are not submitted by December 1, 2017. All expenditures must be allocated for English Learners.

State TBE/TPI

Tier	Description	TBE/TPI Allocation
1	100+ EL Student Enrollment	\$45,000
2	20-99 EL Student Enrollment	\$353.27 per EL student

TBE/TPI rate: \$607 x 60% (state reimbursement rate) x 97% (3% administrative fee) = \$353.27

Federal Title III

Tier	Description	Title III Allocation
1	250+ EL Student Enrollment	\$45,000
2	20-249 EL Student Enrollment	\$112.21 per EL student

Title III rate: \$114.50 x 98% (2% administrative fee) = \$112.21

All Schools:

In addition, CPS partners with universities to offer graduate cohorts for teachers to obtain their Bilingual/ESL endorsements. CPS funds half of the tuition for each graduate course with grant funds. National Louis, Northeastern IL, Dominican, and Roosevelt University are currently approved university partners.

Rationale for current methodology:

- We must increase EL program implementation in both CPS and Charter Schools according to our Corrective action Plan with ISBE.
- It is important that all EL students across the district have access to grant funding.
- Grant funding must be spent in timely manner on allowable activities targeted to English Learners.
- Expenditures must match the approved grant application. Amendments are allowable, but we cannot introduce new activities in the middle of the grant cycle.

Appendix C-ISBE Function Descriptors and Sub-Categories

Detailed ISBE Function Descriptors and Sub-Categories								
Function Number	Function Name	Descriptors & Sub-Categories	SGSA	State Bilingual	Title I	Title I Parent Involvement	Title II	Title III
1000	Instruction	Charges to this function number consist of programs and activities that provide students with direct instruction such as class size reduction, early childhood, after school and summer school programs. Included are the activities of paraprofessionals or teacher aides that assist in the instructional process.	X	X	X		X	X
2120	Guidance Services	Charges to this function number consist of programs and activities that enhance school attendance and assist students avoid behaviors that may contribute to truancy and/or dropping out of school. Programs may also provide students additional guidance services such as assisting in career choices, improving personal and social development, and extending guidance activities to meet individual student needs.	X	X	X			X
2210	Improvement of Instruction Services	Charges to this function number consist of programs and activities that provide staff development activities at the local school level. Staff in-services may vary from school to school depending on priorities, and may focus on such topics as communications, curriculum, attendance, classroom management, parent involvement, staff motivation, cross-cultural awareness, and problem solving. The curriculum development program enables local schools to develop new curricula or to enhance, extend, or revise existing curricula.	X	X	X		X	X
2220	Education Media Services	Charges to this function number consist of programs and activities that provide supplemental support for the local school library or multimedia center, and/or Library Science instruction. In addition, programs that are designed to provide pupils with experiences to enable them to develop computer skills and literacy may also be charged to this number.	X	X	X			X
2230	Assessment and Testing	Activities carried out for the purpose of measuring individual student achievement. The information obtained is generally used to monitor individual and group progress in reaching district learning goals to compare individual and group performance with national norms established by test publishers.	X	X	X			X
2400	School Administration	Charges to this function number consist of programs and activities that afford additional school-based personnel who provide instructional leadership and support to the general program of instruction. This includes additional office staff and supplies to assist in general operation of the school office.	X	X				
2550	Pupil Transportation Services	Charges to this function number consist of programs and activities that require student transportation for field trips. NCLB Title I funds only may be used to support educational field trips tied to the program of instruction. SGSA may be used for both educational experiences and extracurricular activities.	X	X	X			X
2640	Staff Services	Charges to this function number consist of activities generally performed by the LEA personnel office such as recruiting and retention.					X	
2900	Other Support Services	Charges to this function number consist of programs and activities intended to increase student and staff safety in the school building or playground during regular or extended day activities. Security staff must go through a personal background check and receive appropriate training prior to employment.	X	X	Security ONLY			
3000	Community Services	Charges to this function number consist of programs and activities that foster a closer relationship between parents and teachers. This improved relationship should result in a higher level of academic achievement, improved attitudes toward school, and greater ongoing parent involvement the education of their children. Activities include training parents on NCLB Title I, SGSA rules and regulations, and school procedures, and training parents to work with their children at home in order to achieve the local school's instructional objectives.	X	X	X	X		X
Detailed ISBE Object Code Descriptors and Sub-Categories								
Object Number	Object Name	Descriptors & Sub-Categories	SGSA	State Bilingual	Title I	Title I Parent Involvement	Title II	Title III
100	Salaries	Amounts paid to permanent, temporary or substitute employees on the payroll of the school. This includes gross salary for personal services rendered while on the payroll of the local school such as regular, temporary, and overtime salaries.	X		X	X	X	X
200	Employee Benefits	Amounts paid by the local school on behalf of employees. These amounts are not included in the gross salary, but are over and beyond such as retirement costs and insurance.	X		X	X	X	X
300	Purchased Services	Amounts paid for personal services rendered by personnel who are not on the payroll of the school and other services that the school 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. These services include administrative, instructional, data processing, financial, repairs and maintenance, rentals, travel, printing, and insurance other than employee benefits.	X		X	X	X	X
400	Supplies & Materials	Amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated in use or items that lose their identity through fabrication or incorporation into difference or more complex units or substances. These include general supplies, supplemental textbooks, library books, periodicals, software, and equipment with a per item cost of less than \$500.00.	X		X	X	X	X
500	Capital Outlay	Amounts paid for the acquisition of furniture and/or equipment with a per item cost of \$500.00 or more.	X		X	X	X	X