Office of Grant Funded Programs

Consolidated Grants Application
User Guide
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**Grant Application Process for SGSA, NCLB Title I, and Title II**  
(This section includes application screen-shots and steps)

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<td>20</td>
</tr>
</tbody>
</table>
Grants Application Process for SGSA, NCLB Title I, and Title II

Accessing your Grants Application template

The new FY16 Consolidated Grants Application has been developed in the Google platform. Access to this new online application will require users to have a cps.edu email account. All grant related correspondences will be forwarded to your cps.edu account. External email will no longer be used by the team.

The Google platform offers a user friendly live document, taking technical assistance to higher levels with accessibility to the grants application wherever internet is available.

**Accessing via Email** (google.cps.edu)

- You will receive an email invitation to your Google.cps.edu email account titled “FY16 Consolidated Grants Application”
- Open the email
- Select “Open in Sheets” within the email to access the “FY16 Consolidated Grants Application”
- This will take you to your FY16 Consolidated Grants Application Required Setup Page

**Accessing via Google drive** (google.cps.edu)

- Log into your cps.edu email account
- In the upper right hand corner locate the “Apps” icon, it’s next to your email address and open (3 X 3 square box icons)
- Select “Drive”
- Once in “Drive”, select “Shared with me” on the left side of the screen and simply locate your school’s FY16 Consolidated Grants Application and open
- This will take you to your FY16 Consolidated Grants Application Required Setup Page

These screen shots reflect bulleted steps identified. Refer to red arrows
The Consolidated Grants Application’s Required Set-up page will automatically populate with your school/campus name, Oracle ID, and budget allocations. The budget allocations will in turn feed to each budget breakdown page with the exception of Title I Districtwide (see page 9). The school will need to complete the required contact information fields for person(s) responsible for grants application submission.

Make sure all required fields have been completed.

Budgets will automatically be loaded into lines 15 – 17 & 21 - 23.

New this year an actual total will be added under the required setup section for Title I Districtwide (Instruction, PD, SEL).

Will your school run a Schoolwide Program or Target Assistance (TA) Program? School Classification will be indicated once FY16 budget is loaded.
Goal, Activities, and Evaluation

Newly added to the FY16 Consolidated Grants Application are predefined goals on lines 1-8. The predefined goals are aligned to Federal Legislation and Guidance. A school can utilize a predefined goal or create a goal of their own by utilizing only lines 9-11. Goals should align with the school’s needs assessment. Typically, districts list between 2 – 6 goals.

⚠️ Tip: that the box above Goal #1 is a standard goal for every school to use for their STLS set aside.

A Goal should state what the school would like to accomplish or achieve for the coming school year. It should define a specific objective for the school, but be broad enough to include multiple activities.

See examples below:

- Improve teacher capacity to deliver high quality instruction aligned to the Common Core State Standards
- Increase the number of Title I students on-track for graduation (pre-populated example)

FY16 STLS Goal has been created. School will need to add supporting activity(ies), evaluation and grant.

Selecting the light gray arrow will access the predefined goals.

➢ ONLY predetermine goals should be selected for lines 1 - 8.
If a School opts to develop some of their own goals, they must be added ONLY on lines 9-11

All grants supporting each activity have been identified in this section with an X

The above fields will pre-populate

Select Funding Source(s)
(Place an ‘X’ in each funding sources that applies to your goals).
When creating Goal supporting activities, the school should describe the programs/activities to address the identified goals/needs (programs must be research-based). Writing Activities:

- State the **specific actions** the school will take to achieve the goal.
- Outline the “who”, “what”, “when”, “where”, and “how” (if applicable) of the action.

<table>
<thead>
<tr>
<th>Original Activity</th>
<th>What’s missing?</th>
<th>Revised Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>Who will provide and receive the PD? When will the PD be given? What will the PD cover?</td>
<td>Administrators provide quarterly professional development to teachers and support staff around Common Core State Standards</td>
</tr>
<tr>
<td>Implement discipline system worldwide</td>
<td>Who will implement the system? When will the system be implemented?</td>
<td>Teachers and support staff will implement schoolwide discipline system in Semester 1.</td>
</tr>
</tbody>
</table>

Positions funded under any grant should be placed in parenthesis for easy identification (Literacy Coach). Job titles used within the Goal/activity section must remain consistent throughout each section of the grants application.

The evaluation provided for each goal is a measurable assessment of growth or regression based on activities that were implemented. The content provided should describe how the school will evaluate the effectiveness of the activity/programs.

An Evaluations should include:

- The **measurement** (increase in achievement, attendance, etc.) the school will use to assess each goal has been met
- The **target(s)** that determine success (10% growth, 80% performance, etc.)
- What **instrument(s)** the school will use to determine results against its target (standardized tests, survey data, etc.)

**Note:** A Goal may have more than one evaluation depending on the activities; however a single evaluation may cover multiple activities.

<table>
<thead>
<tr>
<th>Original Evaluation</th>
<th>What’s missing?</th>
<th>Revised Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve attendance rate</td>
<td><strong>Targets:</strong> What will the school use to determine success?</td>
<td>Increase average daily attendance rate by 2.5% from 92.5% to 95.0%</td>
</tr>
<tr>
<td>80% of students will score at or above the national average</td>
<td><strong>Instruments:</strong> What will the school use to measure proficiency?</td>
<td>80% of students will score at or above the national average on the Spring NWEA Math assessment</td>
</tr>
</tbody>
</table>
The example Goals within the screen shot below will be referenced throughout all sections of this guide. Submitted grants application cannot exceed 11 goals.

<table>
<thead>
<tr>
<th>#</th>
<th>Goals: Descibe the goals identified through evaluation of needs assessment that will be targeted by these grant funds. Use SMART goals.</th>
<th>Activities: List the programs and or describe the activities that will be implemented to meet these goals.</th>
<th>Evaluation: Indicate how the applicant will measure the effectiveness of his program in meeting the identified goals/needs. Include measurable outcomes.</th>
<th>SGSA</th>
<th>Title I Discretionary</th>
<th>Title I Block Grant</th>
<th>Title II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ensure that every Homeless student needs for academic support and fee waivers have been identified and addressed (or met).</td>
<td>Eliminate academic barriers by purchasing necessary supplies, materials, and uniforms to meet student needs.</td>
<td>Increase the number of students that attend school on time and in uniform daily so that they can fully participate in instructional activities by 10%</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Implement a comprehensive plan to ensure the safety and security of our staff, students, school and community.</td>
<td>The (Dean of Students) will develop and train staff on best practice and implementation of this schoolwide discipline system. School will contract a School Resource Officer through Prudential Security. School will purchase security equipment.</td>
<td>Decrease the total number of misconduct reports by 2.5% from 92.5% to 89.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Increase the academic achievement of students in grades K to 12 by decreasing the student/teacher ratio</td>
<td>The school will hire a second ( Literacy Teacher) and (Math Teacher) as well as (Teacher Assistants) that paired with lead teachers to reduced class size provide more individualized instruction resulting in better learning environment to increase student academic achievement.</td>
<td>80% of students will score at or above the national average on the spring NWEA Math assessment</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Increase the academic achievement of at-risk students in core curriculum areas in grades K to 12</td>
<td>Implement an afterschool and summer school program that will provide at-risk students additional instructional time in the core academic areas within small groups provided by (other school teachers). Purchase students supplies for afterschool and summer instruction. Contract services a Truancy prevention program A Knock at Midnight</td>
<td>Reduce the # of students not meeting proficiency benchmarks as measured by SORP (School Quality Rating Policy) e.g. NWEA, PARCC, EPS tests by 10%. Increase the average daily attendance by 5%</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Improve teacher capacity to deliver high quality instruction aligned to the Common Core State Standards</td>
<td>Provide in-services, training, workshops, and seminars to principal, teachers, and support staff around Common Core Standards, effective use of technology, standards-based assessments, classroom management, and using data and assessments to improve learning. Contracted subs will be provided as needed. In-service supplies will be purchased.</td>
<td>Increase the number of teachers ranked as “Proficient and Highly Qualified” by 3%. Staff PD survey evaluation reflecting 80% satisfied or higher.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Title II Only; Recruit and retain highly qualified teachers and principals</td>
<td>Hire a Recruiter to develop a teacher retention plan and implement teacher tuition reimbursement and Teacher Data</td>
<td>Increase the % of teachers ranked as “Proficient or higher by 3%. Staff PD survey evaluation reflecting 80% satisfied or higher. Demonstrate student academic achievement based on proficiency benchmarks as measured by SORP (School Quality Rating Policy) e.g. NWEA, PARCC, EPS tests by 2.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Increase the # of students on track for graduation and academic achievement through the implementation of new programs</td>
<td>The school will increase student academic achievement by adding a new (Art Teacher), (Music Teacher), and Foreign language programs and hiring a (Spanish Teacher) to provide instruction. Purchase technology equipment and software to integrate innovative learning techniques for students. (Assistant Dean of Students) will provide students support in the following: Alternative to suspension, school and emotional and character development programs, safe after-school programming, school culture and climate activities.</td>
<td>Increase the # of students on track for graduation by 2.5% * Increase students academic achievement based on proficiency benchmarks as measured by SORP (School Quality Rating Policy) e.g. NWEA, PARCC, EPS tests by 10%</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>School created Goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>School created Goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Completing the Budget Breakdown

The school is responsible for entering a breakdown of all expenditures planned for the school year under SGSA, Title I, or Title II. The new FY16 Consolidated Grants Application budget breakdown sections have been slightly modified to include the staff information, including job description and FTE count. SGSA, Title I and Title II funds must “supplement, not supplant” your local/operating dollars.

Planned expenditures included within each budget breakdown section must be indicated within the Goals section (activities field) of the consolidated grants application.

Implementation of **best practice method** for entering expenditures is highly recommended. This method is to group like function and object codes in one cell.

⚠️ **Tip:** Group positions with like job titles or job descriptions in addition to like function and object codes.

⚠️ **Tip:** If working from an excel version of the application then transferring data to the application at a later time, the entire field should not be copied. This will interfere with formulas currently built into the application. You must select the text within a field then copy / paste text into a field.

Section 2a, SGSA Budget Breakdown sample includes expenditures from goals provided on page 7.

To list multiple goals for grouped expenses you must add an apostrophe (’) in front of the first goal number you list. When you tab to the next field the system will automatically drop the apostrophe.

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**Office of Grant Funded Programs**

**FY16 User Tools**

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8
In Section 3a, the Title I budget breakdown allocations will pre-populate slightly different than in years past. The Title I Discretionary and Title I Districtwide (DW) totals will auto populate once loaded. The amount expended under each Title I DW funding type (Instruction, PD, SEL) will auto calculate once expenditures have been entered. Additionally, Title I Districtwide (DW) will auto calculate for each fund type based on expenditures added, which will feed into the required setup page.

Districtwide Programs should support the following:

- Instruction - Reduced class size, Summer School and High School Credit Recovery
- Professional Development - Staff development on common core, data-based decision-making
- Social & Emotional Learning (SEL) - Truancy intervention and Positive Behavior Supports

Unallocated amount must be $0 prior to submission.

New DW fund type added, Social Emotional Learning (SEL)

All expenditures identified as object code 500 – Capital Outlay (per unit cost of $500 or more) must be listed in Section 10, ANTICIPATED FURNITURE & EQUIPMENT

An apostrophe (‘) must be added in front of the first goal number if listing more than one.
Section 4a is the Title II Budget Breakdown (see screenshot below), which provides expenditures based on the sample goals provided on page 7. Again, expenditures are organized by funding type, function code, object code, and grouped together.

<table>
<thead>
<tr>
<th>#</th>
<th>ISBE Function Code</th>
<th>ISBE Object Code</th>
<th>Revenue (FTE Percent Changed &amp; Salary)</th>
<th>Select Goals / Object Code (see screenshot)</th>
<th>$0</th>
<th>7/1/15 - 6/30/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000 - Instruction</td>
<td>100 - Salaries</td>
<td>Math Teacher (class-reduction) @ 100%</td>
<td>2</td>
<td>$0,000.00</td>
<td>1.0</td>
</tr>
<tr>
<td>2</td>
<td>2690 - Staff Services</td>
<td>100 - Salaries</td>
<td>Recruit @ 95% of $30,000</td>
<td>5</td>
<td>$15,000.00</td>
<td>1.0</td>
</tr>
<tr>
<td>3</td>
<td>3040 - Staff Services</td>
<td>100 - Salaries</td>
<td>Teacher bonus ($500 each) - School Academic Bonus Policy</td>
<td>5</td>
<td>$4,000.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2210 - Improvement of Instruction Services</td>
<td>300 - Employee Benefits</td>
<td>Tuition Reimbursement - Tied to core academic instruction that will increase the status of high-qualified.</td>
<td>5</td>
<td>$2,000.00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2210 - Improvement of Instruction Services</td>
<td>300 - Purchased Services</td>
<td>&quot;Hand Consultants will provide in-service PD - learning &amp; workshops on Common Core Standards, effective use of technology, standards-based assessments, classroom management, and using data and assessments to improve learning. Other learning’s workshops for principals and teachers focusing on Common Core Standards and leadership (associated cost registration), travel, lodging, fees. Contracts will be paid as needed.</td>
<td>4</td>
<td>$4,000.00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2210 - Improvement of Instruction Services</td>
<td>400 - Supplies &amp; Materials</td>
<td>In-service PD supplies training guides brochures, food (working lunch, reasonable and necessary)</td>
<td>4</td>
<td>$200.00</td>
<td></td>
</tr>
</tbody>
</table>

Parent Involvement / Parent Compact, and Budget

Districts receiving Title I funds must set-aside a portion for parent involvement for public and private school students. The set-aside Title I, Part A funds must be used to conduct programs and activities to involve parents in the planning and implementation of the Title I, Part A program, including promoting family literacy and parenting skills. Each district and each public school receiving Title I, Part A funds must develop a written Parent Involvement Policy, Parent Compact and Parent Involvement Budget. Parents of children receiving Title I, Part A services must be involved in the development of the parent involvement policies, the decisions regarding how these set-aside funds are allotted for parental involvement activities and evaluation of the policy annually. [http://www.isbe.net/e-bulletins/pdf/03-09.pdf](http://www.isbe.net/e-bulletins/pdf/03-09.pdf)

All parent sections must be submitted as part of the Consolidated Grants Application. Review, feedback, and approval will be provided by the Office of Local School Council Relations.

Access and complete the Parent Involvement section by clicking the link provided on section 4a of the Consolidated Grants Application.
Once the link has been selected a new window will automatically open to a redesigned Parent Involvement form. Your CPS username will auto-populate within the form. *Required fields will not allow you to proceed if left blank. If a section does not apply, you will need to indicate N/A within the field to advance.

Once complete, be sure to select “Yes” and “Send me a copy of my responses” before you submit. All entries to this page will not be saved in a format to be modified at a later time if necessary. Therefore, in the event modifications are required at a later time a new form will need to be completed and submitted. Each submission is date/time stamped for proper record keeping. Retaining an electronic copy via email will allow you to easily copy and paste content within any fields not requiring corrections.

⚠️ **TIP:** This form should only be submitted once per charter

When you submit, the page will close and confirm your response has been submitted.

The mission of the Title I Parent Program is to provide CPS Title I parents with the tools necessary to help them improve the academic achievement of their children. Title I parent involvement funds may be used for educational training sessions; ESL or GED classes; equipment and supplies for parent use
during parent involvement activities or parent center; refreshments for meetings/workshops/training sessions, conferences with parent involvement focus; for teachers' services in conducting educational parent workshops (before school, after school or weekends); and, any use which is "reasonable and necessary".

Title I Parent Involvement funds cannot be used for activities or services provided by the District at no cost to schools or parents; parent/student incentives (awards, certificates, gift cards, etc.); entertainment; physical recreation or exercise activities (e.g., "Zumba" classes) equipment or supplies for the general use of the school (including students or staff; workshops/ conferences with no parental involvement focus; or any use which is not "reasonable and necessary".

A school running a Title I Targeted Assistance Program, must ensure that planned expenditures specifically cater to parents of your "targeted" population of students as identified within the living document.

All Title I schools must conduct an Annual Title I Parents Meeting during the first month of each school year. Must maintain documentation of parent meetings throughout the year.

The Principal and Parent Leader Signatures are required.
Funds Compliance

Section 9 of your grants application is the Funds Compliance and Assurances form.

Access and complete the Funds Compliance by clicking the link provided in section 9 of the Consolidated Grants Application.

A school must conduct a comprehensive needs assessment that identifies the school’s strengths and challenges in key areas that affect student achievement. Questions completed within the Funds Compliance and Assurances must describe in some detail how it will address each component as a result of the needs assessment. A simple “Yes” or “No” response is not acceptable.
Once complete, **make sure to select “Yes” and “Send me a copy of my responses” before you submit.** All entries to this page will not be saved in a format to be modified at a later time if necessary. Therefore, in the event modifications are required at a later time a new form will need to be completed and submitted. Each submission is date/time stamped for proper record keeping. Retaining an electronic email will allow you to easily copy & content within any fields not requiring

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**Grants Application Submission Guidelines**

Approval from the school administrator and the school’s Governing Board is required before submission to CPS for processing.

Schools must maintain a hardcopy of all signature pages on file at the school. Scanned signature copies will **not** be accepted.

Funds will have an effective date of when the school’s “substantially approvable” Consolidated Grants Application is submitted, or the effective date of the grants per ISBE – whichever comes later.

⚠️ **TIP:** Funds may **NOT** be obligated before the effective date of July 1.
Funds may be budgeted for activities only within the category in which they are allocated - no transfers/increases/decreases across categories.

Plans **MUST** be submitted via Google Template.

⚠️ **TIP:** *If you have elected to work on a downloaded version, the consolidated grants application cannot be uploaded at a later time. Work will need to be transferred onto the Google doc version of the grant application. Fields cannot be simply copied, actual text entered within each field will need to be copied and pasted into the field.*

**Electronic Signature Verification**

The Consolidated Grants Application sign off page will replace the submission of an actual signature for CPS central. All schools are required to retain an actual (signed) signature page on file for compliance and auditing purposes.
Anticipated Furniture and Equipment

Section 10: Anticipated Furniture and Equipment must be completed for any per item purchase of equipment or furniture of $500.00 or more. The log must remain current with all purchased equipment inclusive of serial numbers once the items have arrived to the school. The documents ensure compliance in the event of a school audit.

### Section 10: Anticipated Furniture and Equipment - Include only items funded by Title I, Title II, or SGSA that can be defined as nonexpendable personal property and has an acquisition cost of $500 or more per unit cost. Note: Total costs for furniture/equipment must match “Object 500” totals in each corresponding year.

<table>
<thead>
<tr>
<th>Oracle Unit Number</th>
<th>Unit Name</th>
<th>SCHOOL NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>12345</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item &amp; Description</th>
<th>Serial Number</th>
<th>Purchase Date</th>
<th>Purchase Price</th>
<th>Location / Room Number</th>
<th>Condition</th>
<th>Title I Discretionary</th>
<th>Title I Districtwide</th>
<th>Title II</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Student Laptops each</td>
<td>In route</td>
<td>7/15/2015</td>
<td>$50,000.00</td>
<td>student classrooms</td>
<td>New</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Printing your FY16 Consolidated Grants Application

The Consolidate Grants Application can be printed from your Google Drive by two methods.

Download to Print (From Google Drive)

- In your Google Drive app, go to the “Shared with me” tab on the left
- Locate your FY16 Consolidated Grants Application
- Right click on it and select “Download”
- The download will open in Excel
  - There may be some formatting required to the Excel spreadsheet
Download to Print (Once In FY16 Consolidated Grants Application)

- Open your FY16 Consolidated Grants Application
- Go to “File” in the upper left hand corner
- From here locate “Download As”
  - Download As Microsoft Excel (.xlsx)
  - There may be some formatting required to the Excel spreadsheet

⚠️ TIP: If you have elected to work on a downloaded version, the consolidated grants application cannot be uploaded at a later time. Work will need to be transferred onto the Google doc version of the grant application. Fields cannot be simply copied, actual texted typed within each filed will need to be copied and pasted into the field.

Amendments

Once your consolidated grants application has been approved, you will be required to submit amendments for any of the following:

- New budget allocations are released- This will occur 3 times a year, including 20th day, ISBE final allocations and/or the beginning of second semester
- Expenditure variances 20% or $1,000, whichever is greater
- A new cell - Opening up a new Function Code and/or Object Code would constitute as a new cell.
  - A cell is defined as a specific function and object code combination. Ex. Function Code 1000 (Instruction), Object Code 100 (Salaries) is a different cell than Function Code 1000 (Instruction), Object Code 200 (Employee Benefits)
You will notice on the Amendment Breakdown pages (Sections 6a, 7a, 8a), your originally approved expenditures from each budget breakdown section have been duplicated onto the amendment tabs. The cells that contain your current budget information will be locked. This will allow for easy tracking of changes made throughout the application. The list below provides guidance on how your amendments should be documented.

- Changes to dollar amounts for your existing line items should be indicated along that row, under the “Amount of Requested Change” column.
- Additional cells (new function and/or object codes), new job titles and new equipment/furniture should be added below the existing budget plan.
- Personnel changes
  - FTE counts can be adjusted for existing job titles; indicate under “New FTE Count” column.
➢ New job titles added must include the job description under column labeled “Job Descriptions (For NEW positions ONLY)”.

⚠️ **TIP:** New job titles can only be added to your application if it is a new position to the school. That employee’s start date should be on or after the date of the submitted amendment.

### Section 7a - Title I Amendment Budget Breakdown - First, ensure the new revised Title I totals are entered in the "Required Setup" tab. Then provide detail as to any changes to the original budget. Finally, for information about how title expenditures can be categorized into the Title ISE Function and Object Codes tab, please go to the Title ISD Function and Object Codes tab.

<table>
<thead>
<tr>
<th>#</th>
<th>Select Title</th>
<th>Selected Title</th>
<th>Selected Title</th>
<th>Selected Title</th>
<th>Selected Title</th>
<th>Original Amount</th>
<th>Amount of Requested Change (1 or -) (Amendment 1)</th>
<th>Rationale for and impact of requested change</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Title I Discretionary</td>
<td>1000 - Instruction</td>
<td>100 - Salaries</td>
<td>1 Teacher Assistant (TA)</td>
<td>1 Teacher at 100% of $20,000</td>
<td>$170,000.00</td>
<td>-$5,000.00</td>
<td>Music teacher did not begin when anticipated therefore initial budget amount has decreased</td>
<td>7/15/2015</td>
</tr>
</tbody>
</table>

*All budget breakdown expenditures will be automatically copied into amendment tabs*

*Amendments to existing expenditures must only indicate adjustments within these three fields (▲)*

After an amendment has been approved, the budget lines will be locked. Budget lines for new expenditures can only be added below the previous lines from the most recently approved budget. Additional amendment fields will be added.

The grants application currently has three (▼) amendment options.

<table>
<thead>
<tr>
<th>#</th>
<th>Amount of Requested Change (1 or -) (Amendment 1)</th>
<th>Current Budget</th>
<th>Rationale for and impact of requested change</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-$5,000.00</td>
<td>$165,000.00</td>
<td>Music teacher did not begin when anticipated therefore initial budget amount has decreased</td>
<td>7/15/2015</td>
</tr>
<tr>
<td>2</td>
<td>-$15,000.00</td>
<td>$150,000.00</td>
<td>Music teacher was never hired</td>
<td>8/15/2015</td>
</tr>
</tbody>
</table>

*If modifying and existing expenditure that has been copied onto the amendment tab the above identified fields must be completed prior to submitting your amendment.*

⚠️ **TIP:** New line items added during the amendment process will require all fields to be completed, and will only have an effective date of the actual amendment submission date.

⚠️ **TIP:** Amendments will only be accepted 30 days prior to the last date of your identified grant period. Timely implementation of all planned expenditures are critical in attaining student achievement and from a compliance standpoint.
Contact Information

Charter Funded Programs Manager
Tosca Griffith, Manager (tgriffith@cps.edu)
773.553.2090

Grants applications and allowable/not allowable expenses
(contact your assigned Portfolio Analyst)

1. Amy Malave (ammalave1@cps.edu)
   773.553.1132

2. Bediah Bell (bbell8@cps.edu)
   773.553.3246

3. Erika Ford-Oliver (etford-oliver@cps.edu)
   773.553.2141

ETL related support:

Ashley McKinnie (akmckinnie@cps.edu)
773.553.2502

Budget allocations and related support:

SSC – School Service Center
773.535.5800

Title III & State Bilingual related support:

Jorge Macias (amacias@cps.edu)
773.534.7561

Additional Resources

- Supplemental General State Aid & NCLB Title I & Title II Reference Manual for Charter & Contract Schools
- ISBE: http://www.isbe.net/