I. Cover Page

Under an ISBE policy, bidders will receive only this cover page of the readers’ comments. It is essential, therefore, that readers’ qualitative measures be expressed clearly and legibly. Use this cover page to inform applicants of their proposal’s strengths and weaknesses and to make appropriate suggestions for improvement.

1. List the Strengths of the Overall Proposal.

- Well-written grant provided sufficient data to convincingly demonstrate need. State provides on high-risk factors for students prior to attending CYS are compelling.
- Systematic approach to assessing educational, social history, and involvement of parent, student and staff in initial 3 interviews is a positive.
- Broad array of services addressing academic, emotional, social, and psychological needs provides a base of support that should increase success rates.
- Interventions w/ agencies & other groups make this a cost-effective program.

2. List the Weaknesses of the Overall Proposal.

None

3. In addition to any weaknesses, list recommended suggestions for improvement, if applicable.

- Not applicable - excellent proposal.
Name of Applicant: Granite City Community Unit School District #9

I. Cover Page
Under an ISBE policy, bidders will receive only this cover page of the readers' comments. It is essential, therefore, that readers' qualitative measures be expressed clearly and legibly. Use this cover page to inform applicants of their proposal's strengths and weaknesses and to make appropriate suggestions for improvement.

1. List the Strengths of the Overall Proposal:
- Long history of providing Truancy Outreach Services
- Extensive, mandatory, parental involvement
- Strong case is made for need for continuation of services
- Local matching funds

2. List the Weaknesses of the Overall Proposal:
- Spacing changes in A 3 Section and Evaluation Design (Section C)
- Statewide or regional comparative data would be helpful.

3. In addition to any weaknesses list recommended suggestions for improvement, if applicable.
Name of Applicant: 

I. Cover Page

Under an ISBE policy, bidders will receive only this cover page of the readers' comments. It is essential, therefore, that readers' qualitative measures be expressed clearly and legibly. Use this cover page to inform applicants of their proposal's strengths and weaknesses and to make appropriate suggestions for improvement.

1. List the Strengths of the Overall Proposal

2. List the Weaknesses of the Overall Proposal.

3. In addition to any weaknesses list recommended suggestions for improvement, if applicable.
Name of Applicant: Granite City Comm. Unit School Dist. #9

I. **Cover Page**

   **Under an ISBE policy, bidders will receive only this cover page of the readers' comments. It is essential, therefore, that readers' qualitative measures be expressed clearly and legibly. Use this cover page to inform applicants of their proposal's strengths and weaknesses and to make appropriate suggestions for improvement.**

1. List the Strengths of the Overall Proposal.
   - Strong evaluation plan
   - Cost per student
   - Strong need demonstrated
   - 'Nice graphs & good stats
   - Intensive family assessment upon referral
   - Academic assessments, tools and tests
   - Education Options
   - Alternative financial contributors
   - Staff development activities are comprehensive

2. List the Weaknesses of the Overall Proposal.
   - Planning Work Group too education-heavy
   - Needs a GPA or academic objective

3. In addition to any weaknesses list recommended suggestions for improvement, if applicable
Name of Applicant: ____________________________________________________________

1. **Cover Page**
   
   Under an ISBE policy, bidders will receive only this cover page of the readers’ comments. It is essential, therefore, that readers’ qualitative measures be expressed clearly and legibly. Use this cover page to inform applicants of their proposal’s strengths and weaknesses and to make appropriate suggestions for improvement.

1. List the Strengths of the Overall Proposal.
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. List the Weaknesses of the Overall Proposal.
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. In addition to any weaknesses list recommended suggestions for improvement, if applicable.
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
ATTACHMENT 1

ILLOIS STATE BOARD OF EDUCATION
Special Education and Support Services Division
100 North First Street, N-253
Springfield, Illinois 62777-0001

FY 2013
TRUANTS' ALTERNATIVE AND OPTIONAL
EDUCATION PROGRAM
Demographic Information

Check (✓) one: LEA ✓ ROE ☐ CCD

APPLICANT NAME
Granite City Community Unit School District #9

COUNTY
Madison

ADDRESS (Street, City, State, Zip Code)
1947 Adams Street, Granite City, IL 62040

ADMINISTRATOR OF THIS AGENCY
Harry Briggs, Ph.D.

ADDRESS (Street, City, State, Zip Code)
1947 Adams Street, Granite City, IL 62040

CONTACT PERSON (If other than administrator)
Cynthia Gavilsky/Tina Arico

PHONE (Include Area Code)
(618) 451-5800

E-MAIL
harry.briggs@gcsd9.net

TO BE COMPLETED BY JOINT APPLICANT ONLY: Two or more eligible applicants participate in the grant activities and have equal responsibility to ensure that the grant is administered in accordance with the approved proposal and all applicable laws and regulations.

REPORT ACTUAL STUDENT #S
Use the same number as reported to ISBE on 2011 School Report Card

<table>
<thead>
<tr>
<th>COUNTY</th>
<th>SCHOOL DISTRICT</th>
<th>TYPES OF SERVICES</th>
<th>TYPES OF STUDENTS</th>
<th>GRADE LEVEL</th>
<th>NUMBER OF CHRONIC TRUANTS</th>
<th>NUMBER OF DROPOUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison</td>
<td>Granite City Community Unit #9</td>
<td>Truancy Intervention (Supplemental Services)</td>
<td>Dropout</td>
<td>6-12</td>
<td>143</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional/ Alternative Education</td>
<td>Chronic Truant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Truant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Potential Dropout</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madison</td>
<td>Venice Community Unit #3</td>
<td>Truancy Intervention (Supplemental Services)</td>
<td>Dropout</td>
<td>6-8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional/ Alternative Education</td>
<td>Chronic Truant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Truant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Potential Dropout</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TO BE COMPLETED BY ALL APPLICANTS: Identify the Regional Office of Education (ROE) for the school district(s) participating in the proposal.

NAME OF COUNTY
Madison

ROE NUMBER
#41

If the proposal serves students from school districts in more than one Regional Office of Education, identify each Regional Office of Education, the number of students to be served and amount of funds per Regional Office of Education area.

SIGNATURE OF AUTHORIZED OFFICIAL
Original Signature of Authorized Official or Applicant

Date
Superintendent
Title

ISBE 20-66 (2/12)
## FY 2013 TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM

### DEMOGRAPHIC INFORMATION (continued)

#### PROPOSED TYPE AND NUMBER OF STUDENTS TO BE SERVED

<table>
<thead>
<tr>
<th>TYPE OF PROGRAM</th>
<th>DROPOUT</th>
<th>CHRONIC TRUANTS</th>
<th>TRUANTS</th>
<th>POTENTIAL DROPOUTS*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade Level</td>
<td>Grade Level</td>
<td>Grade Level</td>
<td>Grade Level</td>
</tr>
<tr>
<td></td>
<td>9-12</td>
<td>UN</td>
<td>K-3</td>
<td>4</td>
</tr>
<tr>
<td>Truancy Intervention (Supplemental Services) Total # of students (unduplicated count)</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Education Alternative (list student full-time equivalent (FTE))</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL # OF STUDENTS SERVED</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Intervention Totals
- Total Dropouts Served: 0
- Total Chronic Truants Served: 0
- Total Truants Served: 0
- Total Potential Dropouts Served: 0

#### Opt. Educ. Totals
- Total Dropouts Served: 5
- Total Chronic Truants Served: 85
- Total Truants Served: 45
- Total Potential Dropouts Served: 15

#### TOTAL
- Total Dropouts Served: 5
- Total Chronic Truants Served: 85
- Total Truants Served: 45
- Total Potential Dropouts Served: 15

* as defined in RFP
<table>
<thead>
<tr>
<th>COUNTY</th>
<th>SCHOOL DISTRICT</th>
<th>TYPE OF SERVICES</th>
<th>NUMBER OF CHRONIC TRUANTS</th>
<th>NUMBER OF DROP-OUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison</td>
<td>Granite City Community Unit #9</td>
<td>Truancy Intervention (Supplemental Services)</td>
<td>143</td>
<td>97</td>
</tr>
<tr>
<td>Madison</td>
<td>Venice Community Unit #3</td>
<td>Optional Alternative Education</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

DISTRICT NAME

SIGNATURE OF AUTHORIZED OFFICIAL
FY 2013 TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM

Resource Information

GENERAL TYPE OF PROGRAM SERVICES OFFERED Please check whatever applies:

- Truancy Intervention (Supplemental Services)
- Optional/Alternative Education (As defined on page 4) [✓]

Number of Optional Education Sites: 1

TOTAL NUMBER OF STUDENTS WHO WILL BE SERVED

<table>
<thead>
<tr>
<th>POSITION*</th>
<th>STAFF FTE</th>
<th>SOURCE OF FUNDS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Local</td>
<td>State TAOEP</td>
<td>Other</td>
</tr>
</tbody>
</table>

| Caseworkers | 2 | $19,820 | $9,480 | $29,300 |
| High School Teachers (9-12) | .5 | $38,622 | $38,578 | $77,200 |
| Elementary Teachers (K-8) | 2 | $38,090 | $38,110 | $76,200 |
| Aides | 3 | $58,000 | $58,000 |
| Counselors | 1 | $29,732 | $2,268 | $32,000 |
| Administrators | 1 | $48,822 | $3,178 | $52,000 |
| Social Workers | 15 | $54,400 | $54,400 |
| Psychologists | $ | $ | $ |
| Tutors | $ | $ | $ |
| Mentors | $ | $ | $ |
| Other Expenditures (Example: Professional Development, Supplies) | $ | $ | $ |
| Other Expenditures | $ | $ | $ |
| Other Expenditures | $ | $ | $ |
| Other Expenditures | $ | $ | $ |
| Other Expenditures | $ | $ | $ |
| Total Staff FTE paid by TAOEP funds | 11.4 |

ISBE 20-66 (2/12)

*INCLUDE FRINGE BENEFITS WHEN REPORTING SALARIES.
FY 2013 TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM
Proposal Abstract

Describe general purpose, activities and major outcomes of the proposal. Limit to 200 words.

Comprehensive Community-Based Program Planning efforts for the Coordinated Youth and Human Services TAOEP has been a high priority for the past twenty-six years. This agency’s history of more than 60 years of community networking has served as a forerunner in modeling a systematic, community-based planning approach to serving youth experiencing academic failure. This GCSD#9 and Venice School program provides a continuum of optional education and support services for students grade 6-12 who are truants, chronic truants, drop-out youth and their families.

This program provides academics, social services and intensive parent and student training through smaller classes and enhanced therapeutic services. An additional component serves potential drop-outs who would have been expelled for substance involvement. This Recovery Option utilizes APEX curriculum and therapeutic services. Emphasis is placed on developing positive attitudes in behavior and social development through character education and truancy prevention. In-kind prevention, anti-bullying, and substance abuse services continue as interagency networking remains an integral component of this project.

The overall outcome for this program is to assist students in identifying and eliminating social and educational barriers and develop positive social skills. This enables students to become productive citizens within the community.

Type of Services offered: □ Truant Intervention (Supplemental Services)  ☑ Optional Education/Alternative

Primary Referral and Number of students estimated to be served.

☑ Dropout  □ Truant  □ Potential dropout
☑ Chronic truant  □ Truant  □ Potential dropout

85  45

TOTAL  150

Grades of students to be served: 6-12  □ Age of students to be served 11-21

Counties served: Madison

List Program sites: Coordinated Youth and Human Services

Website address of administrative agency: cyhs.com
A. Comprehensive/Community-Based Program Planning

1. The Program Planning Process

Comprehensive Community-Based Program Planning efforts for the Coordinated Youth and Human Services (CYHS) Truant's Alternative and Optional Education Program (TAOEP) has been a high priority for the past twenty-six years. This agency's history of more than 60 years of community networking has served as a forerunner in modeling a systemic, community-based planning approach to serving youth experiencing academic failure. As a United Way Agency, the first and foremost goal has been to invest a sense of community ownership in the programs operated by this agency. The CYHS TAOEP reflects this tradition through the establishment of a community team to coordinate a range of education, social, and multicultural resources to meet new and existing needs of youth. This network includes community educators, court representatives, business people, social service providers, students, parents, law enforcement representatives, and clergy members who assist program staff in determining which types of services will meet our student population needs.

Significant strategies designed to assist students in meeting the Illinois Learning Standards and the National Education Goals as outlined in No Child Left Behind have been developed and implemented in order to meet student academic needs. Multifaceted programs with access to a variety of on-site services, including parenting education, outpatient treatment such as: drug/alcohol, individual/family counseling when needed (at no cost to this grant), on-site school resource officer, probation officer intervention, and intensive family education including conflict resolution will be essential for student success. The Love and Logic Curriculum as well as additional Affective Education Curriculums are being utilized to assist the CYHS TAOEP staff in the development of learner outcomes. The outcomes addressed relate to federal mandates as well as the State of Illinois Learning Standards.

The continued use of these models and curriculums with both students and staff, is helping to insure that comprehensive and coordinated health, human and social services are
being adequately provided for this high risk population, in demonstrating individual responsibility, as outlined in the ISBE State Learning Standards.

Moreover, an intensive therapeutic environment utilizing a team of professional counselors and Master's level clinicians serves to insure student outcomes of demonstrating skills essential to enhance student's health. In addition, this therapeutic model promotes communication in positive ways in resolving differences and preventing conflict in the student population, which addresses specific Illinois Learning Standards.

In terms of meeting academic learning standards, this CYHS TAOEP is patterned after the referring home schools curriculum guidelines. All assigned academic courses mirror the same course content of each respective referring school. Illinois Learning Standards in English, Math, Science and Social Sciences remain a priority when developing Individualized Optional Education Plans and learner objectives.

2. The Planning Work Group

Several comprehensive planning sessions have occurred in the past pertinent to setting priorities based upon identified needs. One of the most significant efforts devised to address these needs and make decisions about program improvements, has been the continuation of the CYHS TAOEP Review Committee. The primary purpose of the committee has been to identify programmatic needs, prioritize them, and develop strategies commensurate with each to insure growth and change which will elicit more positive student outcomes. This strategy will continue to be an integral component of this project.

The CYHS TAOEP Review Committee, is a cross-sectoral representation of the Tri-Cities area. The Committee established a common goal of continually re-assessing at-risk youth needs, availability of community resources, and monitoring current program results. The first of many ongoing meetings of this committee was convened at Coordinated Youth and Human Services (CYHS) twenty-six years ago and featured an Illinois State Board of Education Evaluation Manager. This long lived committee serves to provide feedback on program specifics as well as suggestions for continued expansion that are reflected in this proposal. Regular meetings of this group have served to set and monitor strategies, improve academic
standards and meet the needs of the population served in this program. This team continues to concentrate their efforts on the Illinois Learning Standards and compliance with these standards, as well as initiating more teacher accountability.

Additional efforts to conduct comprehensive planning sessions have included involvement in the Granite City Drug & Alcohol Coalition regional planning groups; development of student curriculum and behavior committees and interaction with Tri-Cities area business organizations. The committee assists in previewing and selecting instructional materials. This planning group has also been instrumental in developing and implementing a student council and peer mentoring, whereby students assist and guide peers through the decision making process. These student members provide feedback to school administration on school policies and procedures. They are active in co-facilitating character education, anti-bullying programs and extra-curricular activities within the program.

All members of the CYHS TAOEP Review Committee and Student/Curriculum Behavioral committees involve themselves in direct delivery of services to this project. The committee is comprised of the following people:

1. Ron Stern, Administrative Assistant, Secondary Education, Granite City District #9
2. Cullen Cullen, Superintendent, Venice District #3
3. Paula Hubbard, Region I Special Education Director
4. Jim Greenwald, Granite City High School Principal
5. Pat Evans, Granite City High School Assistant Principal
6. Curt Watters, Coolidge Middle School Principal
7. Kristen Novacich, Grigsby Middle School Principal
8. Jan Diak, Inclusion Specialist
9. Frank McHugh, Granite City High School Counselor
10. April Gale, AEP Student
11. Devon Gonzalez, AEP Student
12. Tonya Wallace, Parent
13. Cindy Gavilsky, CYHS, Executive Director
14. John Coleman, CYHS Assistant Director
Networking with additional social service providers is an integral component of this project. CYHS also houses the Madison County AIDS Program, Women, Infants, and Children (WIC), Healthy Moms/Healthy Kids and Healthy Families on site. Ongoing delivery of services provided by the following: CHASI, Madison County Probation and Court Services, Chestnut Health Systems, Parents Too Soon, the Department of Children and Family Services, and the Granite City Police Department in the form of a School Resource Officer also enhances this program.

3. NEEDS AND RESOURCE ASSESSMENT

As Illinois remains in the forefront at reducing school age dropouts by providing services to at-risk students, the continued need for services remains apparent. Services for school age at-risk youth is clearly reflected in the various data pertinent to truancy and drop out statistics. During the 2010-2011 school year, the State of Illinois had 63,067 chronic truants with a 2.7% drop-out rate. In addition, the following statewide data depicts a comparison of dropout and chronic truancy figures during the past five years.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DROPOUT RATE %</th>
<th># OF CHRONIC TRUANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>4.1%</td>
<td>49,858</td>
</tr>
<tr>
<td>2009</td>
<td>3.5%</td>
<td>73,245</td>
</tr>
<tr>
<td>2010</td>
<td>3.8%</td>
<td>72,383</td>
</tr>
<tr>
<td>2011</td>
<td>2.7%</td>
<td>63,067</td>
</tr>
</tbody>
</table>

These numbers continue to remain high and indicative of the need for continued preventive and interventive programs for at-risk youth.

The need is further reflected through a breakdown of local district truancy statistics for the 2010-2011 school year. It is as follows:

<table>
<thead>
<tr>
<th></th>
<th>TOTAL ENROLLMENT</th>
<th>TRUANTS</th>
<th>CHRONIC TRUANTS</th>
<th>TRUANT MINORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.C. District #9</td>
<td>6,535</td>
<td>2,021</td>
<td>143</td>
<td>80</td>
</tr>
</tbody>
</table>
Locally, the Illinois State Board of Education, 2011 School Report Card reflects a 4.8% dropout rate in the area served by this grant, the two districts served by this project are Granite City Community Unit #9 and Venice Community Unit #3.

In addition, the drop-out rate continues to be high. The figures in the table below indicate the continued need for at-risk services to the district.

<table>
<thead>
<tr>
<th>DROPOUT RATE</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granite City District #9</td>
<td>5.8</td>
<td>7.3</td>
<td>3.7</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Additionally, key indicators which reflect high risk potential for school age dropouts of mobility, low socio-economic status and high minority rate support the need for continuance of services. These statistics, as reported in the 2011 Illinois State Board of Education School Report Cards are as follows:

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>YEAR</th>
<th>MOBILITY %</th>
<th>LOW INCOME %</th>
<th>MINORITY %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venice #3</td>
<td>10-11</td>
<td>34.9</td>
<td>95.1</td>
<td>96.3</td>
</tr>
<tr>
<td>Granite City #9</td>
<td>10-11</td>
<td>18</td>
<td>59.5</td>
<td>24</td>
</tr>
</tbody>
</table>

In comparing these figures over the past five years, while enrollment overall is down, the risk factors remain consistent with the previous year, again demonstrating the need to continue programming for these districts. As a statewide comparison, Venice Unit District #3 ranked high in terms of needs as reflected in high risk factors of mobility, low income, and minority rates. Granite City Unit District #9 ranks as a mild need district when compared to statewide criteria, but continues to be on the incline, especially in the low income and minority ratio.

Programmatically speaking, of the total students served through intensive Optional/Alternative Education Program Services, these risk factors are evident in the following data:

<table>
<thead>
<tr>
<th>2010 –2011 School Year</th>
<th>Alternative Education Risk Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Mobility</td>
<td>37%</td>
</tr>
<tr>
<td>Low Income</td>
<td>71%</td>
</tr>
<tr>
<td>Minority</td>
<td>38%</td>
</tr>
</tbody>
</table>

While year-end data for the 2011-2012 school year is not yet available, year end data for the total number of students referred to Coordinated Youth and Human Services' Optional/Alternative Education Program for the 2010-2011 school year, by reason for referral, is stated below:

**REASON FOR REFERRAL**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Truants</td>
<td>36%</td>
</tr>
<tr>
<td>Chronic Truants</td>
<td>58%</td>
</tr>
<tr>
<td>Retrieved Drop-outs</td>
<td>4%</td>
</tr>
<tr>
<td>Potential Drop-out</td>
<td>4%</td>
</tr>
</tbody>
</table>

Clearly the need for TAOEP services locally is apparent.
The following statistics illustrate the problems faced by the high risk students served by this program. Students in the participating school districts are characterized by high mobility and low income. This is complicated by close proximity to the cities of St. Louis, Missouri and adjacent East St. Louis, Illinois, areas known for extreme violence and a high level of drug use and trafficking. The need for the project proposed in this grant renewal application can best be seen in the make-up of students referred to the CYHS TAOEP. Prior to attending CYHS TAOEP, students exhibit characteristics in reference to the nine high risk factors cited by the Illinois State Board of Education:

1) 74% failed one or more grades in school
2) 71% are economically disadvantaged
3) 53% are children of alcoholics or other drug users
4) 30% have been formally referred for alcohol and drug use
5) 30% have committed a delinquent or violent act with 3% being sexual offenders
6) 26% served time in detention
7) 43% have mental health problems, with 7% having attempted suicide
8) 5% are classified as dropouts from school
9) 4% are teen parents.

The real power of these statistics hits home when one realizes that 70% of the students exhibit two or more risk factors. Academic performance, health, and the well being for this target population cannot be significantly improved through traditional education programs.

The Alternative Education Program at Coordinated Youth and Human Services continues to have a longstanding commitment to maintaining positive influences and standards regarding student attendance. CYHS supports the opinion of many educators that regular attendance is essential to insure student academic success as well as future endeavors. Thereby, the alternative program sets forth policies that promote student success to include truancy and parent notification, mandatory parent and student conferences, support services and credit withheld on a case by case basis when the student has accumulated more than fourteen unexcused absences. These policies are in coordination with Granite City School District #9 policies.
Coordinated Youth and Human Services works in collaboration with the Granite City School District #9 Truancy Program. District #9 Truancy Interventionists make bi-weekly visits to the CYHS Alternative Program to work with the program coordinator, on-site school counselors and students to devise and execute plans for addressing needs and absenteeism of the chronic truant students enrolled in the alternative program. This cooperation includes: school administrators, visiting probation officers, school resource officers, local ministers, business representatives, and parents. Because of these efforts, results are significant. Students who are tagged as requiring more intense assistance have improved attendance from below 50% to nearly 80% attendance on average. In-kind truancy services are provided to all TAOEP program participants which is indicative of a community based learning partnership with a shared purpose. The collaboration prevents duplication of program services in this geographic area.

In-depth diagnostic procedures to determine the need(s) and cause(s) of a student being at-risk of school failure will continue to be a high priority in the 2012-2013 year’s program. The information gathered from a variety of people and instruments continue to serve as a comprehensive model to obtain a well-rounded view of students served. One of the most valuable tools is that of parent and student perceptions. An intensive family assessment is conducted upon initial referral and parents are encouraged to share any information that may serve to better meet their son/daughters needs. It should be noted that staff meet with parents and students a total of three times throughout the Intake process. Pertinent psycho-social history is collected and parent and student signatures are included on the Intake document. Administration of diagnostic/assessment tools will continue to include a social worker, school psychologist, counselor, academic teachers and, first and foremost, parents and students themselves. Our primary message is to build a spirit of teamwork with parent and student that will empower the clients we are here to serve.

A specific standardized assessment tool to be utilized is the Woodcock-Johnson Achievement Test. The comprehensive battery of computational math, reading comprehension and general information will all be administered upon intake and post tested upon completion of one year of service or termination whichever takes place first. In addition, testing which
determines learning objectives and outcomes will be administered at the start and end of each school year.

Academic pre and post tests have been developed and will continue to be administered to students for every assigned course taken. Pre-Post semester score comparisons will be completed by each academic teacher. Ongoing assessment tools will include weekly student progress reports, which are sent home. Teacher made tests, teacher observation and interest inventories are also forms of assessment included in this program. Specific time frames for achieving learner outcomes will be set each nine weeks and monitored on a regular basis through tests and teacher observation. Results of the above-mentioned data will be reported in the mid-year and the end-of-the-year statistical evaluation report.

As indicated in this needs and resource assessment, significant and current data continues to provide strong evidence that both the number of services and the range of services needed for at-risk youth in Southern Madison County is increasing. Because of the extreme diversity of services required by the high risk population served, it becomes readily apparent that the provision of service delivery in the form of Truants Alternative and Optional Education Programs is critical to meeting the needs of these students and achieving state learning standards and federal goals.

This project continues to maintain an ongoing collaboration with several post secondary resources including, Southwestern Illinois College and Lewis and Clark Community College in making appropriate referrals to these programs for continuing education. Students are also referred to the local Special Education Cooperative for additional diagnostic evaluation and services.

Indicators to be utilized in identifying students at risk of school failure and potential dropout will continue to include the description of a truant, and chronic truant; with specific characteristics to include, but not be limited to, excessive tardies, failing grades, discipline problems, defiance of rules, poor peer relationships, challenge of authority, skipping classes and decrease in work performance. In addition, retrieved drop-outs, and students identified in Section 2-3.66 of the school code (105 ILCS 5/2-3.66) as potential drop-outs, including truants and uninvolved, unmotivated and disaffected youth will continue to be served by this project.
Referring schools will continue to conduct several interventions to address these concerns on-site prior to referral. Continued patterns demonstrated in the aforementioned areas would result in a referral to the CYHS TAOEP. A systematic approach in identifying appropriate referrals will include school counselors, school administrators, social workers, teachers, school psychologist, truancy officers, visiting probation officers, resource officers, and parents.

Once a referral is made to CYHS TAOEP, immediate gathering and processing of diagnostic information is initiated. Academic and social services are a primary means to utilize toward empowering a student and parents to believe in the student’s potential for success.

Individual needs will be determined upon entry at the initial intake interview. An Individual Optional Education Plan and Program Questionnaire are utilized to assess student educational, emotional, social and psychological needs. These intake interviews will include the same representatives so outlined in the above paragraph but concentrating on student and parent input and strengths.

4. **Educational Services and Coordination**

This project has a 38 year history of providing Truancy Alternative Optional Education Services through a full-time instructional program in lieu of regular school attendance. A high priority for this alternative education program includes the incorporation of the Illinois Learning Standards in meeting students’ academic needs. In addition, career and college exploration is conducted through a series of ongoing sessions with the professional counseling staff and faculty involved in this project. CYHS TAOEP staff maintain ongoing communication with the two-district administrators, area law enforcement and other social service agencies to provide service delivery to clients without duplication of services.

Preventive, Interventive and Remediative services are all components included in this proposal. In addition, inclusive in these comprehensive services are varying education options as well as in-depth diagnostic procedures. Interventive, remediative services and educational options will continue to be provided to Middle School and Senior High aged students.
Diagnostic procedures will continue for participants of each of the aforementioned ages as this is an integral component in identifying and meeting optional needs of all served.

Education Options currently in place along with newly proposed options for expansion are as follows:

1. **Transition Option** - Designed for students demonstrating a readiness to return to regular school. Part-time Alternative Education Program/part-time regular school placement with enrollment in academic classes. Individual counseling and mentoring is included as an integral part of this proposed option.

2. **Five-Star Option** – Designed for students most desirous of achieving high school graduation requirements or equivalent. Students will attend five and a half hours a day, with a combined academic/social skills emphasis through enrollment for academic credit. Individual and group counseling as well as daily affective education activities is included in this option.

3. **Apex Option** – Students will be enrolled in an APEX curriculum with a combined academic/social skills emphasis through enrollment for graduation credit. This option is designed to meet the needs of juniors and seniors, pregnant or ill students or students who due to adverse behaviors are not able to successfully participate in a group setting. Class time is arranged on individual basis with student and teacher. Individualized counseling is included in this option.

4. **Recovery Option** – This option services potential dropouts who would have been expelled for substance involvement. This option utilizes the APEX curriculum and therapeutic services. The emphasis is placed on developing positive attitudes in behavior and social development through character education and truancy prevention. In-kind prevention on substance abuse is utilized in this option which includes partnership in counseling with Chestnut Health Systems.

The geographic area proposed to be served is Granite City Community Unit #9 and Venice Community Unit #3; School Districts in Southern Madison County. Additionally, these districts encompass Pontoon Beach, Brooklyn, and Mitchell, Illinois. These communities, as outlined earlier, border East St. Louis to the south and St. Louis, Missouri directly to the west. As evidenced in the current Chamber of Commerce and Regional Commerce and Growth Association, there is an influx of families at low-income levels in the current geographic area served from these neighboring municipalities. It is important to note this demographic information when considering service delivery to students, in that these are high crime, high poverty, and high drug trafficking areas.
Continued services for this year’s proposal include:

1) an ongoing focus on increasing academic standards

2) expansion of social services available to student participants including drug/alcohol assessments, affective education lessons, relapse prevention services

3) conflict resolution training for students, parents and staff

4) school-to-work transition services

The alternative education program also includes the “RAINBOWS” program, which offers support groups for students and parents who have suffered a loss through death, divorce or other means.

Continuation of coordinating services between the two participating school districts, Coordinated Youth and Human Services TAOEP and outside agencies will remain consistent. A significant indicator of this commitment is reflected in the Teen REACH program sponsored by the office of Lt. Governor and administered by CYHS. This before and after school program coordinates the provision of health care, tutorial, recreational, and social services to at-risk youth and their families from the local school districts. This program makes it possible to more readily address risk factors and to reduce truancy, school failure and school dropout among area youth. CYHS will continue to coordinate projects with the two-district consortium by providing current and updated information through monthly contacts and consortia meetings.

State Aid and other funds generated by the students receiving TAOEP services have been and will continue to be used to provide the local match for this program. During the 2010-2011 school year, the local school districts provided $668,200 of the program funding with TAOEP monies contributing $89,084. The total budget for this project was $757,284. In addition, United Way funding is utilized to augment the provision of services to the students served in this project.

In accordance with the original legislation of 1986, which established funding for TAOEP programs, this project continues to explore and receive matching funding streams as indicated in the above figures. The two-district consortium alone funds at least 80% of the project costs.
The Granite City School District as well as the Venice School District realize that the ongoing daily needs of the high risk population served by CYHS TAEOP can best be met by locating certain academic programs at a site where a multitude of supplemental social services are available in addition to academic instruction. Coordinated Youth and Human Services, a community based multi-program social service agency has contracted programming as well as the necessary social services such as emergency funds, food, clothing, shelter, job counseling, etc. to the population targeted for this project. This agency maintains close working relationships with other community service groups such as Chestnut Health Systems Drug/Alcohol Treatment, Madison County Probation, Madison County Workforce Development, and teen parent services. The administration and staff of Coordinated Youth and Human Services have provided alternative education services to truant and disaffected youth for over 41 years and understand their motivations and life styles. This understanding will enable Coordinated Youth and Human Services education staff to select teachers, teaching methodologies, and curriculum materials salient and appropriate to each individual youth.

5. **Staff Qualifications**

The staff of Coordinated Youth and Human Services have extensive expertise and valuable working relationships with the Superintendents of the local school districts as well as other key school personnel. They have an already established entry into the schools of Granite City and Venice and understand the mechanisms for establishing the same relationships with other school districts. The agency Executive Director, Cindy Gavilsky, and the Assistant Executive Director, John Coleman, along with the Program Coordinator, Tina Arico, have served the community through Coordinated Youth and Human Services for a combined total of sixty years.

The agency’s Executive Director and Program Administrator for the Optional/Alternative Education Program, Cindy Schuler-Gavilsky, possesses a variety of experience in over thirty-five years of working with high-risk adolescents. She holds a Bachelors Degree in Special Education while certified in two areas of exceptionalities, including LBSI and an Elementary Education certificate. Her Master’s Degrees are in Correctional and Alternative Education and Educational Administration. She has completed post-graduate training as a certified Marriage and Family Therapist. Her previous experiences have entailed an extensive background in
working with at-risk populations. These include positions in therapeutic residential programs, a therapeutic wilderness program, Positive Peer Culture and Reality Therapy training as well as group and individual counseling, substance abuse work and family counseling.

Cindy’s professional affiliations include her involvement with the Illinois Alternative Education Association serving as President for 1992-93 year. She has served on the committee for annual State conference for the Illinois Coalition for Educating At-Risk Youth.

The agency’s Assistant Executive Director, John Coleman, also serves as the agency’s Human Resource Officer, and possesses a Bachelor’s in Social Psychology, a Master’s in Counseling, Management, and Human Resource and Development. He also is a Certified Trainer in Non-Violent Crisis Intervention (CPI).

The Program Coordinator, Tina Arico holds a Secondary Education certificate and a certificate in Behavior Disorders, and has over twelve years of experience dealing with at-risk youth. Prior to Tina assuming the Program Coordinator position, she was the lead teacher for the program and also a resource and middle school teacher. Presently, she is completing courses for Administration Certification.

The extensive academic and professional background of the Coordinated Youth and Human Services staff members encompasses the fields of: elementary education, secondary education, physical education, alternative education, counseling and guidance, special education, health education, social work, nutrition, early childhood, law enforcement, health and business administration. All teachers are appropriately certified through the State of Illinois in one or more areas. Several possess Master’s Degrees as well. This expertise in providing multifaceted services to youth experiencing academic, social, emotional and economic difficulties illustrates the positive unified thrust utilized in service provision.

The staff in this community-based social service agency is a conglomeration of direct service providers. The CYHS TAOEP program in and of itself is comprised of four academic teachers, three full-time paraprofessionals and one part-time paraprofessional; one Licensed Clinical Social Worker/MSW; one Master’s degree social worker, and a Program Coordinator. The program also has an on-site School Resource Officer employed by the Granite City Police Department; a visiting Probation officer employed by Madison County Probation, and a part-
time school nurse. In addition, various staff from other agency programs assist in the service provision. These include prevention, and certified substance abuse counselors. The success of this TAOEP project is due in large part to the commitment and dedication of the combined agency staff to provide a connection of social services. The majority of the current CYHS TAOEP staff have been together as a cohesive unit for the past ten years, with very minimal staff turnover. This is a significant asset when nationally the turnover rate of educators working with at-risk youth is traditionally very high.

Dan Grayson is the school based Resource Officer which is funded in part by the Tri-Cities division of the United Way of the Greater St. Louis Area. He has six years of experience serving as a Granite City police officer. He holds a Bachelor’s Degree in Biology, a doctorate degree in Chiropractic, a certified crisis intervention officer and a certified juvenile delinquent officer. He is a positive force in supporting the TAOEP staff as well as students.

Staff Development activities have always been and will continue to remain a high priority for this project. The significant changes made in the program are attributed to the comprehensive planning of the staff and students of Coordinated Youth and Human Services TAOEP. Again, a sense of ownership in the program has evolved due to the fact that on-going staff development activities are convened to discuss and devise program strategies, as well as promote accountability. More specifically, continuation of staff development activities will take the form of the following:

a) Week long in-service for the staff at the start of the school year focusing on characteristics and methods for motivating at-risk students. Modeling appropriate communication skills and meeting academic as well as social/emotional needs of students will also be stressed during this time, in addition to Behavior Management.

b) Daily staff meetings to discuss and develop strategies for student success will be held.

c) Weekly individual staff/supervisory sessions will continue to be held to provide individual staff support and strategy development sessions.

d) Weekly team meetings consisting of teachers, counselors, and teacher assistants to discuss classroom and individual students strategies.

e) Monthly Director/All Staff Meetings to set individual and group goals and keep the entire staff apprised of overall Agency function. In addition, agency-wide wellness trainings are conducted every six months.
f) Resource speakers to address staff issues and keep them abreast of state of the art comprehensive services for at-risk youth. These would include, yet not be limited to presentations such as Team Development, Stress Management, Chemical Dependency, Co-Dependency, Teen Parents, Family Therapy, Alternative Teaching Methods, Illinois Learning Standards, and other areas of interest to staff.

g) Participation in Illinois State Board of Education Truants Optional/Alternative Education visits to other TAOEP sites, as well as staff attendance at ICEARY Conference and TAOEP sponsored professional trainings.

h) CYHS TAOEP staff will continue conducting educator training sessions for regular high school faculty. This request has evolved as a result of services the Alternative Program has offered to local districts. The content is replicated from the basis initial training conducted for all Optional/Alternative Education Program staff. On-going consultation throughout the school year will also be a component of this training. While this training will be funded through another source, it indeed depicts coordination and networking of Optional/Alternative Education Programming.

i) CYHS TAOEP Coordinator will conduct individual staff performance evaluations annually.

j) CYHS TAOEP staff will conduct informational presentations to civic groups on Optional/Alternative Education Program.

k) CYHS TAOEP staff will continue to participate in the Illinois State Board of Education sponsored professional trainings for TAOEP projects in our area.
B. **INDIVIDUALIZED OPTIONAL EDUCATION OR SERVICE PLANS**

Procedures for developing a written Individual Optional Education Program for students served through CYHS TAOEP will continue to remain an ongoing process. Data gathering will continue to begin upon referral to the program. Emphasis on collection of biographical data, educational and social history, and desired outcomes for each student will also be continued. Optimum focus will remain on including students and their parents. Placing student and parent input in highest priority reinforces our philosophy that their ideas and needs are of utmost importance. A total of three parent/student/staff interviews are conducted prior to attendance. The interviews are conducted to assess the academic, emotional, social and psychological needs of the individual.

Academically, specific learner objectives, in accordance with Illinois Learning Standards, will be set with student and parental input, including review of the students current learning environment. Academic coursework is determined each semester by home school guidance counselors, optional/alternative education staff, parents, and students to meet graduation requirements. For each academic course a student is assigned, individualized learner objectives are developed by teachers and students to meet the needs of that student. Continued utilization of phone conferences, parent conferences, weekly progress reports and other face to face contacts will be maintained. Again, working as a team, with students and parents, only serves to empower the clients we are here to assist. All IOEP’s are then signed by students, parents and staff.

Specific assessment measures will include the utilization of standardized and teacher made tests. Academic pre and post tests will be administered for each course taught. The Woodcock-Johnson Achievement Test will be administered upon entry and then annually to determine specific areas of strengths and weaknesses. Pre and Post Tests will be used at the start and end of each school year in order to collect pre and post data and determine learning outcomes. In the specific learner objectives section of the IOEP, each subject area is delineated by a separate objectives page as indicated on the attached sample of learner objectives. Each objective has a starting date and mastery goal for 70%. These measurable objectives describe clearly the desired post-instruction status of all TAOEP students served by this project.
Coordinated Youth and Human Services
Optional/Alternative Education Program
2016 Madison Avenue
Granite City, IL 62040

Individual Optional Education Program

I. Student’s Name __________________________ Sex ______ Racial/Ethnic Grp. ________
Birthdate __________________ Grade ___________ Phone ________________
Parent’s ___________________________ Home School ______________________
Address ___________________________________________________________________
Street __________________ City ___________ Zip __________________
District of Residence __________________________ Date ___________________
Social Security No. ______________________________________________________

II. Participants
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

III. Reason for Referral ___________________________________________________
Previous Attendance (1 month) ___________________________________________

IV. Achievement Test

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prev. Yr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cur. Yr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gains-Losses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OTHER STANDARDIZED TEST SCORES:

V. Emotional Behavioral:

   A. No emotional and/or behavioral factors appear to adversely influence learning to
      a significant degree.

   B. Emotional and/or behavioral factors which appear to influence learning include:

      ___ Runaway
      ___ Truancy
      ___ Delinquency
      ___ Anger/Violence
      ___ Sex Offender
      ___ Sexually Abused
      ___ Drug/Alcohol
      ___ Lockout/Neglected
      ___ Teen Parent
      ___ Gang Involvement
      ___ EMH/OHI
      ___ Physical Handicapped
      ___ Medical Problems
      ___ Mental Illness
      ___ Probation
      ___ Other

Additional Comments: 
VI. Sociological:

A. Sociological variables (including family and environmental situations) do not appear to adversely affect the student's learning and behavior patterns to a significant degree.

B. Sociological variables (including family and environmental situations) which appear to adversely affect the student's learning and behavior patterns include:

- Drug Alcohol
- Single Parent
- Step Parent
- Live in Paramour
- Marital Conflict
- Criminal Behavior
- Parenting Skills
- Lack of Cooperation
- Terminal Illness/Death
- EMH/OHI
- Abuse/Neglect Petition
- Other

Additional Comments: 

VII. Medical Health History:

A. No physical factors appear to adversely affect the student's ability to profit from the educational process to a significant degree.

B. Physical factors which appear to significantly affect the student's ability to profit from the educational process include: 

VIII. Academic History:

A. The student's educational functioning is consistent with his/her intellectual ability.

B. A severe discrepancy exists between students intellectual functioning and his/her educational functioning (describe) 

Previous Special Education Eligibility  NO  YES  If yes, what?
IX. Number of Goals on current IOEP/IEP ____ Number of Long-Term Goals ____

Number of Objectives on current IOEP/IEP ____ Number of Short-term Objectives ____

X. Long Range Goals

1. Attendance: Should be 80% or better.

2. Behavior: Student will have no more than _____ discipline referrals

3. Academic: 70% or better mastery as indicated by test scores.

4. Other: ____________________________________________________________

Student will complete these goals within one full semester.

XI.

<table>
<thead>
<tr>
<th>Placement</th>
<th>Date of Initiation</th>
<th>Duration</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School Standard Pro.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public School Special Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Referral Sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ind. Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ind.Career/Voc. Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional/Alternative Ed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attending I.E.P./I.O.E.P. Conference

Comments: ____________________________________________________________

__________________________________________________________
Coordinated Youth and Human Services  
Alternative Education Program  
2016 Madison Avenue  
Granite City, IL 62040  

PARENT/GUARDIAN CONSENT FOR INITIAL INTERIM  
AND/OR OPTIONAL /ALTERNATIVE EDUCATION PLACEMENT  

---

NAME OF CHILD | DATE OF BIRTH | NAME OF PARENT/GUARDIAN  
--- | --- | ---  

---

At the recent multidisciplinary conference, your child was found eligible for placement in an Optional/Alternative Education Program. Please complete this form to indicate your approval or disapproval of placement in this program.

This proposed program/placement has been fully explained to me and is consistent with the IOEP.

I understand that my consent is voluntary and may be revoked at any time, that I will be notified of any major changes in the instructional program, and that I will be afforded, on an ongoing basis, reasonable opportunity for comment on and input into my child's IOEP.

I also understand my child will be placed in the recommended Optional/Alternative Education Program ten days from the date of my consent.

I hereby [ ] Give consent [ ] Deny consent for the Optional/Alternative Education placement of my child in the ______________________________ as indicated on the Individual Optional/Alternative Education Program (IOEP).

---

DATE | SIGNATURE OF PARENT/GUARDIAN  
--- | ---  

DATE | SIGNATURE OF DIRECTOR  
--- | ---  

DATE | SIGNATURE OF STUDENT  
--- | ---  

cc: Parent  
Student's Temporary Record

25
C. EVALUATION DESIGN

Formative Evaluation
Coordinated Youth and Human Services TAOEP will continue to utilize a number of techniques to evaluate ongoing program effectiveness. Daily staff meetings will serve as a monitoring tool in staying current with program goals and provide for strategy development to ensure program objectives are being attained, both on an individualized and group basis.

Program personnel will administer assessments on students using standardized tools such as the Woodcock-Johnson and pre-post tests in assigned academic courses. Student achievement will be monitored and evaluated on an ongoing basis. The Individualized Optional Education Plan will be developed with the student and parent during intake, and will serve as documentation for student mastery of objectives in each assigned academic course. This IOEP will be reviewed with students on a nine week basis and adjusted to meet students academic needs.

Student attendance will be monitored daily and measures taken to increase attendance through daily phone contacts, home visits, written correspondence and parent/teacher conferences with program personnel. Attendance statistics for each student will be tabulated monthly and distributed to home school principals, agency personnel, outside supportive social service agencies and the student’s parents/legal guardians. Attendance incentives and Attendance Honor Roll letters and rewards will be utilized.

An assessment component was added six years ago to focus on current student needs. The Southwest Illinois and Tri-Cities Area Division of the United Way commissioned a CYHS community assessment to identify critical issues, emerging needs and available resources for alternative education program participants. The assessment was a much-needed tool designed to help pinpoint trends and better serve the needs of this at-risk population. This included a focus group of students and individual interviews.

Finally, the quantitative and qualitative data acquired through ongoing evaluation procedures will serve to measure program effectiveness to better assess and meet the needs of the student population.

Summative Evaluation

In determining the merit, success and value of services rendered, the summative evaluation would continue to serve as an integral part of CYHS TAOEP. The method we would continue to utilize would remain that of reporting outcomes of specific objectives by utilizing a variety of data collection and documentation procedures. Baseline statistics will be recorded in order to depict individual services and outcomes achieved. These statistics will be reported by detailing the following:

a) Total number of at-risk students served during the current school year.

b) Total number of curricular outcomes achieved during the current school year to include:

1) Percentage of students returned to regular school setting/no longer receiving TAOEP services.
2) Percentage of students achieving elementary diplomas
3) Percentage of total students earning credits
4) Total number of students earning high school diplomas
5) Total number of students receiving GED
6) Improved school attendance percentages/met educational plan objectives
7) Improved academic performance percentages/met educational plan objectives
8) Completed training program
9) Advanced to next grade
10) Achieved employment
11) Achieved Post-Secondary outcomes, i.e., education, military, employment

c) Total number of other outcomes during the current school year due to specific reasons such as:

1) Moved from the district
2) Truant from TAOEP
3) Chronically truant from TAOEP
4) Dropped out of school while at TAOEP
5) Transferred to another program
6) Voluntarily discontinued TAOEP services
7) Removed from TAOEP Program

Through a form developed by this project, data is collected on an ongoing basis. The data provided through these collection procedures will provide quantitative data that will clearly define and reflect the results of the services provided to student participants and their families.

Finally, specific feedback regarding accomplishments of each program objective will be delineated at the end of the 2012-2013 program year.
<table>
<thead>
<tr>
<th>BASIS FOR REFERRAL CODE</th>
<th>SERVICE/ACTIVITY</th>
<th>HOW OFTEN SERVICE PROVIDED (Example: 2nd, 3rd, etc.)</th>
<th>TYPE OF STUDENT TO RECEIVE SERVICE (REFER TO CODE)</th>
<th>NUMBER OF STUDENTS TO RECEIVE SERVICE PER TYPE OF STUDENT</th>
<th>STAFF PRIMARILY RESPONSIBLE FOR DELIVERY OF SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Dropout</td>
<td>Academic Counseling</td>
<td>1 week</td>
<td>2, 4</td>
<td>50, 25</td>
<td>Academic Counselor, Smith</td>
</tr>
<tr>
<td>2 - Chronic Truant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 - Truant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 - Potential Dropout*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACADEMIC SERVICES**

- **✓ Academic Instruction**: Ongoing/daily, 1, 2, 3, 4, 100, Academic Staff
- **✓ Academic Counseling**: Ongoing/daily, 1, 2, 3, 4, 100, Academic Staff
- **✓ GED Instruction**: Ongoing/as needed, 1, 4, 100, Academic Staff
- **✓ Enrolled in Community College Courses**: Ongoing, 1, 2, 3, 4, 100, Academic Staff
- **✓ Enrolled in Evening School Classes**: Ongoing, 1, 2, 3, 4, 100, Academic Staff
- **✓ Participation in Credit Recovery Program**: Ongoing, 1, 2, 3, 4, 100, Academic Staff
- **✓ Enrolled in Summer School Classes**: Summer, as needed, 1, 2, 3, 4, Academic Staff
- **✓ Tutoring**: Ongoing/as needed, 1, 2, 3, 4, 50, Academic Staff
- **✓ Use software provided by TAOEP Professional Development**: Ongoing, 1, 2, 3, 4, 20, Academic Staff

**NON-ACADEMIC SERVICES**

- **✓ Court-Related Services**: Ongoing, 1, 2, 3, 4, 30, Probation, SRO, Col
- **✓ Day Care Services**: Ongoing, 1, 2, 3, 4, 100, School Nurse
- **✓ Health-Related Services**: Ongoing, 1, 2, 3, 4, 100, School Nurse
- **✓ Home Visits**: Ongoing, 1, 2, 3, 4, 100, Academic Counselor
- **✓ Life Skills Training**: Ongoing, 1, 2, 3, 4, 100, Academic Counselor
- **✓ Mentoring**: Ongoing, 1, 2, 3, 4, 30, Academic Counselor
- **✓ Parenting Classes for Students**: Ongoing, 1, 2, 3, 4, 15, Academic Counselor
- **✓ Personal Counseling**: Ongoing, 1, 2, 3, 4, 100, Counseling Staff & IV
- **✓ Referral for Social/Academic Services**: Ongoing, 1, 2, 3, 4, 50, Counseling Staff
- **✓ Monitoring**: Ongoing, 1, 2, 3, 4, 100, Academic Staff, Proc
- **✓ Support Services for Parents/Families**: Ongoing, 1, 2, 3, 4, 100, Academic Counselor
- **✓ Transportation**: Ongoing, 1, 2, 3, 4, 100, Transportation staff

**CAREER RELATED**

- **✓ Career Service**: Ongoing, 1, 2, 3, 4, 40, Academic Counselor
- **✓ Work Experience**: Ongoing, 1, 2, 3, 4, 100, Academic Staff

**OTHER SERVICES**

- **✓ Other Services - (list)**: Utilize TAOEP provided media center for academic remediation and technology assistance
- **✓ Other Services - (list)**: Participate in remediation plan for behavioral interventions with behavioral incentives

---

*ISBE 20-66 (2/12) "as defined by RFP*
**Objective and Accompanying Services/Activities**

**TYPE OF PROGRAM FOR THIS OBJECTIVE**  
(Please (✓) check)

- Truancy Intervention (Supplemental Services)
- Optional/Alternative Education (As defined on page 4)

**PROGRAM OBJECTIVE** (List only one objective on each page.) Number the objectives.

#2 Eighty percent of TAOEP students will have an attendance rate of 90% or more after entering the program.

### BASIS FOR REFERRAL CODE

<table>
<thead>
<tr>
<th>1 - Dropout</th>
<th>2 - Chronic Truant</th>
<th>3 - Truant</th>
<th>4 - Potential Dropout*</th>
</tr>
</thead>
</table>
| **SERVICE/ACTIVITY** | **HOW OFTEN IS SERVICE PROVIDED**  
(Example: 2wk, 3wk, etc.) | **TYPE OF STUDENT TO RECEIVE SERVICE REFER TO CODE** | **NUMBER OF STUDENTS TO RECEIVE SERVICE PER TYPE OF STUDENT** | **STAFF PRIMARILY RESPONSIBLE FOR DELIVERY OF SERVICE** |
| Example: | | | | |
| Academic Counseling | 1 week | 2, 4 | 50, 25, Total 75 | Academic Counselor, Smith |

### ACADEMIC SERVICES

- Academic Instruction
- Academic Counseling
- GED Instruction
- Enrolled in Community College Courses
- Enrolled in Evening School Classes
- Participation in Credit Recovery Program
- Enrolled in Summer School Classes
- Tutoring

### NON-ACADEMIC SERVICES

- Court-Related Services  
  Ongoing/as needed  
  1, 2, 3, 4  
  30  
  Probation, SRO, Counseling
- Day Care Services
- Health-Related Services
- Home Visits  
  As needed  
  1, 2, 3, 4  
  75  
  In-kind, Truancy Staff
- Life Skills Training  
  Ongoing/daily  
  1, 2, 3, 4  
  100  
  Academic & Counseling
- Mentoring  
  Ongoing/as needed  
  1, 2, 3, 4  
  30  
  Academic & Counseling
- Parenting Classes for Students  
  Ongoing/as needed  
  1, 2, 3, 4  
  50  
  Counseling Staff
- Personal Counseling  
  Ongoing/daily  
  1, 2, 3, 4  
  100  
  Counseling Staff
- Referral for Social/Academic Services  
  Ongoing/as needed  
  1, 2, 3, 4  
  50  
  Counseling Staff
- Monitoring  
  As needed  
  1, 2, 3, 4  
  100  
  Academic Staff & Probation
- Support Services for Parents/Families  
  Ongoing/daily  
  1, 2, 3, 4  
  100  
  Academic & Counseling
- Transportation  
  Ongoing/daily  
  1, 2, 3, 4  
  100  
  Transportation Staff

### CAREER RELATED

- Career Service
- Work Experience

### OTHER SERVICES

- Other Services - (list)  
  Utilize monthly attendance, using honor roll letters, bulletin board, and incentives.  
  Monthly  
  1, 2, 3, 4  
  100  
  Academic & Counseling Staff
- Other Services - (list)  
  Truancy Interventionists, SRO, Juvenile Probation, DCFS, Mental Health Serv.  
  Daily  
  1, 2, 3, 4  
  100  
  Outside Agencies

--

ISBE 20-66 (2/12) * as defined by RFP
TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM (TAOEP)
FY 2012 Mid-Year Report
(Minimum reporting through the 1st semester)

INSTRUCTIONS: Submit with FY 2012 Request for Proposals. This report must be completed by programs completing a continuation application and programs completing year three of the grant cycle and applying as a new applicant.

Check (✓) one: ✓ LEA □ ROE □ CCD

APPLICANT: Granite City Community Unit School District #9
COUNTY: Madison

ADDRESS (Street, City, State, ZIP Code): 20th & Adams Streets, Granite City, IL 62040

ADMINISTRATOR OF THIS AGENCY: Harry Briggs, Ph.D.
TELEPHONE (Include Area Code): (618) 451-5800
E-MAIL: harry.briggs@gcsd9.net

CONTACT PERSON (If other than administrator): Cynthia Gavilsky/Tina Arico
TELEPHONE (Include Area Code): (618) 876-2383
E-MAIL: cindyexdir@cyhs.com

ADDRESS (Street, City, State, ZIP Code): 2016 Madison Avenue, Granite City, IL 62040

1. Indicate the type of program offered. Please check whatever applies:
   - □ Truancy Intervention (Supplemental Services)
   - ✓ Optional/Alternative Education (as defined on page 4 of the RFP)

Closing date of Mid-Year Report: January 3, 2012

2. Indicate the number of students served according to the students' status. Use the figures found on the Student Demographics Report (3a of this sheet) under primary referral. This count must be documented by the presence of an Individualized Optional Education or Service Plan as required by Section 205.35(b) of the rules governing Truants' Alternative and Optional Education Program, 23 Illinois Administrative Code 205).

<table>
<thead>
<tr>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
<th>COLUMN 3</th>
<th>COLUMN 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER INDICATED IN THE FY12 APPROVED PROPOSAL</td>
<td>NUMBER OF TAOEP STUDENTS REPORTED BY MID-YEAR</td>
<td>DIFFERENCE</td>
<td></td>
</tr>
<tr>
<td>Percentages of students served as of mid-year report (Column 3 divided by Column 2 x %)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Dropout | 5 | 2 | 40% |
| Chronic Truant/Habitual Truant | 85 | 50 | 59% |
| Truant | 45 | 25 | 56% |
| Potential Dropout with attendance problems | 15 | 7 | 47% |
| Total | 150 | 84 | |

3. Include the following Summary Reports from the student end-of-year report on IWAS from which the student data year-end report is generated. Submit these reports on 8.5 x 11 paper. **DO NOT SUBMIT INDIVIDUAL STUDENT RECORDS**
   a. Summary report of students served (all sites)
   b. Credits and/or Attendance Summary Report

4. Include a copy of an Individual Optional Education or Service Plan form.
### Demographics

| Total Number Of Students: | 84 |

### Participation Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>25</td>
</tr>
<tr>
<td>Continuing</td>
<td>53</td>
</tr>
<tr>
<td>Re-entering</td>
<td></td>
</tr>
</tbody>
</table>

### Primary Referral

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout</td>
<td></td>
</tr>
<tr>
<td>Chronic Truant</td>
<td>51</td>
</tr>
<tr>
<td>Truant</td>
<td>25</td>
</tr>
<tr>
<td>Potential Dropout w/ Attendance Problems</td>
<td></td>
</tr>
</tbody>
</table>

### Secondary Referral

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Achievement</td>
<td>25</td>
</tr>
<tr>
<td>High Failure Rate</td>
<td>48</td>
</tr>
<tr>
<td>Teen Parent</td>
<td>0</td>
</tr>
<tr>
<td>Credit Deficient</td>
<td></td>
</tr>
<tr>
<td>Tardiness</td>
<td>11</td>
</tr>
<tr>
<td>Low Income</td>
<td>50</td>
</tr>
<tr>
<td>Phys. or Emotional</td>
<td></td>
</tr>
<tr>
<td>Law or Court-Mandated</td>
<td>20</td>
</tr>
<tr>
<td>Drugs/Alcohol</td>
<td>14</td>
</tr>
<tr>
<td>Other</td>
<td>24</td>
</tr>
</tbody>
</table>

### Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>0</td>
</tr>
<tr>
<td>1st</td>
<td>0</td>
</tr>
<tr>
<td>2nd</td>
<td>0</td>
</tr>
<tr>
<td>3rd</td>
<td>0</td>
</tr>
<tr>
<td>4th</td>
<td>0</td>
</tr>
<tr>
<td>5th</td>
<td>0</td>
</tr>
<tr>
<td>6th</td>
<td>9</td>
</tr>
<tr>
<td>7th</td>
<td>10</td>
</tr>
<tr>
<td>8th</td>
<td>13</td>
</tr>
<tr>
<td>9th</td>
<td>30</td>
</tr>
<tr>
<td>10th</td>
<td>17</td>
</tr>
<tr>
<td>11th</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td></td>
</tr>
<tr>
<td>Ungraded</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>58</td>
</tr>
<tr>
<td>Female</td>
<td>26</td>
</tr>
</tbody>
</table>

### Population Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>22</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>50</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
</tr>
</tbody>
</table>

### Major Service Type

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional Education</td>
<td>84</td>
</tr>
</tbody>
</table>
## FY: 2012
### Site Name: GRANITE CITY C U SCHOOL DIS
#### CoordinatedYou

### Supplementary Services
- 0

### Academic Services

#### Academic Instruction
- 83

#### Academic Counseling
- 83

#### GED Instruction
- 0

#### Enrolled in Community College Courses
- 0

#### Enrolled in Evening School Classes
- 0

#### Enrolled in Summer School Classes
- 0

#### Tutoring
- 0

#### Participation in Credit Recovery Program
- 0

### Non-Academic Services

#### Court-Related Services
- 21

#### Day Care Service
- 0

#### Health-Related Service
- 41

#### Home Visits
- 

#### Life Skills Training
- 81

#### Mentoring
- 77

#### Parenting Classes For Students

#### Personal Counseling
- 83

#### Referral for Social/Academic Services
- 83

#### Monitoring
- 83

#### Support Services for Parents/Families
- 80

#### Transportation
- 75

### Career Related

#### Career Service
- 54

#### Work Experience
- 

### Other Services

#### Other Services
- 

---

42
Outcomes

Primary Academic Outcomes

- Graduated From High School
- Received GED Certificate
- Promoted to next grade
- Earned Credits: 41

Other Outcomes

- Dropped out of School
- Voluntarily discontinued program participation
- Removed from TAOEP
- Moved out of the District
- Retained in School
- Reduced Tardiness
- Made progress in attendance/academic REqs., no longer receiving services
- Met Individual Optional Educational Plan Objective: 29
- Returned to regular school & no longer in or serviced by TAOEP
- Other Outcomes
## Attendance Rate On

### Excused Absences vs. Unexcused Absences

**A** Attendance Rate On Excused Absences vs. Unexcused Absences

**B** Attendance Rate On Unexcused Absences

**C** Attendance Rate On Excused Absences + Unexcused Absences

### FY:

2012

### RCDT:

41057009026  GRANITE CITY C U SCHOOL DIST 9

### Site Name:

CoordinatedYou

<table>
<thead>
<tr>
<th>Primary Referral</th>
<th>Original Average Attn. Rate</th>
<th>Prior Average Attn. Rate</th>
<th>Current Average Attn. Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Dropout</td>
<td>94.74</td>
<td>43.42</td>
<td>38.16</td>
</tr>
<tr>
<td>Chronic Truant</td>
<td>81.94</td>
<td>87.98</td>
<td>69.92</td>
</tr>
<tr>
<td>Truant</td>
<td>88.15</td>
<td>95.64</td>
<td>83.80</td>
</tr>
<tr>
<td>Potential Dropout</td>
<td>85.21</td>
<td>96.61</td>
<td>81.82</td>
</tr>
<tr>
<td>All Students</td>
<td>84.05</td>
<td>90.43</td>
<td>74.49</td>
</tr>
</tbody>
</table>

### High School Students only

<table>
<thead>
<tr>
<th>Primary Referral</th>
<th>Total Credits Attempted</th>
<th>Total Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout</td>
<td>5.25</td>
<td>2.25</td>
</tr>
<tr>
<td>Chronic Truant</td>
<td>76.75</td>
<td>44.75</td>
</tr>
<tr>
<td>Truant</td>
<td>37.50</td>
<td>33.00</td>
</tr>
<tr>
<td>Potential Dropout</td>
<td>12.75</td>
<td>12.75</td>
</tr>
<tr>
<td>All Students</td>
<td>132.25</td>
<td>92.75</td>
</tr>
</tbody>
</table>

### Summary of students and classes with TAOEP academic support services

<table>
<thead>
<tr>
<th>Primary Referral</th>
<th>Total # of Students w/ Academic Support Services</th>
<th># of Academ Support Services Classes</th>
<th># of Academ Support Services Passed Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout</td>
<td></td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Chronic Truant</td>
<td>50</td>
<td>276</td>
<td>179</td>
</tr>
<tr>
<td>Truant</td>
<td>25</td>
<td>143</td>
<td>125</td>
</tr>
<tr>
<td>Potential Dropout</td>
<td></td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

*A* \(= \frac{{(\text{Full attendance days} - \text{Excused absences days})}}{{\text{Full attendance days}}} \times 100)

**B** \(= \frac{{(\text{Full attendance days} - \text{Unexcused absences days})}}{{\text{Full attendance days}}} \times 100)

**C** \(= \frac{{(\text{Full attendance days} - (\text{Excused} + \text{Unexcused absences days})}}{{\text{Full attendance days}}} \times 100)
TRUANTS’ ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM (TAOEP)
FY 2012 MID-YEAR REPORT

PROGRAM OBJECTIVE: List only one objective on each page.

Number: 1

Eighty percent of program participants will earn credit in 80% of classes attempted each semester enrolled at CYHS

The objective has been met.

☐ Yes

☑ No, if no complete the next section.

The objective has not been met but is anticipated to be met by following the services and activities outlined on Attachment 4 of the approved grant agreement.

☑ Yes

☐ No, explain

If other measures (than those listed in the FY12 grant agreement) will be taken to meet the objective, describe the services and activities (Attach additional sheets if necessary)

PROPOSED AMENDMENTS: (For continuation proposals only.)

If an objective has been determined unrealistic based upon program and student needs, a proposed amendment must be submitted to the Illinois State Board of Education for approval. Identify the objective to be amended. Use the space below for proposed amended outcomes. Include the justification for why the change is needed.
PROGRAM OBJECTIVE: List only one objective on each page.

Number: 2

Seventy-five percent of TAOEP students will have an attendance rate of 90% or more after entering the program.

The objective has been met.

☐ Yes

✓ No, if no complete the next section.

The objective has not been met but is anticipated to be met by following the services and activities outlined on Attachment 4 of the approved grant agreement.

✓ Yes

☐ No. explain: _______________________________________________________________

If other measures (than those listed in the FY12 grant agreement) will be taken to meet the objective, describe the services and activities. (Attach additional sheets if necessary)

PROPOSED AMENDMENTS: (For continuation proposals only.)

If an objective has been determined unrealistic based upon program and student needs, a proposed amendment must be submitted to the Illinois State Board of Education for approval. Identify the objective to be amended. Use the space below for proposed amended outcomes. Include the justification for why the change is needed.
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1000-3</td>
<td>Salaries per attached</td>
<td>$55,343</td>
</tr>
<tr>
<td>1-1000-4</td>
<td>Health/Life Insurance per attached</td>
<td>$10,099</td>
</tr>
<tr>
<td>1-1000-4</td>
<td>FICA per attached</td>
<td>$4,234</td>
</tr>
<tr>
<td>1-1000-4</td>
<td>Unemployment per attached</td>
<td>$601</td>
</tr>
<tr>
<td>1-1000-4</td>
<td>Worker's Compensation per attached</td>
<td>$426</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$70,703</td>
</tr>
<tr>
<td>2-2110-3</td>
<td>Salaries per attached</td>
<td>$6,566</td>
</tr>
<tr>
<td>2-2110-4</td>
<td>Health/Life Insurance per attached</td>
<td>$1,395</td>
</tr>
<tr>
<td>2-2110-4</td>
<td>FICA per attached</td>
<td>$502</td>
</tr>
<tr>
<td>2-2110-4</td>
<td>Unemployment per attached</td>
<td>$83</td>
</tr>
<tr>
<td>2-2110-4</td>
<td>Worker's Compensation per attached</td>
<td>$105</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$8,651</td>
</tr>
<tr>
<td>3-2120-3</td>
<td>Salaries per attached</td>
<td>$2,000</td>
</tr>
<tr>
<td>3-2120-4</td>
<td>Health/Life Insurance per attached</td>
<td>$0</td>
</tr>
<tr>
<td>3-2120-4</td>
<td>FICA per attached</td>
<td>$153</td>
</tr>
<tr>
<td>3-2120-4</td>
<td>Unemployment per attached</td>
<td>$83</td>
</tr>
<tr>
<td>3-2120-4</td>
<td>Worker's Compensation per attached</td>
<td>$32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$2,268</td>
</tr>
<tr>
<td>7-2210-5</td>
<td>Improvement of Instruction Services</td>
<td>$1,000</td>
</tr>
<tr>
<td>15-2540-5</td>
<td>Operation &amp; Maintenance</td>
<td>$3,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$85,622</td>
</tr>
</tbody>
</table>
### TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM
### BUDGET BREAKDOWN
### 2012 / 13

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Base Allocation</th>
<th>Base $</th>
<th>Allocation %</th>
<th>Salary $</th>
<th>Health/Life Insurance $</th>
<th>FICA $</th>
<th>Unemployment $</th>
<th>Workers Comp. $</th>
<th>Total $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arico, Tina</td>
<td>Program Coordinator</td>
<td>$52,000</td>
<td>5.00%</td>
<td></td>
<td>$2,600</td>
<td>$279</td>
<td>$199</td>
<td>$17</td>
<td>$83</td>
<td>$3,178</td>
</tr>
<tr>
<td>Beyor, Ed</td>
<td>Teacher</td>
<td>$29,870</td>
<td>44.00%</td>
<td></td>
<td>$13,143</td>
<td>$2,455</td>
<td>$1,005</td>
<td>$146</td>
<td>$85</td>
<td>$16,834</td>
</tr>
<tr>
<td>Denning, Whitney</td>
<td>Teacher</td>
<td>$29,000</td>
<td>44.00%</td>
<td></td>
<td>$12,760</td>
<td>$2,455</td>
<td>$976</td>
<td>$146</td>
<td>$87</td>
<td>$16,424</td>
</tr>
<tr>
<td>Freitag, Brandi</td>
<td>Teacher</td>
<td>$30,500</td>
<td>44.00%</td>
<td></td>
<td>$13,420</td>
<td>$2,455</td>
<td>$1,027</td>
<td>$146</td>
<td>$85</td>
<td>$17,133</td>
</tr>
<tr>
<td>Pellock, Cherie</td>
<td>Teacher</td>
<td>$30,500</td>
<td>44.00%</td>
<td></td>
<td>$13,420</td>
<td>$2,455</td>
<td>$1,027</td>
<td>$146</td>
<td>$86</td>
<td>$17,134</td>
</tr>
<tr>
<td>Foiles, April</td>
<td>Community Outreach Worker</td>
<td>$26,262</td>
<td>25.00%</td>
<td></td>
<td>$6,566</td>
<td>$1,395</td>
<td>$502</td>
<td>$83</td>
<td>$105</td>
<td>$8,651</td>
</tr>
<tr>
<td>Smith, Dave</td>
<td>Part-time Counselor</td>
<td>$8,000</td>
<td>25.00%</td>
<td></td>
<td>$2,000</td>
<td>$0</td>
<td>$153</td>
<td>$83</td>
<td>$32</td>
<td>$2,268</td>
</tr>
</tbody>
</table>

**Health & Life Insurance**
*Rate of $465 per month*  
$5,580

**FICA**
*Rate*  
0.0765

**Unemployment**
*Rate of 2.45% on first $13,560 of wages*  
332

**Workers Comp.**
*Rate is per $100 of wages*  
0.016

**Total**
$81,622
EXHIBIT B

Budget Summary and Payment Schedule
**ILLINOIS STATE BOARD OF EDUCATION**

Special Education and Support Services Division

100 North First Street, N-253
Springfield, Illinois 62777-0001

TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM

**FY 2013**

Budget Summary and Payment Schedule

*Use whole dollars only. Omit Decimal Places, Dollar Signs, and Commas, e.g. 2536*

<table>
<thead>
<tr>
<th>LINE</th>
<th>FUNCTION NUMBER</th>
<th>EXPENDITURE ACCOUNT</th>
<th>SALARIES</th>
<th>EMPLOYEE BENEFITS</th>
<th>PURCHASED SERVICES</th>
<th>SUPPLIES AND MATERIALS</th>
<th>CAPITAL OUTLAY**</th>
<th>OTHER OBJECTS</th>
<th>NON-CAPITALIZED EQUIPMENT**</th>
<th>TOTAL 11</th>
<th>PAYMENT SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2110</td>
<td>Attendance &amp; Social Work Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2120</td>
<td>Guidance Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2140</td>
<td>Psychological Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2210</td>
<td>Improvement of Instruction Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2230</td>
<td>Assessment &amp; Testing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2300</td>
<td>General Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2520</td>
<td>Fiscal Services*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2540</td>
<td>Operation &amp; Maintenance of Plant Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2550</td>
<td>Pupil Transportation Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2900</td>
<td>Other Support Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3000</td>
<td>Community Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>85622</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4000</td>
<td>Payments to Other Districts or Civil Units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>28</td>
<td>TOTAL DIRECT COSTS</td>
<td>0</td>
<td>0</td>
<td>85622</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>85622</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>30</td>
<td>TOTAL BUDGET</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>85622</td>
<td></td>
</tr>
</tbody>
</table>

**ISBE USE ONLY**

Date Received: SEP 4, 2012

Special Education Services

ISBE 20-66 (2/12)

Original Signature of Authorizing Official

Date: 9/13/12

Title: ISBE Division Administrator, Special Education Services

*If expenditures are shown, the indirect costs rate cannot be used.

**Not applicable to all grants, and in no instance, can Capital Outlay or Facilities Acquisition & Construction Services be included in the indirect costs application.

All funds, budgeted and expended, will be in accordance with the most recent State and Federal Grant Administration Policy and Fiscal Requirements and Procedures found at [http://www.isbe.net/funding/ pdf/fiscal_procedure_handbk.pdf](http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf)
EXHIBIT C

Budget Breakdown/Narrative
<table>
<thead>
<tr>
<th>FUNCTION NUMBER</th>
<th>DESCRIPTION</th>
<th>CATEGORY</th>
<th>APPROPRIATION</th>
<th>ENCUMBERED</th>
<th>CANCELED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000</td>
<td>Purchased services at Coordinated Youth and Human Services</td>
<td></td>
<td></td>
<td>85,622</td>
<td></td>
<td>85,622</td>
</tr>
</tbody>
</table>

Itemize and explain each expenditure amount, including employee benefits. Use additional pages as needed.
EXHIBIT D

Program-Specific Terms of the Grant
FY 2013 TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM
Program Specific Terms of the Grant

1. Administrative costs will be limited to 5 percent of the total budget. Administrative costs include General Administration, function code 2300, and Fiscal Services, function code 2520.

2. Grantees must include information about the Truants' Alternative and Optional Education Program in the required state audit report, which includes a certified opinion and statement of receipts and disbursements.

3. Subcontracting: No subcontracting is allowed without prior written approval of the State Superintendent of Education. See Item 7 of Attachment 7, “Certifications and Assurances, and Standard Terms of the Grant,” for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.

4. Reporting: Grant recipients will be required to submit the following reports, as applicable.
   - A Mid-Year Interim Report must be submitted to the Principal Education Consultant for the Truants' Alternative and Optional Education Program. The State Board of Education will inform grantees of the report's format through the annual Request for Proposals, for grantees seeking second- or third-year funding and grantees in their third year of funding. Those not seeking continuation funding are not required to submit a mid-year interim report.
   - The End-of-Year Report, which also includes the Statistical Evaluation Report, must be sent 30 days after the end of the grant period. The End-of-Year Report is available on IWAS.
   - Financial reports: Quarterly expenditure reports are required for this program pursuant to new language in P.A. 96-0795.

5. Joint Applications for Funding: Grantees participating in a joint application are advised that the member grantees are individually and jointly responsible to the Illinois State Board of Education. The administrative agent is responsible to the participating grantee and is the agent designated to receive funds and submit reports.

Granite City Community Unit School District #9

Name of Applicant

Original Signature of Authorized Individual or Applicant

Superintendent

Title

By: __________________________

Date

Original

ISBE 20-66 (2/12)
EXHIBIT E

Certifications and Assurances and Standard Terms of the Grant

Certification Regarding Debarment (*federal programs only*)

Certification Regarding Lobbying (*federal programs exceeding $100,000 only*)
The capitalized word "Term" means the period of time from the project beginning date through the project ending date. The capitalized word "Grant" means the award of funds, which are to be expended through dates are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date. The capitalized word "Project" means the activities to be performed for which grant funds are being sought by the applicant.
8. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

9. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.

All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than ninety (90) calendar days after the project ending date.

10. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations, and standards after an application for payment is submitted to the State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.

11. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than $1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.

12. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at ISBE of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. ISBE shall be the final determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.

13. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended or obligated for activities occurring during the Term.

(a) State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705) Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45) calendar days following the end of the Term.

(b) Federally funded grants: Interest earned in excess of $100 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.

For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

14. Financial Reports. Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

Those entities with established IWAS accounts with the Illinois State Board of Education, must electronically submit expenditure reports by the required due dates specified within the Grant Agreement. Those entities not enrolled in IWAS, must request paper expenditure report forms not later than twenty (20) calendar days before the due dates specified within the Grant Agreement to the Illinois State Board of Education. Expenditure reports are due twenty (20) calendar days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold the current year's payments and payments for future years' projects under the same program until the reports are properly filed.

All grant funds must be spent or obligated, and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than twenty (20) calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than ninety (90) calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within
NO BINDING OBLIGATION

17. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the State Board of Education. Prior to the execution of a final Grant Agreement, the State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

COPYRIGHT

18. All rights, including copyright to data, information and/or other materials developed pursuant to an award, are retained by the State Board of Education, unless otherwise agreed in writing by the State Board of Education. All such work products produced by the award recipient through work pursuant to the award shall be made available to the State Board of Education upon request.

DEFAULT AND TERMINATION

19. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any representation or warranty made in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the State Board of Education, the award recipient will have ten (10) calendar days in which to cure the default to the satisfaction of the State Board of Education. If the default is not cured to the satisfaction of the State Board of Education, the State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement, and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient shall cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the State Board of Education within forty-five (45) calendar days of termination.

INDEMNIFICATION

20. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (a) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful, or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable; (b) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (c) any breach of the Grant Agreement, including without limitation, any representation or warranty provided by the award recipient herein; (d) any infringement of any copyright, trademark, patent, or other intellectual property right; or (e) the alleged unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the State Board of Education or of the State of Illinois.

If the applicant is a government unit only it is understood and agreed that neither the applicant nor the State Board of Education shall be liable to each other for any negligent or wrongful acts, either of commission or omission, unless such liability is imposed by law.

GENERAL CERTIFICATION AND ASSURANSES

21. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.); the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.); the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.); Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.).
200e et seq.), the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S Ct. 2382 (1982)).

22. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.

23. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.

24. The applicant is not prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).

25. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108 3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.

26. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the State Board of Education’s employees during any part of the application process or during the Term of the Grant Agreement.

27. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 30/1 et seq., which applies to the wages of laborers, mechanics, and other workers employed in any public works.

28. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes, and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.

29. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the State Board of Education.

30. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all of its (a) employees, (b) volunteers, and (c) all employees of persons or firms holding contracts with the applicant, who have direct contact with children receiving services under the grant, and such applicant shall not (a) employ individuals, (b) allow individuals to volunteer, or (c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual, or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.)

31. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written Cost Allocation Plan (CAP) that: (a) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program, (b) identifies the allocation methods used for distributing the costs among programs, (c) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles, (d) requires the propriety of the charges to be substantiated, and (e) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon ISBE’s request.

32. The applicants participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant that is a party to the joint application, a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.

33. The entity acting as the fiscal agent certifies that it is responsible to the applicant or, in the case of a joint application, to each applicant that is a party to the application, it is the agent designated and responsible for reports and for receiving and administering funds, and it will:

(a) Obtain fully executed Certifications and Assurances, and Terms of the Grant forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;

(b) Maintain separate accounts and ledgers for the project;

(c) Provide a proper accounting of all revenue from ISBE for the project;

(d) Properly post all expenditures made on behalf of the project;

(e) Be responsible for the accountability, documentation, and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;

(f) Disburse all funds to joint applicants based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants);

(g) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligations and documentation. Reports submitted to ISBE should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants on actual expenditures/obligations that occur within project beginning and ending dates;
(h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;

(i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;

(j) Have a recovery process in place with all joint applicants for collection of any funds to be returned to ISBE; and

(k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.

34. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Center (NIMAC) electronic files containing the contents of the print instructional materials using the NIMAS standard, on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible contents of the print instructional materials using the NIMAS standard, on or before delivery of the print instructional materials. For further information, see 105 ILCS 5/28-21 at http://www.ilga.gov/legislation/ilcs4.asp?DccName=010500050HArt%2E+28&ActID=1005&ChanAct=105%2Enbsp%3Bills%26nbsp%3B5%2E.

**DRUG-FREE WORKPLACE CERTIFICATION**

35. This certification is required by the Drug Free Workplace Act (30 ILCS 580/1). The Drug Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "grantee" or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of $5,000 or more from the State.

The applicant certifies and agrees that it will provide a drug-free workplace by:

(a) Publishing a statement:

   (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.

   (2) Specifying the actions that will be taken against employees for violations of such prohibition.

   (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will

      (A) Abide by the terms of the statement; and

      (B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.

(b) Establishing a drug-free awareness program to inform employees about:

   (1) The dangers of drug abuse in the workplace.

   (2) The grantee's or contractor's policy of maintaining a drug-free workplace.

   (3) Any available drug counseling, rehabilitation, and employee assistance programs; and

   (4) The penalties that may be imposed upon an employee for drug violations.

(c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

(d) Notifying the contracting or granting agency with ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.

(e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by Section 5 of the Drug Free Workplace Act.

(f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug Free Workplace Act.

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute this Certifications and Assurances and Standard Terms of the Grant on behalf of the applicant. Further, the undersigned certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

Signature of Authorized Official

Harry Briggs, Ph D

Name of Authorized Official (Type or Print)

Superintendent

Title

Date

ISBE 85-1038 (3/10)