This manual contains basic information on SGSA and NCLB Titles I & II, the development of grant applications, allowable expenditures, and required forms. It is meant to provide a ready reference for school administrators and teachers in the process of SGSA and NCLB Titles I & II program development and implementation. It is not intended as a comprehensive source of information on the rules and regulations which govern SGSA and NCLB Title I and NCLB Title II, part A.

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BUDGET PLANNING

To receive the following sub-grants, state (SGSA) & Federal (Title I & Title II, Part A), schools must submit a Consolidated Grants application to CPS. The application planning process should consist of a collaboration between stakeholders (financial, academic, and parental) 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, NCLB Title I and NCLB Title II funds cannot be obligated until a school submits a substantially approvable Consolidated Grants Application I to the Charter Funded Programs team. 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 program development. All programs funded under SGSA and NCLB Title I & II must adhere to their respective requirements (SGSA: 105 ILCS 5/18-8.5 (H)(4)(e) and NCLB Title I: P.L. 107-110). Per these regulations, all programs should be supplemental in nature, meaning any uniquely identified program or service is in addition to the regular program. 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 nor NCLB Title I & II 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
(Grant Period: July 1-June 30)

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 (SGSA) 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 the 20th 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. Once data is collected, CPS
establishes a per pupil amount and calculates the SGSA allocation based on the number of eligible students for each qualifying school.

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.

**SGSA: Do's and 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
- **Supplies and Materials** – Basal/Primary textbooks, facility related supplies
- **Equipment and Furniture** – Replacement of equipment or furniture purchased with local funds

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.
NO CHILD LEFT BEHIND TITLE I
(Discretionary Grant Period: July 1-June 30)
(Districtwide Grant Period: July 1-August 31)

The No Child Left Behind Act of 2001 redesigned the Elementary and Secondary Education Act (ESEA) programs and emphasizes four pillars of reform:

- Accountability for results
- Doing what works based on scientific research
- Local control and flexibility
- Expanded parental involvement

The overarching goal of NCLB is for every student to meet challenging state academic achievement standards. NCLB Title I provides programs and resources for disadvantaged students to meet this goal. It also requires states and local educational agencies to close the achievement gap, to place a highly qualified teacher in every classroom, and to improve qualifications for paraprofessionals who work with disadvantaged students. Throughout NCLB, the use of solid research to improve teaching is required and promoted, and parents are provided with options to improve the education of their children.

CPS also sets aside an allotted amount of NCLB Title I funds for Districtwide programs. Districtwide funds are for the purpose of strengthening the core academic program in the school through intensive academic interventions, providing relevant professional development to improve teacher practices and effectiveness, and delivering social and emotional supports to address barriers to academic engagement and success.

Schools operating a NCLB Title I program must supplement, not supplant (replace) state and local funds for educational programs. The school is required to use NCLB Title I funds to supplement the total amount of funds that would, in the absence of federal funds, be made available from non-federal sources for that school. This includes funds needed to provide services required by law for students with disabilities and students with limited English proficiency.

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.

Targeted Assistance Programs

A new school that qualifies for NCLB 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 NCLB 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 state’s challenging content and academic
achievement 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, and limited English proficient children are eligible for services on the same basis as other children selected to receive NCLB 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. 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:

- Funds must be used only for programs that provide services to eligible students, identified as having the greatest need for academic assistance.

- Students from preschool through grade 2 shall be selected for eligibility solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate tests.

- 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 achievement standards on the basis of multiple educationally and non-educationally related objective criteria established by the school (at least one criteria must be educationally related).

- Schools must rank all students according to need based on multiple assessment criteria and select those students who have the greatest need for academic assistance to receive NCLB Title I services. A list of these 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 Title 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 Title I services. As long as Title I 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 NCLB Title I funds are spent on activities and services only for eligible participating students.

Targeted assistance programs have required components that must be reflected in the school improvement plan. To assist all students served by NCLB Title I in meeting the state’s challenging student academic achievement standards, each targeted assistance school must address the following eight (8) components:

1. It must be evident that planning for students served under NCLB Title I is incorporated into existing planning for the entire school. Students eligible for services should be clearly identified as a subgroup with which the school intends to work.
2. It must be evident that planning for students served under NCLB Title I is coordinated with and supported by the regular educational program.

3. During the School Planning phase, schools identify how NCLB Title I funds will be used to help participating students meet the state’s challenging academic achievement standards, which apply to all children.

4. During the Internal Review and School Planning phase, schools identify strategies for strengthening the school’s core academic program. Identified strategies and methods must be based on scientifically based research.

5. During the Internal Review and School Planning phase, schools identify mechanisms for ensuring that all students receive instruction by highly qualified professional teachers.

6. During the Internal Review and School Planning phase, schools identify and analyze ways in which resources provided under NCLB Title I and other sources can be leveraged to support high-quality and ongoing professional development for teachers, administrators, paraprofessionals, other appropriate personnel, and parents who work with participating students in targeted assistance programs or in the regular education program. These professional capacity building and family/community involvement strategies should clearly work to enable these students to meet state student academic achievement standards.

7. During the School Planning phase and in the Parent Involvement Compact, schools identify strategies and activities – such as family literacy services – that increase parental involvement in accordance with Section 1118.

8. During the School Planning phase, schools discuss any necessary coordination and integration of federal, state and local services and programs for the benefit of the targeted assistance subgroup and all students.

**Schoolwide Programs**

A NCLB Title I schoolwide program permits a school to use funds from NCLB Title I to upgrade the school's entire educational program in order to raise academic achievement for all students.

Schoolwide program administrators have flexibility in determining how to spend their NCLB Title I funds and **do not have to identify particular students** as eligible for services. They may choose to spend their NCLB 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.

Although a schoolwide program school is not required to identify particular students as eligible for services, the schoolwide program must include strategies to address needs of all students in the school. The needs of lowest achieving students, and students at risk of not meeting state student academic achievement standards, who are members of the target population of any program included in the
Each NCLB Title I schoolwide program school **must** address the following ten (10) components:

1. During the Internal Review, schools complete a comprehensive needs assessment of the entire school based on student performance on the state content and state performance standards. Schools receive and should utilize outcome summaries, which include subgroup and AYP information.

2. During the School Planning phase, schools identify and prioritize schoolwide reform strategies and activities that:
   - Provide opportunities for all students to meet state proficiency standards and advanced levels of academic achievement
   - Utilize effective, scientifically/research-based methods and instructional strategies that strengthen the core academic program, increase amount and quality of learning time, and meet the educational needs of historically underserved populations
   - Include strategies and activities to address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting state academic achievement standards who are members of the target population of any program included in the school wide program
   - Identify indicators for measuring whether such needs have been met; and describe how the strategies are consistent with state and CPS improvement plans.

3. During the Internal Review and School Planning phase, schools identify mechanisms for ensuring that all students receive instruction by highly qualified professional teachers.

4. During the Internal Review and School Planning phase, schools identify strategies to attract high quality, highly qualified teachers to high-need schools.

5. During the Internal Review and School Planning phase, schools identify and analyze high-quality and ongoing professional development for teachers, administrators, paraprofessionals, other appropriate personnel, and parents. These professional capacity building and family/community involvement strategies should clearly work to enable all students to meet state student academic achievement standards.

6. During the Internal Review and School Planning phase, schools analyze the effectiveness of and outline improvements around distributive leadership efforts in the school. This includes any measures established to include teachers in decisions related to the use of formative academic assessments, to the implementation of strategies that improve individual student achievement and to the development of the overall instructional program.
7. During the School Planning phase and in the Parent Involvement Compact, schools identify strategies and activities – such as family literacy services – that increase parental involvement in accordance with Section 1118.

8. During the School Planning phase, schools outline plans for assisting preschool students in their transition from early childhood programs to local elementary school programs.

9. During the Internal Review and School Planning phase, schools analyze the effectiveness of identify additional strategies and activities that ensure students who experience difficulty mastering proficient or advanced academic achievement standards levels are provided with effective and timely additional assistance. This system of support must include mechanisms for ensuring that student difficulties are identified on a timely basis and that the school is utilizing sufficient information on which to base decisions around effective interventions.

10. During the School Planning phase, schools discuss any necessary coordination and integration of federal, state and local services and programs.

**Parental Involvement**
(Grant Period: July 1-August 31)

NCLB Title I law requires CPS to reserve at least 1% of the total Title I allocation to carry out NCLB Title I parental involvement activities, including promoting family literacy and parenting skills. Of the 1% mandatory set-aside, 95% must go directly to NCLB Title I participating schools and must be in addition to the school’s regular NCLB Title I allocation. Parents of children receiving NCLB Title I services must be involved in decisions regarding how these funds are allotted for parental involvement activities. Each school’s NCLB Title I Parent Involvement budget template will be included in the Consolidated Grants Application.

Parent funds allocated to a school pursuant to Section 1118(a)(3) may only be used to:

"implement programs, activities, and procedures for the involvement of parents in programs assisted under [Title I of the Act] consistent with [the terms of Section 1118]."

Thus, in allocating and expending Section 1118(a)(3) funds, the school must ensure a reasonable relationship exists between the expense and goal of facilitating parental involvement.

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 1118(a)(3) 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.

In carrying out NCLB Title I parental 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 NCLB Title I programs. Every school
receiving NCLB Title I funds must **develop a written parental involvement policy** that establishes the school’s expectations for parental involvement. **The Parent Involvement Policy will be part of the Consolidated Grants Application Template.** The policy must be developed jointly with, and agreed upon by the parents of children participating in Title I, Part A programs and distributed to parents of all children participating in Title I, Part A programs. [Section 1118(a)(2), ESEA.]. The Parent Involvement Policy must address the following components:

- Convene an **annual meeting**, at a convenient time, to which all parents of participating NCLB Title I students are invited and encouraged to attend, to inform parents of their school's participation under NCLB Title I and to explain NCLB Title I requirements and the right of the parents to be involved; in schools with schoolwide programs, all parents are invited, while at targeted assistance schools, only parents of targeted assisted NCLB Title I students are invited.

- Offer a flexible number of meeting times, such as morning or evening.

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and implementation of NCLB Title I programs.

- Provide parents of participating children timely information about Title I programs, a description and explanation of the curriculum in use at the school, academic assessment forms used to measure student progress, and proficiency levels students are expected to meet.

- 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.

- Share responsibilities for high student academic achievement -- As a component of the school-level parental involvement policy, each school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement (See School-Parent Compact).

- Help parents of participating children understand such topics as the state's content and academic achievement standards, state and local academic assessments, requirements of NCLB Title I, and how to monitor their child's progress and work with educators to improve their achievement.

- Provide materials and training to help parents work with their children to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

- Educate teachers, administrators, and other appropriate staff, with the assistance of parents, in the value and utility of contributions of parents as equal partners; implement and coordinate parent programs, and build ties between parents and the school.

- To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in their children's education.
• Ensure information related to school and parent programs, meetings, and other activities are sent to parents of participating children in a format and, to the extent practicable, in a language parents can understand.

School-Parent Compact

As a parental involvement requirement, schools receiving NCLB Title I funds must ensure school-parent compacts are available. The School-Parent Compact will be part of the Consolidated Grants Application Template. These compacts outline how parents, the entire school staff, and students will share in 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.

To ensure the effective involvement of parents and to support a partnership among the NCLB Title I school, parents, and the community to improve student academic achievement, such compact shall:

• Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students served under NCLB Title I to meet state student academic achievement standards, and the ways in which parents, the entire school staff, and students might get involved in supporting student learning. Activities might include monitoring student attendance, homework completion and/or television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their students and positive use of extracurricular time.

• On an ongoing basis, address importance of communication between teachers and parents through, at a minimum:
  o School parent-teacher conferences, at least annually, during which the compact shall be discussed as it relates to individual child’s achievement;
  o Frequent reports to parents on their children’s progress (including progress reports, report cards, and scheduled calls home); and
  o Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.

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

Do’s:

NCLB 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
Note Regarding Instructional Staff: ALL core subject teachers of record (see Appendix) and ALL paraprofessionals must be highly qualified according to ISBE requirements

- **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 NCLB 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
- **Per Stevens Amendment**, when issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds, including but not limited to State and local governments, shall clearly state the Stevens Amendment: “Funds for this activity were funded by NCLB Title I.”

**Don'ts:**

**NCLB 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 NCLB 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 NCLB 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.

**USE of NCLB Title I Funds**

*Note: Schools operating a Targeted Assistance program must use these funds only to serve the identified lowest performing students.*

<table>
<thead>
<tr>
<th>Expenditure Type</th>
<th>Description</th>
<th>Allowable</th>
<th>Not Allowable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Lobbying activities to influence funding levels or the awarding of contracts. Administration/school office support, Non-instructional computer assistant, administrative school assistant, clerk, business manager, operations manager. Contracts for non-instructional, mom-school climate, or non-school reform services. Supplies, materials, and equipment for administration use.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Capital Improvements</td>
<td>Capital projects (repair/maintenance of building, structural improvements, permanent fixtures to buildings). Building Supplies/Repairs/Modifications. Paint for structures for building/capital improvement. Wiring of any kind (for internet service, telephone lines, etc.)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>Contracts for repair and maintenance for equipment purchased with Title I funds</td>
<td>X</td>
<td></td>
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<tr>
<td>Equipment</td>
<td>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.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Extra-curricular</td>
<td>Supplies, materials, equipment, transportation, band uniforms services for athletics and extracurricular activities</td>
<td>X</td>
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<tr>
<td>Extra-curricular</td>
<td>Athletics/Athletic Awards/Yearbooks</td>
<td></td>
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<tr>
<td>Field trips</td>
<td>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)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Field trips</td>
<td>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; 4) the trip prepares students for college readiness.</td>
<td>X</td>
<td></td>
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<tr>
<td>Field trips</td>
<td>Field Trips: amusement or water parks</td>
<td>X</td>
<td></td>
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<tr>
<td>Food</td>
<td>Food for staff activities – Federal funds for “working lunch” if the lunch makes it possible to accomplish the agenda within a limited time frame. Consider whether such lunch is truly necessary and the cost reasonable, whether there is a genuine time constraint, and whether the work that will occur during</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Allowable</td>
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<tr>
<td>Food</td>
<td>The lunch is “substantive and integral to the overall purpose of the meeting.”</td>
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<tr>
<td>Food</td>
<td>Food for parent and student activities – Only if the training or activity runs over a normal meal time and the cost is reasonable. Title 1 allows light snacks to be served.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>Security - Only allowable if working for instructional program during or after the school day</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>Identifying and Testing students for Specific Tier I RTI interventions</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>Formative and interim assessments (non-mandated)</td>
<td>X</td>
<td></td>
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<tr>
<td>Instruction</td>
<td>Supplies and materials that supplement instructional program (workbooks, audio/video, software, periodicals)</td>
<td>X</td>
<td></td>
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<tr>
<td>Instruction</td>
<td>Instructional materials (Supplemental textbooks, not adopted textbooks)</td>
<td>X</td>
<td></td>
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<tr>
<td>Instruction</td>
<td>Licenses for software or curriculum used by school during the FY only (Plato or Upward Bound membership are examples of allowable expenditures)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>Tutoring</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>Salaries and Benefits: Literacy coach or curriculum specialist, additional supplemental core curriculum or grade level teachers, classroom paraprofessionals (but not administrative paraprofessionals)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>Student Stipends</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Service Contracts and Subscriptions outside grant period</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Alcoholic beverages</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Banquets/Award Programs/Carnivals/ Luncheons/Brunches/Parties/Picnics</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Bereavement or congratulatory cards, flowers or gifts.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Decorations/flowers</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Employee incentive or recognition gifts</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Fund Raiser Support - No food, door prizes, equipment or other materials for fundraisers.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Gift Certificates/Gift Cards</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Graduation activities/materials</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Incentives or rewards for students or parents.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Non-classroom furniture</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Raffles/door prizes</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Theater Systems/Auditorium Installations</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Uniforms-Staff or student</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Water Coolers/Water Systems</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Appliances (stoves, refrigerators, microwaves, etc.)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Advertising – Brochures informing parents of school achievement, rules, regulations, etc. are allowable. <strong>Billboards or other strategies to or promote enrollment opportunity are not allowable.</strong></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Mailings – Information to parents</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Parent training or educational services</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Parent Stipends (unless being paid for part-time non-administrative services)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Parent Recognition Luncheon</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Parent-Student Dinner/Parent-Staff Dinners</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>Conference registration fees for PD for administrators and school staff that is tied to instructional program, school climate, and school reform</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>Professional Development or Education consultants—research based best practice/pedagogy, coaching/mentoring, school climate, and school reform</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>Substitute Teachers to release core academic program staff for PD activities</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>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</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>Off-site retreats/PD hosted: Overnight hotel accommodations for multiple-day retreats</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Staff travel</td>
<td>Staff travel reimbursements</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Staff travel</td>
<td>Lodging and per-diem</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Staff travel</td>
<td>No costs for tours or souvenirs offered by conference event will be reimbursed.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student supplies</td>
<td>Homeless Student supplies (including clothing)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student supplies</td>
<td>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</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student Supplies</td>
<td>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</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student Supplies</td>
<td>T-shirts/book bags/baseball caps, athletic uniforms, letter sweaters or other school “spirit” apparel with school or district logos</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student Transportation</td>
<td>Transportation associated with eligible programming</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**NCLB TITLE II**

Title II provides schools with money to improve the quality of teaching and principal leadership through teacher training and professional development; recruit highly qualified teachers; and reduce class size if identified in the needs assessment. The priority focus is to use Title II Part A funds in ways most likely to produce positive results in teaching practice and the achievement of each school’s students.
Eligibility Criteria for Funding

All schools are eligible to receive funding. Pre-determined allocations are based on each school’s prior year enrollment and will be trued up on the 20th day of the current school year.

As part of each school’s general needs assessment the following data should be considered when planning for each year’s professional development initiatives:

- Staff surveys
- Parent and community input
- Student achievement data
- Projections of professional development necessary to ensure that all teachers and aides of core academic subjects are HQ
- Student enrollment data
- Program Assessment data

Based on a school’s needs assessment, the following are allowable costs:

- Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers
- Developing and implementing initiatives to assist in recruiting highly qualified teachers and hiring highly qualified teachers who will be assigned teaching positions including:
  - Providing scholarships, signing bonuses or other financial incentives for teachers
  - Recruiting and hiring highly qualified teachers to reduce class size
- Providing professional development activities that:
  - Improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning one or more of the core academic subjects that the teachers and paraprofessionals support
  - Improve teaching practices and student academic achievement through effective instructional strategies, methods, and skills
  - Improve the knowledge of effective instructional practices that involve collaborative groups of teachers and administrators
  - Provide training in how to teach and address the needs of students with different learning styles
  - Provide training in methods of improving student behavior in the classroom and identifying early and appropriate interventions to help students learn
  - Provide training to enable teachers and principals to involve parents in their child’s education
  - Provide training on how to understand and use data and assessments to improve classroom practice and student learning

- Developing and implementing initiatives to promote retention of highly qualified teachers and principals
- Carrying out programs and activities that are designed to improve the quality of the teacher force such as providing training on how to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy
• Carrying out professional development activities designed to improve the quality of principals
• Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths

NCLB Title II Do’s and Don’ts for Use of funds

Do’s

Title II: All expenditures must be supplemental to support professional development activities to improve the quality of teaching and principal leadership, and not supplant any non-Federal funds that would otherwise be used for authorized Title II, Part A activities:

• Salaries – Reduced class size teachers, bonuses, substitutes to release teachers to attend training, stipends to pay for training occurring outside of the regular school day, stipends (in addition to their regular salary) to a school’s teacher to provide and/or attend training, school staff who provide professional development services for teachers (i.e. coaches, curriculum coordinators.)
  o Note Regarding Substitutes: Funds may be used to pay for substitute teachers only if (a) substituting for a Title IIA funded reduce class size teacher or (b) the teachers are participating in Title IIA funded professional development programs or activities. This means that the professional development must be funded with Title IIA (i.e. conference fees, facilitator such as a consultant)
  o Note Regarding Bonuses: Improved student academic achievement only. Must supply hard copy of bonus policy prior to approval
• Benefits – Tuition reimbursement, Health, Pension, FICA, or other related benefits as applicable.
• Purchased Services – consultants to provide training, registration and travel costs related to training.
• Supplies and Materials – required for training including professional publications
  o Food for Staff Activities – Federal funds for “working lunch” if the lunch makes it possible to accomplish the agenda within a limited time frame. Consider whether such lunch is truly necessary and the cost reasonable, whether there is a genuine time constraint, and whether the work that will occur during the lunch is “substantive and integral to the overall purpose of the meeting.”
• Equipment and Furniture – equipment required for training. Equipment can only be purchased for participants receiving the training. i.e. laptops, tablets, projectors, smart boards, printers, cameras
• Per Stevens Amendment, when issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds, including but not limited to State and local governments, shall clearly state the Stevens Amendment: “Funds for this activity were funded by NCLB Title II.”

Don’ts:
Title II: Funds cannot **supplant**, or take the place of locally funded expenditures that support the school’s professional development activities:

- **Salaries** – Salaries for required positions, Clerk, Security, teacher/instructional assistant, Business Manager, School Assistant, Clerk, Business Manager or Operations Manager, Substitutes for teachers who are not attending staff development activities, stipends to teachers who are not providing and/or attending training, costs related to non-professional development activities, i.e. assessment management, direct student services and/or support
- **Purchased Services** - Contracts, travel and/or registration not related to professional development.
- **Supplies and Materials** – Supplies and materials that do not support professional development, i.e. janitorial supplies, instructional materials/supplies for classrooms, meals provided for PD workshops that are less than 4 hours.
- **Equipment and Furniture** – Equipment that does not support professional development. i.e. Copiers, Desktop Computers

**COMPLIANCE MONITORING**

The Illinois State Board of Education (ISBE) has the responsibility of monitoring the use of SGSA and NCLB Title I & II 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.

CPS Office of Grant Funded Programs 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 - ISBE, OGFP, and school staff - the following documentation must be available for review at the local school (See Charter/Contract School Monitoring Checklist):

- SGSA and NCLB Title I & II approved Grants Application and Amendments
- Staffing patterns for SGSA and NCLB Title I & II
- Minutes of NCLB Title I Parent Meetings
- Inventory of equipment/furniture purchased with SGSA and NCLB Title I & II funds
- Documentation of student selection criteria for NCLB Title I services (Targeted Assistance Only)

As part of the monitoring process, interviews with the principal, parent committee members, and school staff may be required.
Charter/Contract School Monitoring Checklist

SGSA, NCLB Title I, and Title IIA Teacher Quality

NCLB Title I / SGSA

School Organization/Personnel

- School Organization List/Chart to include core subject areas taught for Departmentalized Grades or Program Schedule for High Schools and ELIS printouts (Current & NCLB credentials) showing HQ status from ELIS for teachers & instructional paraprofessionals www.isbe.net
- Individual schedules and description of job duties for all instructional paraprofessional staff, including job title. (Will be reviewing all instructional paraprofessionals for school wide Title I programs)
- Individual Schedules and brief description of actual duties for all non-instructional staff (not official job description)
- Teacher Schedules or Classroom Time Distribution Sheets for teachers indicating what grades and subjects they are teaching. (Will be reviewing all teachers for school wide Title I programs)
- Student Rosters (membership numbers for each classroom) (if purchasing reduced class size teachers)
- Copy of most recent Time and Effort forms for those employees whose salaries are fully or partially reimbursed from NCLB Title I funds
- Plans for teachers and paraprofessionals who are Not Highly Qualified to become Highly Qualified (if applicable)
- Signed time sheets and activities (description of activities and/or agendas) for Extended Day Hours (stipends)
  - Time and Effort forms need to be completed for those employees being paid for extended day hours with NCLB Title I funds
- Signed time sheets and activities (description of activities and/or agendas) for substitutes (if applicable).
  - Time and Effort forms need to be completed for those employees being paid as substitutes with NCLB Title I funds

Program Analysis

- Approved Consolidated Grants Application signed by school administrators and school governing board/Board of Directors
- Any changes and amendments with corresponding approval documentation.
- Documentation supporting how each school has addressed the NCLB Title I required components (Nine components for School Wide and Eight components for Targeted Assistance schools). This should be addressed in the “Funds Compliance” tab of the Consolidated Grants Application
- Documentation to show who (school staff, parents, etc.) was involved in the development of the NCLB Title I Program (meeting notices, agendas, and sign-in sheets)
Expenditures – NCLB Title I / Supplemental General State Aid (SGSA)

- Proof of Separate Revenue and expenditure accounts for SGSA/NCLB Title I (each fund needs to be tracked separately in your internal accounting system - payroll and non-payroll expenditures)
- Current Financial Report of school Revenues and Expenses. Current financial report for NCLB Title I and SGSA – sorted by program and showing all monies associated with these funds.
- Expenditure Tracking Ledgers (ETL’s) for period being reviewed
- All requisitions, purchase orders & invoices for the period being reviewed; organized by budget classification number
- Payroll documentation/reports to support salaries and benefits paid from SGSA and NCLB Title I grants
- Consultant Services/Scope of Services/Statements of Work (if applicable)

Fixed Assets

- Current inventory records for Furniture/Equipment showing: Cost, Acquisition Date, Item Description, Serial Number, Source of Funds, Location, and Condition of Equipment.
- Equipment items purchased with NCLB Title I and SGSA funding during the current grant year must be listed
- All Equipment must be labeled and indicating funding source

Lowest Performing Students (Targeted Assistance Programs Only)

- Identification criteria (two or more)
- Roster of lowest performing students (must list students in rank order)
- Description of services provided to these students

Professional Development (PD) Activities

- School led PD (Description of activities, must have sign-in sheets w/hours, agendas and minutes)
- Offsite PD (Description of activities, agendas, and registration confirmation)

Parent Involvement

The Parent Involvement Policy and the School Parent Compact should be addressed in the “Parent Involvement Policy & Compact” tab of the Grants Application.

- Approved Parent Involvement Budget Plan
- Proof of Separate Revenue and Expenditure accounts for Parent Involvement Funds
- Approved Parent Involvement Policy (separate from budget plan) with required components
- Parent Involvement Group/Committee documents
  - Signature sheets to show which parents attended
Agendas and minutes to show what was discussed

→ Parent activities and events

□ All agendas must reflect the “Stevens Amendment” statement “Funds for this activity were provided by NCLB Title I.” Programs funded either in whole or in part with federal grant money must give credit to the Federal Government for its portion of financial support

□ Proof of parent involvement activities such as Literacy Nights.

□ Documentation of Annual NCLB Title I Informational Meeting (copy of flyer(s) announcing meeting, agendas, meeting minutes, sign in sheets) Note: This must be a standalone meeting

□ School-Parent Compact

Title IIA TEACHER QUALITY

□ Approved Consolidated Grants Application signed by school administrators and school governing board/Board of Directors

□ Proof of Separate Revenue and expenditure accounts for Title IIA (needs to be tracked separately - payroll and non-payroll expenditures)

□ Individual schedules and description of job duties for all staff funded with Title IIA

□ Service agreement or scope of services document for all expenditures made for contractual or professional/consulting services

□ All requisitions, purchase orders & invoices for period under audit

□ Time and Effort forms for those employees paid fully or partially with NCLB Title IIA funds

□ Signed time sheets and activities (description of activities and/or agendas) for employees being paid Extended Day Hours (stipends) with NCLB Title II funding

→ Time and Effort forms need to be completed for those employees being paid for extended day hours with NCLB Title II funds

□ Signed time sheets and activities (description of activities and/or agendas) for substitute employees being paid during the day with NCLB Title II funds

→ Time and Effort forms need to be completed for those employees being paid as substitutes with NCLB Title II funds

Note: Additional Information may be requested by compliance monitor on the visit date
TIME AND EFFORT ATTESTATIONS

The Office of Grant Funded Programs along with IT has implemented a new Oracle based Time and Effort application in FY15. Federal law requires all employees, including teachers, paraprofessionals, and other staff that are paid with federal funds to document an after-the-fact determination of the time and effort they spend within that program. The purpose of documenting time and effort is to ensure that federal funds were only charged for time actually worked on allowable cost activities and ensure that federal programs paid only their proportionate share of personnel costs. OMB Circular A-87 requires a verification method of capturing funding source payments for all work performed/reimbursed be implemented for all schools who receive federal funds.

There are two types of Attestations: Single Federal Funding Source (Semi-Annual) and Multiple Federal Funding Source (Monthly). All staff whose salaries are reimbursed from only one federal funding source are listed on the Semi-Annual Attestation, as compared to staff whose salaries are reimbursed from two or more federal funding sources – their names will be listed on the Monthly Attestations and will be asked to submit hours worked by day per month on subsequent forms (Personnel Activity Reports, or PARS). Should your campus have no federally funded staff, mark the “I have no federally funded staff” box on your forms.

Directions for Administrator to access Time and Effort Application:

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 application
4. Select Documents
   - If you do not have any staff funded by federal funds, check the box "I have no federally funded staff"
   - For staff funded by only one federal source, complete the sub tab labeled Single Fund Position
   - For staff funded by multiple federal sources, complete the sub tab labeled Multi Fund Position
5. Add comments (if needed), Certify and Submit

Frequently Asked Questions

- Are all sources of funds (federal such as Title I, Title II and Title III) and/or state such as SGSA and/or local required to be listed on these forms? No, only federal sources are required to be listed on the Attestations. Neither state nor local sources of funds should be reported on the Attestations.

- Are consultants, tutors, stipends and/or substitutes required to be listed on these forms? Yes, if their salaries are reimbursed from federal funding sources, then please list their names on the Attestations.

- Who receives the forms at Charter campuses? All forms are electronically forwarded for completion to the campus principal or campus/charter designee who has knowledge concerning the salary reimbursement categories utilized when the grants application and Expenditure Tracking Ledgers (ETLs) are created and submitted to Chicago Public Schools.
**Time and Effort Examples**

A supplemental reading teacher is paid 50% from federal grant (NCLB Title I) funding and 50% from a local or State (SGSA) funding. The teacher’s job is the same all day long. What form should you use? Only the Title I portion will be reported on a Semi-Annual attestation.

A lead math teacher’s salary is paid 50% from Title I and 50% from Title II. The teacher spends half of her scheduled work day as a math teacher and half her day providing coaching/instructional support to other teachers. What form should you use? Multiple Source Funding Attestations and Personnel Activity Reports (PARs) will be required for completion.

A teacher is paid 100% from local funds and is paid a stipend with Title I funds to provide tutoring for students after school. What form should you use? Only the stipend would be reported on a Semi-Annual Attestation.

For additional guidance, contact Tonya Murray, Office of Grant Funded Programs, Chicago Public Schools at 773.553.2564 or tmurray@cps.edu
APPENDICES

Core Academic Subjects

*Teachers of these subjects whose salaries are funded out of Title I or Title II must be highly qualified*

| Arts (Music, Visual Arts, Drama/Theater Arts) | Geography |
| Civics/Political Science                | History   |
| Economics                              | Language Arts or Reading |
| English                                | Mathematics |
| Foreign Languages                      | Science   |