Supplemental General State Aid & NCLB Title I Schoolwide and Targeted Assistance Reference Manual

Chicago Public Schools
Revised July 2015

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This manual contains basic information on SGSA and NCLB Title I, the development of program designs, 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 Title I 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.

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USE OF FUNDS

Major considerations in federal and state program development are rules and regulations governing expenditures. All programs funded under SGSA and NCLB Title I must adhere to their respective requirements (SGSA: 105 ILCS 5/18-8.5 (H) (4) (e) and NCLB Title I: P.L. 107-110). As such, all programs are supplemental in nature. This means any uniquely identified program or service that 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 these funds be used to replace services, activities, and programs that are part of regular services provided by CPS. Neither SGSA nor NCLB Title I funds can be used for capital expenditures (i.e. building repairs and maintenance, wiring, and fixtures to 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 are eligible to receive free or reduced-price meals under the federal Child Nutrition Act of 1966 and the National School Lunch Act during the immediately 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. Additionally, each school receives any un-expended SGSA (carryover) funds from prior years.

SGSA funds received by the school must supplement not supplant (replace) the funds provided by CPS and other categorical funds in which the school is entitled under the law 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 Fund 225

Do’s:

SGSA: Fund 225 – 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 funded teachers and teachers attending staff development activities, Teacher Assistant, Tutor, Tech Coordinator, Guidance Counselor, Security, Instructional Computer Assistant, Supplemental Administration, School Assistant, Clerk, Business Manager or Operations 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, 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, replacement textbooks

• **Equipment and Furniture** – Computers, workstations, audio/video equipment.

**Don’ts:**

**SGSA: Fund 225** – Funds **cannot** supplant, or take the place of 115 expenditures and **cannot** be used for capital expenses

• **Salaries** - Salaries for required positions, substitute for non-SGSA funded teachers 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 including janitorial services

• **Supplies and Materials** – Basal/Primary textbooks not lost, facility related supplies

• **Equipment and Furniture** – Replacement of required furniture and/or equipment

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

**NO CHILD LEFT BEHIND TITLE I**

The No Child Left Behind Act of 2001 redesigned the Elementary and Secondary Education Act (ESEA) programs to emphasize 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.

**Eligibility Criteria for Funding**

**Eligibility Study**

NCLB Title I funds are distributed to public and nonpublic schools on the basis of the eligibility study. The number of students **eligible** for Title I dollars at a specific school is calculated for students attending the public school, as well as those who are living in the public school’s attendance area, but attending a nonpublic school. The calculations are as follows:
60% of students eligible for free or reduced-price meals
+ 
40% of students from families receiving financial assistance from TANF (Temporary Assistance to Needy Families)
= 
The number of students eligible for NCLB Title I dollars

The number of students eligible for NCLB Title I services in public and nonpublic schools combined is divided by the schools' combined enrollment to obtain the school's Title I index (which is a percentage). Schools are then ranked by their Title I index - from the highest percentage to the lowest percentage. All schools that have a Title I index of 40.00% or higher are eligible to receive Title I funds. Schools that rank below 40.00% do not receive Title I funds.

Example: School A

**Public**
Enrollment: 162
Free + Reduced Count: 162; 60% = 97
TANF: 37; 40% = 15
Title I Eligible: (97 + 15) = 112

**Nonpublic**
Enrollment: 6
Free + Reduced Count: 6; 60% = 4
TANF: 2; 40% = 1
Title I Eligible: (4 + 1) = 5

**Total**
Enrollment: 162 + 6 = 168
Title I Eligible: 112 + 5 = 117
Title I Index Percentage: 69.64% (117 / 168)

**Title I Allocations**

Only the eligible schools, those having a poverty index of 40.00% or above, receive Title I funds. In addition, the per-pupil dollar allocation varies with the Title I index; the schools with the highest Title I index receive the highest rate per pupil. The per-pupil allocation has a base of $430 and increases by $24 for each Title I index percentage point over the 40.00% Title I index baseline.

In the example above:
Per Title I Eligible pupil Title I Allocation Rate: $1,126.00 [$430 + (69-40) x $24.00]
Public School Title I Allocation: $126,112 (112 x $1,126.00)

Schools operating an 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.

**Timely Use Of Funds**

USDE requires that all Title I funds be budgeted each year and that each district’s annual allocation be spent on services for children who are failing, or most at risk of failing, to meet state academic standards in the grant year in which the dollars were allocated. That is, each district must budget all of its Title I, Part A allocation each year. (See ISBE E-BULLETIN NO. 01-12-- http://www.isbe.net/e-bulletins/default.htm)

**Targeted Assistance Programs**

A new school that qualifies for NCLB Title I funding must operate as a targeted assistance building the first year. This year should be used as their planning year subsequent to becoming a schoolwide 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 schools, therefore, may not provide services to all students in the school or in particular grades (i.e., no reduced class size). **Schools must rank students according to need and select those students who have the greatest need for special assistance to receive NCLB Title I services.**

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 practicable, 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 by the school as having the greatest need for special assistance

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

- Grades 3-12 students are those identified by the school as failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards, with at least one criteria being academically 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 targeted assistance schools meet their responsibility to provide for all students served by NCLB Title I to meet the state’s challenging student academic achievement standards, each target assistance school must address the following eight (8) components:

1. Evidence that planning for students served under NCLB Title I is incorporated into existing school planning for the entire school. Students eligible for services should be clearly identified as a subgroup with which the school intends to work.

2. Evidence that planning for students served under NCLB Title I is coordinated with and supported by the regular educational program.

3. Identify how NCLB Title I funds are used to help participating students meet the state’s challenging student academic achievement standards, which apply to all children.

4. Analyze the effectiveness of and identify strategies for strengthening the school’s core academic program. Identified strategies and methods must be based on scientifically based research.

5. Identify mechanisms for ensuring that all students receive instruction by highly qualified professional teachers.

6. Identify and analyze ways in which resources provided under NCLB Title I and other sources are 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. Identify strategies and activities (such as family literacy services) that increase parental involvement in accordance with Section 1118 through the Parent Involvement Policy, School Compact, and Parent Budget Plan.

8. Discuss any necessary coordination and integration of federal, state and local services and programs.

Title I Targeted Assistance schools must address the eight Required Components in the “Funds Compliance” Tab of the CIWP. The CIWP can also be accessed at:

https://sites.google.com/a/cps.edu/kc/leadership/ciwp
Schoolwide Programs

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

Schoolwide programs 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 that 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. Particularly, 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 schoolwide program, must be addressed.

To operate a schoolwide program, every school develops a comprehensive plan for reforming their total instructional program. This is done during the school improvement planning and school based budgeting (SBB) processes.

A Continuous Improvement Work Plan (CIWP) is developed by each school and must address the following ten (10) components:

1. Complete a comprehensive needs assessment of the entire school based on information of the performance of students on the state content and state performance standards. Schools received and should utilize outcome summaries, which included subgroup and AYP information.

2. Identify and prioritize schoolwide reform strategies and activities that:
   - Provide opportunities for all students to meet state proficient 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 needs of all students in the school, particularly needs of low-achieving students and those at risk of not meeting state student academic achievement standards who are members of the target population of any program included in the schoolwide 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. Identify mechanisms for ensuring that all students receive instruction by highly qualified professional teachers.
4. Identify strategies to attract high quality, highly qualified teachers to high-need schools.

5. 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. 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 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. Identify strategies and activities (such as family literacy services) that increase parental involvement in accordance with Section 1118 through the Parent Involvement Policy, School Compact, and Parent Budget Plan.

8. Outline plans for assisting preschool students in their transition from early childhood programs to local elementary school programs.

9. 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. Discuss any necessary coordination and integration of federal, state and local services and programs.

**Title I Schoolwide schools must address the ten Required Components in the “Funds Compliance” Tab of the CIWP. The CIWP can also be accessed at:**

[https://sites.google.com/a/cps.edu/kc/leadership/ciwp](https://sites.google.com/a/cps.edu/kc/leadership/ciwp)

**PARENTAL INVOLVEMENT**

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. Schools will be provided a budget template that is developed during the school based budgeting (SBB) processes.
Under Illinois law, a school’s Local School Council (the “LSC”) has authority to approve expenditure of funds allocated and distributed to the school. See 105 ILCS 5/34-2.3(4). Nothing in the Act explicitly pre-empts the authority of an LSC to allocate and expend funds distributed to it pursuant to Section 1118(a)(3); however, in exercising its authority over these funds, the LSC must adhere to certain restrictions set forth in Section 1118.

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, a LSC must ensure a reasonable relationship exists between the expense and goal of facilitating parental involvement.

This provision does not vest parents (or Parent Advisory Councils) with any authority to allocate the funds. Its intent is to ensure parents are involved in the process. To that end, an LSC must provide parents and the Parent Advisory Council 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 an LSC has provided parents and the Parent Advisory Council with a reasonable opportunity to so comment, the LSC then is empowered to make a final determination on the allocation of these funds.

In carrying out NCLB Title I parental involvement requirements, schools must provide full opportunities for participation of all parents of children including limited English proficiency and children with disabilities.

Every school receiving NCLB Title I funds must develop a written parental involvement policy that establishes the school’s expectations for parental involvement. 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, and in schools with target assistance programs, 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 participating parents 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.

• Shared 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).

• Discuss ways the school will 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.

• Outline ways in which the school will educate teachers, administrators, and other appropriate staff, with the assistance of parents, on 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, the compact will identify ways to 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.

• Identify ways to ensure that 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.

In all cases, information about the involvement of parents in these planning and informational activities should be summarized in the Stakeholder Involvement Summary portion of the CIWP.

Each NCLB Title I school must complete the Title I Parent Involvement Policy section of the “Parent Compact” tab in the CIWP. The CIWP can be accessed at:

https://sites.google.com/a/cps.edu/kc/leadership/ciwp

SCHOOL-PARENT COMPACT

As a parental involvement requirement, schools receiving NCLB Title I funds must ensure school-parent compacts are available. 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 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 this compact 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 schools, 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:
  - School parent-teacher conferences, 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);
  - Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
  - Describe opportunities for parents to receive materials and training to work with their children to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Each NCLB Title I school must complete the School-Parent Compact section of the “Parent Compact” Tab in the CIWP. The CIWP can be accessed at:

https://sites.google.com/a/cps.edu/kc/leadership/ciwp

NCLB TITLE I: DO’S AND DON’TS FOR THE USE OF FUND 332

Do’s:

NCLB Title I: Fund 332 – All expenditures are supplemental and must be used to support and provide direct instruction in order to improve academic achievement. 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 teachers and teachers attending staff development activities, Teacher Assistant, Tutor, Instructional Computer Assistant, Tech Coordinator, School Community Representative, Guidance Counselor, Security for instructional programs only
- 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: Fund 332** – Funds cannot supplant, or take the place of 115 expenditures and cannot be used for non-instructional purposes or capital expenses

- **Salaries** – Salaries for required positions, Substitute for non 332 funded teachers unless a teacher is attending staff development activities, School Assistant, Clerk, Assistant Principal, 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 office use, to assist in administering programs or athletics/band uniforms
- **Equipment and Furniture** – Items for office use or to assist in administering programs, replacement of required equipment/ furniture or athletics/extracurricular band equipment

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

**USE of NCLB Title I 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.
Note: Schools operating a Targeted Assistance program must use 332 funds only to serve the identified lowest performing students.

<table>
<thead>
<tr>
<th>Activity 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, non-school climate, or non-school reform services, Supplies, materials, and equipment for administration use (5% of allocation)</td>
<td></td>
<td>X</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, or Wiring of any kind (for internet service, telephone lines, etc.)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Equipment</td>
<td>Contracts for repair and maintenance for equipment purchased with Title I funds</td>
<td></td>
<td>X</td>
</tr>
<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></td>
<td>X</td>
</tr>
<tr>
<td>Extra-curricular</td>
<td>Supplies, materials, equipment, transportation, band uniforms for athletics and extracurricular activities</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Extra-curricular</td>
<td>Athletics/Athletic Awards/Yearbooks</td>
<td></td>
<td>X</td>
</tr>
<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></td>
<td>X</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) College Readiness Tours</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Field trips</td>
<td>Field Trips- amusement or water parks</td>
<td></td>
<td>X</td>
</tr>
<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 the lunch is “substantive and integral to the overall purpose of the meeting.”</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Food</td>
<td>Food for parent and student activities – Only if the training or activity runs over a normal meal time and cost is reasonable. Title I allows light snacks to be served.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Instruction</td>
<td>Identifying and Testing students for specific Tier 1 RTI interventions</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Instruction</td>
<td>Formative and interim assessments (non-mandated)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Instruction</td>
<td>Supplies and materials that supplement instructional program (workbooks, audio/video, software, periodicals)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Instruction</td>
<td>Instruction materials (Supplemental textbooks, not adopted textbooks)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Instruction</td>
<td>Licenses for software or curriculum used by school (Plato or Upward Bound membership are examples of allowable expenditures)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Instruction</td>
<td>Tutoring</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Instruction</td>
<td>Security or Engineer - Only allowable if working for instructional program; no other activities can be charged to OT, and if other activities exist, must split cost across programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>Salaries and Benefits: Literacy coach or curriculum specialist, additional core curriculum or grade level teachers, classroom paraprofessionals (but not administrative paraprofessionals)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>Student Stipends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>Replacement of Required Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Per-diem – follow district guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Alcohol beverages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Banquets/Award Programs/Carnivals/Luncheons/Brunches/Parties/Picnics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Bereavement or congratulatory cards, flowers or gifts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Decorations/flowers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Employee incentive or recognition gifts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Fund Raiser Support - No food, door prizes, equipment or other materials for fundraisers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Gift Certificates/Gift Cards</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td>Graduation activities/materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Incentives or rewards for students or parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Non-classroom furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Raffles/door prizes</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td>Theater Systems/Auditorium Installations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Uniforms - Staff or student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Water Coolers/Water Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Appliances (stoves, refrigerators, microwaves, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Advertising – Brochures informing parents of school achievement, rules, regulations, etc. are allowable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Mailings – Informational to parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Parent training or educational services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Parent Stipends (unless working part-time providing a non-administrative service. Local 143B Union regulations may apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Parent Recognition Luncheon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Parent-Student Dinner/Parent-Staff Dinners</td>
<td></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></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></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>Substitute Teachers to release core academic program staff for PD activities</td>
<td></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 and follow applicable CPS policy and procedures. The per person/per day cost cannot exceed $125; CPS The retreat budget, agenda and travel approval must be submitted 4 weeks prior to scheduled retreat.</td>
<td></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>--------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Staff travel</td>
<td>Staff travel reimbursements – employees are reimbursed for these costs based on CPS board policy for travel allowances.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Staff travel</td>
<td>Lodging and per-diem - Follow district guidelines. No hotels for conferences or trainings held within 50 miles one way of Chicago Public Schools.</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>

**Compliance Monitoring**

The Illinois State Board of Education (ISBE) has the responsibility of monitoring the use of SGSA and NCLB Title I 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 CIWP and amendments. For all of these monitoring scenarios – ISBE, CPS (OGFP), and school staff – the following documentation must be available for review at the local school (see APPENDIX A):

- Continuous Improvement Work Plan – CIWP
- SGSA/NCLB Title I approved budget
- SGSA/NCLB Title I approved amendments
- Staffing patterns for SGSA/NCLB Title I
- Evidence of Annual Title I and Parent Advisory Council (PAC) Organizational meeting
- Inventory of equipment/furniture purchased with SGSA/NCLB Title I funds
- Targeted Assistance programs only, documentation of student selection criteria
- Other additional information and documentation as requested
As part of the monitoring process, interviews with the principal, LSC members, parent advisory council members, and school staff may be required.

**SGSA/NCLB Title I Amendment/Budget Transfer Procedures**
(see “Process Map” Appendix C)

In an effort to streamline our existing CIWP Amendment process and assist schools in achieving improved student academic performance, our office has worked closely with the Illinois State Board of Education (ISBE). To that end, ISBE has agreed to allow schools to increase the dollar threshold requirement for a CIWP amendment from $1000 to $5000. It is our hope that this new process will achieve efficiency and effectiveness at the school level while ensuring administrative accountability and compliance with grant requirements.

Schools are required to keep on file documentation of consultation and approval of the Local School Council and/or Network Chief to move discretionary funds, regardless of dollar amount. Please note the following applies to schools that are currently part of the Network structure:

- Position openings, closings, and updates will be processed and approved at the local school level contingent upon the approval of transfers.
- Budget transfers of $4999.99 or less will be processed and approved at the local school level. Please ensure transfers are approved by the Local School Council, where applicable. **Note:** do not circumvent the process by “stringing” transactions to avoid review/approval by (OGFP).
- For any single budget transfer of $5000 or more, the transfer will route to (OGFP) for review/approval. To ensure the timeliness of the approval of transfers, please be very detailed in the justification section of the ORACLE transfer tool.
- Schools will be selected randomly to submit evidence of LSC consultation along with approved copies of amendments and budget transfers prior to transfer approval.

**Reminders For Amending SGSA And NCLB Title I Use Of Funds**

An amendment is required when:

- transferring funds **$5000 or more**
- transferring of **new funds** from miscellaneous lines
- Schools are receiving Intensive Support, regardless of dollar amount
- establishing programs/activities not included in the approved CIWP and/or Budget
- deleting programs/activities **($5000 or more)** included in the approved CIWP and/or Budget

**Reminders For Clearing Negatives**

When clearing negatives, please note the following:

- **Transfer of Funds**
  Funds may only be transferred within a fund, between programs or accounts
No transfers will be allowed between funds.

- **No Amendment /Transfer Required**
  Moving monies from 290001 to clear negatives. If transfer is under $5000 (personnel or non-personnel). Note: **Schools with an “Intensive Support” Accountability Status, regardless of their School Quality Rating**, must have Network Chief Approval regardless of the amount. Transfer(s) must be noted in LSC minutes and approved by required parties (LSC, Principal, and Network Chief for schools with an “Intensive Support” Accountability Status)

- **Amendment Required/Transfer Required**
  Moving monies from program lines (increase/decrease) to clear negatives

  If transfer is $5000 or greater (personnel or non-personnel), transfer must be approved by required parties (LSC, Principal, and Network Chief for schools with an “Intensive Support” Accountability Status)
Time and Effort Attestations

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 (Personnel Activity Reports, or PARS) and will be asked to submit hours worked by day per month.

Directions for Principal / Unit Administrator to access Time and Effort Application (Semi-Annual Attestation):

1. Log into Oracle (Use your CPS User ID and Password)
2. Select CPS Time and Effort application
3. Select Your Documents
4. Review the following document(s) assigned to your unit:
   - Regular Positions
   - Bucket Positions – Extended Day and Substitute
5. Open each Document
6. Add comments (if needed), Select Certify and Submit
7. Select Yes to Submit Document
8. If you have more than one document to certify, select Cancel/Return to select other document

Directions for Employee to access Time and Effort Application (Personnel Activity Report):

1. Log into Oracle (Use your CPS User ID and Password)
2. Select CPS Time and Effort application
3. Select Your Documents
4. Open each Document
5. Enter hours worked by funding source, per school day
6. Add comments (if needed), Select Certify and Submit
7. Select Yes to Submit Document
8. If you have more than one document to certify, select Cancel/Return to select other document
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.

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 extended day with Title I funds to provide tutoring for students after school. What form should you use?
Only the extended day position 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
APPENDIX A

Office of Grant Funded Programs
DOCUMENTATION REQUEST FOR COMPLIANCE CHECKLIST

School Organization/Personnel
- School Organization List/Chart to include core subject areas taught for Departmentalized grades or Program Schedule for High Schools
  - ELIS printouts (Current & NCLB credentials) for federally funded positions showing HQ status (FY2016) from ELIS for teachers & instructional paraprofessionals will be compiled by the Compliance Analyst. www.isbe.net
- School Organization List/Chart to include core subject areas taught for HS Credit Recovery Program and
  - ELIS printouts (Current & NCLB credentials) for federally funded positions showing HQ status (FY2016) will be compiled by the Compliance Analyst. www.isbe.net
- Classroom time distribution sheets of Elementary teachers & Individual Teacher Class Schedule for High School teachers
- Individual schedules and brief description of actual job duties for all paraprofessional staff & non instructional staff (not official job description)
- Signed time sheets & SPS printouts, description of activities for each bucket, & agendas for teacher and paraprofessional Extended Day buckets funded with NCLB Title I and/or SGSA (if applicable)
- Signed time sheets and activities (description of activities and/or agendas for each bucket) for Substitute buckets funded with NCLB Title I and/or SGSA (if applicable)
  - If substitute buckets were used for offsite PD: agendas, registration confirmation, and/or CPDU’s or other documentation to verify official proof of attendance (if applicable)

Program Analysis
* Signed by Network Chief, Principal, LSC Chairperson, and NCLB Title I PAC Chairperson (if applicable)
  * APPROVED CIWP, Amendments, LSC minutes
  - Schools with an “Intensive Support” Accountability Status, regardless of their School Quality Rating, must have Network Chief approval for all budget changes regardless of dollar amount
  - Documentation supporting how each school has addressed the NCLB Title I required components (This should be addressed in the “Funds Compliance” tab of the CIWP)

Expenditures (for purchases made from funds 225 & 332)
- Copy of Purchase Orders from Oracle including itemized invoices
- DR Reimbursements with itemized receipts/invoices
- Consultant Services/Statements of Work

Fixed Assets
- Fixed Asset Report for Inventory of Furniture/Equipment showing: date purchased, item description, serial number, cost, location and funding source (Equipment items purchased with NCLB Title I and SGSA during the current grant year must be listed and labeled with funding source)

Lowest Performing Students (Targeted Assistance Programs Only– see pages 4-5 of NCLB Title I/SGSA Reference Manual)
- 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
- PD (Description of activities, must have signed-in sheets w/hours, agendas and minutes (if applicable)
- Offsite PD (Description of activities, agendas, registration confirmation, and/or CPDU’s/official proof of attendance (if applicable)

Parent Advisory Council (PAC)
- Documentation of Annual NCLB Title I Informational Meeting including meeting notice, agenda, sign-in sheets, evaluation forms and accountability form
- Documentation of PAC Organizational Meeting including meeting notice, PAC Membership Roster, meeting agenda, meeting minutes and meeting sign in sheets
- Approved Title I Parent Involvement Budget Plan
Monthly PAC agendas, meeting minutes, and sign-in sheets

All PAC meeting notices and agendas must disclose the “Stevens Amendment:” "Funds for this activity were provided by NCLB Title I." Programs funded in whole or in part with Federal grant money must credit the Federal government for the Federal government’s portion of the financial support.

Completed Parent Involvement Policy and School-Parent-Student Compact (one Uniform Compact created in collaboration w/ parents, teachers & students) (Both of these documents are located in the “Parent Compact” tab of the CIWP)
New fiscal year begins (July 1st)

School needs to transfer funds in amounts of $4999.99 or less

- School needs to complete an Amendment:
  - If transferring funds in amounts of $5000 or greater. **
  - If modifying CIWP, regardless of dollar amount.

- School meets w/LSC to discuss & approve budget transfer(s) and position edit(s) (e.g., open, close, update)

- School processes budget transfer(s) & keeps on file all supporting documentation (approved LSC meeting minutes)

- Transfers of $4,999.99 or less will not be routed for review & approval outside the school.

- Note: All compliance requirements apply to the use of funds regardless of dollar amount

School needs to transfer funds in amounts of $5,000.00 or greater

- School meets w/LSC to discuss & approve budget transfer(s) and position edit(s) (e.g., open, close, update)

- School processes budget transfer(s) & keeps on file all supporting documentation (approved LSC meeting minutes)

- Transfer of $5,000 or more will be routed to the Office Grant Funded Programs (OGFP) for review & approval.

- Note: Schools will be randomly selected to provide OGFP with approved Amendments and any other documentation to support the transfer of funds & any position edits prior to OGFP approving transfer(s).

- Note: Schools with an “Intensive Support” Accountability Status require Network Chief’s Approval for CIWP, amendments and transfer of funds.

- **Schools transferring new funds from miscellaneous lines require an amendment regardless of the amount.

NOTE: Refer to Supplemental General State Aid & NCLB Title I Reference Manual for further guidance on amendments and clearing negative pointer lines. All documentation must be kept on file for audit purposes. Schools with an “Intensive Support” Accountability Status require Network Chief’s Approval for CIWP, amendments and transfer of funds.

*APPENDIX B*