Name of Applicant: Rockford Public Schools District 205

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.

   - Excellent statistical, need-related & demographic data. It contextualized the environment in which you are operating.
   - Excellent use of community partners.

2. List the Weaknesses of the Overall Proposal.

   - May need to provide some transportation services to ensure at-risk students receive the community base services they require.
   - May need to also consider child care for pregnant teens to ensure education of teen single mothers.

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

   - Consider overall review of each student on a quarterly basis rather than just twice/yr.
Truants' Alternative and Optional Education Program (TAOEP)
Request for Proposals (RFP) Evaluation Form

Name of Applicant: Rockford CUSD # 205

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.

Very well done. An excellent proposal.

2. List the Weaknesses of the Overall Proposal.

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

Elaborate and develop the planning/evaluation cycle.
Truants' Alternative and Optional Education Program (TAOEP)
Request for Proposals (RFP) Evaluation Form

Name of Applicant: Rockford Public Schools #205

1. **Cover Page**
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   1. List the Strengths of the Overall Proposal.
      - Well organized proposal that highlighted the required areas outlined in the proposal guidelines.
      - Great community support/liaison.
      - Good statistics to demonstrate need in the community/schools.
      - Established district service to support program.
      - Great proposal.

   2. List the Weaknesses of the Overall Proposal.
      - Objectives weren’t clearly written.
      - Required objective wasn’t stated/written correctly.
      - Requested funds on Attachment #2 differ by approx. $7000 compared to Attachment #5.

   3. In addition to any weaknesses list recommended suggestions for improvement, if applicable.
Truants' Alternative and Optional Education Program (TAOEP) Request for Proposals (RFP) Evaluation Form

Name of Applicant: Rockford Public Schools District 205

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.
   1. Well written and organized proposal
   2. Comprehensive data analysis for baseline
   3. Sound research for identification and prioritizing services
   4. Clear goals and objectives aligned with measurable
   5. Great idea to implement extensively researched
      evidence-based program

2. List the Weaknesses of the Overall Proposal.
   1. Evaluation Plan - Collected data continuously to
      real-time so that modifications to the program
      can be made in real-time.
      A caution is needed while interpreting
      will the results be based on daily data?
      evidence
   2. Budget - Please explain the struggles
      for attendance specialists

TAOEP RFP Evaluation Form
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.
   1. The statistics are all there and do a good job of capturing the need.
   2. Excellent community cooperation.

2. List the Weaknesses of the Overall Proposal.
   1. There is not mention as to what is done in middle school but it is there.
   2. The adherence required does not match the budget breakdown.
   3. The suggested objectives are modified.
   4. The school district is written at the student level.
   5. There is no explanation as to how students relate to the program.
   6. The budget for the attendance/special education office too high for the services.
   7. All the areas listed are provided by the staff those with load is too heavy.

3. In addition to any weaknesses list recommended suggestions for improvement, if applicable.
   1. Make sure the budget breakdown is aligned to the budget page.
   2. Make sure the required objectives.
   3. Explain how and when student data from the program.
   4. Make sure the benefits are aligned with the objective.
   5. Provide quality services to fellow students.
**TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM**

**Demographic Information**

<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>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Truancy Intervention (Supplemental Services)</td>
<td>Dropout</td>
<td>Chronic</td>
<td>Truant</td>
<td>Truant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional/ Alternative Education</td>
<td>Truant</td>
<td>Truant</td>
<td>Truant</td>
<td>Truant</td>
</tr>
</tbody>
</table>

**signature of Authorized Official**

**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**

Boone Winnebago ROE

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.

**4/13/2012**

Date

Original Signature of Authorized Official or Applicant

Required Signature

Superintendent

Title
<table>
<thead>
<tr>
<th>TYPE OF PROGRAM</th>
<th>DROPOUT</th>
<th>CHRONIC TRUANTS</th>
<th>TRUANTS</th>
<th>POTENTIAL DROPOUTS*</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Grade Level</td>
<td>Grade Level</td>
<td>Grade Level</td>
<td>Grade Level</td>
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<tr>
<td></td>
<td>9-12</td>
<td>UN</td>
<td>K-3</td>
<td>4</td>
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<tr>
<td>Total # of students (unduplicated count)</td>
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<td>Optional Education/Alternative</td>
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<td>0</td>
</tr>
<tr>
<td>Total # of Students Served</td>
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<tr>
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<table>
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<th>Total Truants Served</th>
<th>Total Potential Dropouts Served</th>
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<tr>
<td>Intervention Totals</td>
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<tr>
<td>Opt. Educ. Totals</td>
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<td>0</td>
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<td>0</td>
<td>400</td>
<td>0</td>
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* as defined in RFP
<table>
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<tr>
<th>COUNTY</th>
<th>SCHOOL DISTRICT</th>
<th>TYPE OF SERVICES</th>
<th>REPORT ACTUAL STUDENT #s</th>
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<tr>
<td>Winnebago</td>
<td>Rockford Public School District 205</td>
<td>Truancy Intervention (Supplemental Services)</td>
<td>3449 365</td>
</tr>
</tbody>
</table>

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

**Resource Information**

**GENERAL TYPE OF PROGRAM SERVICES OFFERED**

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

**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>
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<tr>
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<td>Local</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>State TAOEP</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

#### TRUANCY INTERVENTION (SUPPLEMENTAL SERVICES)

- Total Number of Students Served (Unduplicated): 400
- Number of Students Served by both programs: 400

- **Caseworkers**: 4.0 FTE
  - $203,448
  - Source: [ ]

- **High School Teachers (9-12)**
  - Source: [ ]

- **Elementary Teachers (K-8)**
  - Source: [ ]

- **Aides**
  - Source: [ ]

- **Counselors**: 1 FTE
  - $90,000
  - Source: [ ]

- **Administrators**: 0.2 FTE
  - Source: [ ]

- **Social Workers**
  - Source: [ ]

- **Psychologists**
  - Source: [ ]

- **Tutors**: 0.7 FTE
  - $19,265
  - Source: [ ]

- **Mentors**
  - Source: [ ]

- **Other Expenditures**
  - (Example: Professional Development, Supplies)
  - $10,585
  - Source: [ ]

- **Other Expenditures**
  - $25,000
  - Source: [ ]

- **Other Expenditures**
  - $25,000
  - Source: [ ]

- **Other Expenditures**
  - Source: [ ]

- **Other Expenditures**
  - Source: [ ]

- **Other Expenditures**
  - Source: [ ]

- **Total Staff FTE paid by TAOEP funds**: 4.7

---

*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.

This program addresses chronic truancy and school engagement by providing intervention at the high school level. Our intent is to target 9th grade, a transition grade, by providing identified students intense casework services. Our goals are to increase attendance and involve identified students in the learning process by:

1. Coordinating in-school and community services, brought to bear on students’/family issues, providing the best opportunity for student success.

2. Providing identification, intervention, and support services to students and their families at the high school level.

3. Providing instructional support to middle and high school students through linkages with existing school services to remediate deficit skills.

Components of this proposal, combined with existing programs and services, will greatly enhance opportunities for students to complete their education.

Areas of concentration include enhancement of self-concept, peer interaction, coping skills, decision making skills, parent support, and casework services, as well as expanding academic support for students. Increasing student opportunities for positive school experiences promotes their involvement in the learning process.

Programming will be implemented at four high schools, providing monitoring of attendance, casework services, group and/or individual counseling, parent involvement and academic instruction.

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

Primary Referral and Number of students estimated to be served.

<table>
<thead>
<tr>
<th></th>
<th>Dropout</th>
<th>Truant</th>
<th>Potential dropout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chronic truant</td>
<td>400</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 400

Grades of students to be served: 9-12  □ Age of students to be served: 13-21

Counties served: Winnegabo

List Program sites: Auburn High School, East High School, Guilford High School, Jefferson High School

Website address of administrative agency: www.rps205.com

ISBE 20-66 (2/12)
Proposal Narrative FY 2013

A. Comprehensive/Community Based Program Planning

1. Program Planning

The Rockford Community Task Force on Attendance and Truancy was initially formed in 2000 at the request of the District's current Superintendent, to address local truancy. Partners in this task force included educators, social service agency providers, law enforcement personnel, judges, parents and business leaders. After conducting surveys, focus groups and other efforts to obtain perceptions, suggestions and guidance regarding how to decrease truancy, the task force developed a comprehensive report. The Rockford Community Task Force on Attendance and Truancy Report contains specific strategies to address truancy. The program goals and objectives for this proposal are based on the Task Force report.

In November of 2008, in an effort to expedite the achievement of program goals, the Truancy Review Board was formed at the joint request of the Mayor and the Superintendent of schools to facilitate further implementation the strategies outlined in the Rockford Community Task Force on Attendance and Truancy Report. This group is largely representative of the original task force, containing educators, social service agency providers, law enforcement personnel, judges, parents, and civic and business leaders. The newly established Truancy Review Board serves as the TAOEP program's advisory group and provides the strategic plan for the program.

In addition to increasing student attendance, the Truancy Review Board focuses on improving student engagement and improving individual student achievement. This proposal includes developing a specific Individualized Optional Education Plan or Service Plan for each student in the program. These plans will include academic goals based on the Illinois Learning Standards. Specifically, the individualized plans will be designed to meet grade level standards in English, Math, Social Studies and Science.

2. Planning Group

As previously described, the Truancy Review Board serves as the planning work group for the TAOEP program. The Truancy Review Board continues to meet regularly and is organized into the following committees:
• Research and Implementation (monthly at minimum)
• Community and Intergovernmental Collaboration (meets quarterly at minimum)
• Citizen Review (meets quarterly at minimum)

Current Planning Group Membership:

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Position</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Char Hearn</td>
<td>17th Judicial District</td>
<td>Ehren Jarrett</td>
<td>Jack Finland</td>
</tr>
<tr>
<td>Nilla Cadengo</td>
<td>Rockford Public Schools</td>
<td>George Davis</td>
<td>Angela Hite-Carter</td>
</tr>
<tr>
<td>Mary Ellen Commare</td>
<td>Youth Services Network</td>
<td>Jennifer Jaeger</td>
<td>Kathy Reese</td>
</tr>
<tr>
<td>Judge Janet Holmgren</td>
<td>17th Judicial District</td>
<td>Lori Hoadley</td>
<td>Harold Sweeney</td>
</tr>
<tr>
<td>Thomas Jakeway</td>
<td>17th Judicial District</td>
<td>Michael Spelman</td>
<td>Jon Malone</td>
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<tr>
<td>John Gilberti</td>
<td>City of Rockford</td>
<td>Larry Morrissey</td>
<td>Patrick Hayes</td>
</tr>
<tr>
<td>Patrick Yarbrough</td>
<td>Community Member</td>
<td>Roseann Cannariato</td>
<td>Mark Stefanic</td>
</tr>
<tr>
<td>Mary Lin Green</td>
<td>Community Member</td>
<td>Lisa Jackson</td>
<td>Laura Powers</td>
</tr>
</tbody>
</table>

3. **A. Needs and Resource Assessment**

Rockford, Illinois (population 155,138) is the 3rd largest city in the state and is located in Winnebago County (514 square miles; population 157,272 (2008), approximately 75 miles northwest of Chicago. The population of Rockford/Winnebago County comprises 73.34% of a three county area (with Ogle and Boone counties) known as the Rock River Valley. Rockford Public School District #205 (RPS) is the 3rd largest school district in the state and serves 28,131 Pre/K-12th grade students in 51 schools (11 secondary, 36 elementary, 2 early childhood, 2 special education). The September 2011 RPS Fall Housing Report shows our race/ethnic composition as: Caucasian 34.26%; African American 29.33%; Hispanic 25.61%; Asian/Pacific Islander 3.99%; Native American 0.1%; Multi Racial 6.02%. In 2007 RPS became a District in Corrective Action; 50% of the Rockford Public Schools did not meet AYP in 2011.
Rockford’s poverty rate is 26.9% (2009 U.S. Census) and our student free/reduced lunch rate has increased from 55.1% in 2004 to 77.20% in September 2011; approximately 21,718 RPS students receive free or reduced lunch. RPS is teaching 379 homeless Pre/K-12 students. Rock River Valley foreclosures are up 159% since 2000.

Many RPS students prematurely end their education without developing the necessary skills to succeed in a rapidly changing world. Absenteeism and truancy are often the first indictors that a student is giving up and heading for a variety of future problems.

While district chronic truancy rates remain relatively stable, with the exception of 2010-2011 year, our rate trends at nearly two times higher than the state average.

**In 2010 the districted implemented a new data management system. We believe that mistakes in implementation may be the cause of the unusually high truancy rate that year. Note: Drop-out and Attendance Rates remain consistent over several years.**

<table>
<thead>
<tr>
<th>Year</th>
<th>RPS Drop-Out Rates</th>
<th>RPS Chronic Truancy Rates</th>
<th>RPS Attendance Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPS 205</td>
<td>2.2</td>
<td>5.6</td>
<td>5</td>
</tr>
<tr>
<td>State of Illinois</td>
<td>4.1</td>
<td>3.5</td>
<td>3.8</td>
</tr>
<tr>
<td>RPS 205</td>
<td>5.8 (N=1624)</td>
<td>6.8 (N=1745)</td>
<td>6.1 (N=1581)</td>
</tr>
<tr>
<td>State of Illinois</td>
<td>2.5</td>
<td>3.7</td>
<td>3.6</td>
</tr>
</tbody>
</table>

As indicated in Table 2, chronic truancy is almost three times more prevalent at the high school level than either the middle school or elementary level. Students with 18 or more unexcused absences at the high school level numbered 997, whereas middle school numbered 207 and elementary numbered 376. The district has committed resources at the elementary and middle school levels in the form of Home-School Counselors that appear to effectively interrupt the truancy process as indicated by relatively low chronic truancy rates at that tier level. With consideration given to the lower chronic truancy rates at the Elementary and Middle School tiers, our predominant focus for this grant will be on the students who are chronically truant at the high school level.
This type of data was unavailable during the 2010-2011 School Year due to implementation of a new system.

| Table 2** |
|------------------|------------------|------------------|
| Tier Level       | 2008-2009        | 2009-2010        |
| Elementary       | 472              | 376              |
| Middle School    | 341              | 205              |
| High School      | 1196             | 997              |
| District         | 2009             | 1578             |

This proposal addresses chronic truancy and academic failure through an intervention program at high school levels in an attempt to complete a fully articulated K-12 truancy intervention program for all students in the district. Our intent is to target 9th grade, a transition grade, providing intense casework services with a strong emphasis on monitoring and increasing the level of school engagement for all identified students.

**B. Community and Local Resources**

District 205 is currently involved in providing truancy/dropout programming for students via a variety of programs, including: Home-School Counseling (Truancy Counseling), Parent Liaisons, Roosevelt Alternative High School Program, Page Park Alternative School, and Truants’ Alternative and Optional Education Program.

In Rockford, there is a wide range of services available in both the public and private sectors. They play an integral part in our delivery of quality services to our students/families and will continue to do so. These include agencies capable of meeting medical needs, family and individual counseling, tutoring services, after school activities, and authoritative intervention.

We routinely work with these agencies to link our students and families with appropriate services. Our local mental health center (Rosecrance-Mildred Berry) provides family and individual counseling and, in addition, there are (4) United Way funded agencies that provide these services. Medical services are often secured through Crusader Clinic, the Public Health Department, and our local Lion’s Club. WAVE, our local shelter for battered women and families, has provided counseling and temporary housing. The Public Housing Authority and Public Aid are frequently used to provide housing and public assistance. We have continuously worked with these agencies to develop a better service-delivery system as well as cooperating on individual cases. The linking
of our students/families to these services has always been considered a major strength of Rockford District 205’s programming for truant students. We meet regularly with our human service partners at Local Area Network meetings and are a standing member of the Mayor’s Homeless Taskforce Executive Board.

Existing District Services:
Department of Attendance and Truancy Initiatives:
Recognizing the importance of student attendance, the Board of Education hired a Director for Attendance and Truancy Initiatives for the first time in 2008. This position is charged with creating a department specifically tasked with the implementation of strategies outlined in the Task Force Plan and to continue facilitating community engagement and collaboration in the area of attendance and truancy. Current TAOEP funded staff as well as 14 Home-School Counselors are housed administratively within this department.

Alternatives at Roosevelt Center
This program, established in 1972, serves 16 to 21 year-old students who are high school dropouts and students who are in need of credit recovery in Rockford and the surrounding communities. Students who are at least 16 years old and pass an entrance reading test are able to earn a High School diploma through a credit program of totally individualized study.

This program serves approximately 1200 students per week and granted nearly 270 diplomas last year. There is currently a waiting list for this program.

Page Park Alternative School:
The Rockford Public School’s Page Park Alternative Program began serving students in grades 6-12 during the 2004-2005 school year. The purpose of the program is to provide an alternative learning environment for students who experience significant behavioral issues. Fresh Start utilizes appropriate intervention strategies, resulting in demonstrable improvement in student behavior and academic performance. Students are counseled on how to make better behavioral choices and at the same time improve their academic foundation skills. The Fresh Start Program recently expanded and now serves students from Kindergarten through 12th grade. This year they will service 150 students.
Elementary Schools:
Many elementary schools have begun their own prevention program. These are primarily of an incentive nature, using recognition through parent newsletters, names posted in schools and classrooms with the best attendance announced, incentives given, or special activities held for students with perfect attendance. Additionally, several schools have used district funds to hire Parent Liaisons who facilitate attendance through parent and student engagement as one of their primary job functions.

Renaissance:
This is an incentive program existing at all four traditional Rockford High Schools and all six Middle schools. Renaissance is a site-based program that has shown success in reinforcing the importance of attendance and academics.

Rockford Business Community:
The business community in Rockford has been very supportive of the school district’s efforts to improve attendance. Many community businesses donate incentives on a regular basis which are used to support excellent and improving attendance. This type of community support has allowed the district to reallocate funding, previously used on incentives, for improvement of instruction and counseling opportunities.

Rockford Public School Homeless Program:
This program, funded by the McKinney Veto Act, provides services to homeless youth within District 205. Staff provides individual tutoring, assistance with clothing and school supplies, eliminate barriers to enrollment and transportation, as well as acts as referral agents to needed community resources. 822 were served by this program during the 2010-2011 school year. In 2012, the district increased Title 1 funding to this program in order to increase the number of counselors available to assist homeless students.

Other TAOEP Providers:
Regional Attendance Cooperative (RAC):
This is a TAOEP program administered through the Educational Service Region. RAC provides optional/alternative education to students in Boone and Winnebago counties. Another portion of the program provides supplemental services which are extended to a student population residing outside the District 205 boundaries. The demographic fact most significant is that
District 205 services a student population, and more specifically, an identified truant/dropout population that accounts for approximately 75% of the total population served by the Regional Grant. District and ROE Staff meet regularly while serving on the Rockford Truancy Advisory Committee.

1. Optional Education Program of the Regional Office of Education: 16-21 year old students:
Funded by State grants beginning in 1985-1986 to serve the dropout population in the Winnebago-Boone County Education Service Region, this program offers a G.E.D. and diploma component, prevocational training and pregnant and parenting teens programming (Optional Education/Alternative).

2. Regional Learning Academy
This program was established by the Regional Office of Education through Safe School Funding to serve the chronically disruptive and/or expelled secondary students. This program has been in existence for 12 years and reports indicate it has provided successful opportunities for many students.

Other Community Resources:
Juvenile Court:
Students and families who have exhausted all available district and community resources and have failed to make any progress in addressing the student’s chronic truancy are referred to juvenile court by Home School Counselors for authoritative intervention. Approximately 25 cases will be referred to court this year with the majority being educational neglect petitions (7-12 years of age).

Local Area Networks (LANS)
LANS is funded by our local Youth Services Network. The purpose of the Child and Adolescent Local Area Network is to unite providers, families and other community members in the planning and coordination of a comprehensive system of care for youth and families. These services are family-focused, child-centered and community-based.

Regarding other area TAOEP providers:
It is our intent to offer a supplemental services truancy intervention program. Three other projects in this area are funded by this grant. Two are operated by the Boone/Winnebago Regional
Office of Education. They are the Regional Attendance Cooperative (RAC), a supplemental service program, which does not offer supplemental truancy services to students within District 205 boundaries and the Regional Learning Center, which offers Optional Education/Alternative services. The third program is within the Harlem School System and specific to one school. These programs provide services to different student populations than the Rockford TAOEP Program and serve a population outside the Rockford School District.

C. Soliciting Support of Program Services:

Coordinating community support is an important part of the Rockford Community Task Force on Attendance and Truancy Plan and continues to be the central focus of the recently formed Truancy Review Board.

The Rockford TAOEP Program, as part of the District 205 Department of Attendance and Truancy, has worked cooperatively with, and will continue to work with, our community agencies. During the previous three school years approximately 70% of our families received either physical or social/emotional assistance through efforts of our counselors and community agencies working together.

Providing services within a large unit district requires a great deal of coordination. In Rockford, we have obtained administration support of all targeted buildings for the 2012-2013 school year. All programming will be done within Rockford school buildings. Coordination of efforts will be done through existing administrative channels. The administrators of buildings in which our program has been implemented have been exceptionally cooperative.

Coordination of the TAOEP staff is the direct responsibility of the Director of Attendance and Truancy Initiatives/Student Support. It will be facilitated through monthly staff meetings, case reviews and in-service training. Primary responsibilities of all TAOEP caseworkers are: making appropriate referrals, insuring service delivery is taking place and acting as a conduit between community resources, students/families and schools.

Rockford Public Schools provide a wide range of services which are used whenever appropriate. Included in these services are Psychologists, Social Workers, Learning Specialists and Nurses. It is standard operation procedure that students experiencing extraordinary academic and/or behavioral concerns be referred to the Pupil Personnel Service Team for consultation and/or case
study. All of these services will continue to play an integral part in our delivery of quality services to our students and families.

**D: Student Identification:**
This program is specifically designed to address chronic truants. Students must be present in school and engaged in order to learn. Truancy has been consistently recognized as one of the strongest predictors of dropout rates. There is also substantial evidence that students who are disengaged from school are significantly more at-risk for teen pregnancy, drug/alcohol involvement, teen suicide and gang involvement. Truancy reflects the degree to which schools, communities and families have adequately addressed the needs of students, often indicating we have more work to do in this area. Thus, by targeting chronic truants for services, the program addresses a range of issues which speak to the overall school engagement and wellness of our school population.

**Specific Criteria:**
The specific criteria necessary to receive services from the Rockford TAOEP program will be the same for all students. They must meet the state definition for chronic truancy as well as meeting one or more of the following criteria:

1. Have achievement levels below grade level and meet Illinois Learning Standards as indicated by the district’s universal screening tool in one or more academic areas
2. Have become situationally at-risk (i.e., death in family, divorce, traumatic experiences, etc.)
3. Economically disadvantaged (qualifying for free or reduced lunch)

**4. Proposed Program and Services**
In accordance with the input received from the Truancy Review Board, the Rockford Attendance Initiative (TAOEP) will be using the Check & Connect monitoring and school engagement procedure as a tool to maintain identified students' engagement with school. Check & Connect is a model of sustained intervention for promoting students' engagement with school and learning. Demonstrated outcomes include:

- decrease in truancy,
- decrease in dropout rates,
- increase in accrual of credits,
• increase in school completion, and
• impact on literacy

Check & Connect is data-driven and grounded in research on resiliency and home-school collaboration. Student referral criteria include alterable risk factors of school withdrawal—primarily attendance indices (absences, tardies, or skipping class)—in the context of academic performance and emotional or behavioral problems.

Check & Connect is structured to maximize personal contact and opportunities to build trusting relationships. Student levels of engagement (such as attendance, grades, and suspensions) are "checked" regularly and used to guide the monitors' efforts to increase and maintain students' "connection" with school.

All TAOEP funded personnel along with other district 205 community agency staff will receive training in the Check & Connect model of intervention to ensure alignment and fidelity of program implementation.

<table>
<thead>
<tr>
<th>RFP Services offered in Check and Connect Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Services</strong></td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Academic Instruction</td>
</tr>
<tr>
<td>Academic Counseling</td>
</tr>
<tr>
<td>Tutoring</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Using the Check & Connect monitoring and engagement procedure, our goals are to increase attendance and involve identified students in the learning process by directly or indirectly:

1. Systematically assessing the extent to which identified students are engaged in school or, conversely, are exhibiting signs of school withdrawal.
2. Providing **Routine Monitoring of Alterable Indicators/Risk Factors**—systemically checking warning signs of withdrawal (attendance, academic performance, behavior) which are readily available to school personnel and can be altered through intervention.
3. Coordinating **Individualized and Timely Intervention**—support tailored to individual student needs, based on level of engagement with school, associated influences of home and
school, and leveraging in-school and community services brought to bear on student/family issues.

4. **Relationship Building** — mutual trust and open communication, nurtured through a long-term commitment focused on students' educational success.

3. Providing **Instructional Support** to high school students through linkages with existing school services to remediate deficit skills.

5. Aiding in the enhancement of **School Engagement and Learning** — facilitating students' access to and active participation in school-related activities and events.

The components of this proposal, combined with existing programs and services will greatly enhance opportunities for students to successfully complete their education. TAOEP staff will refer students to existing district programs for additional services.

Areas of concentration include: enhancement of self-concept, peer interaction, coping skills, decision-making skills, parent support, casework services, as well as expanding academic opportunities for students. Offering students opportunities for positive school experiences is used as a catalyst to increase student involvement in the learning process.

Programming will be implemented at four traditional high schools, providing monitoring of attendance, casework services, group and/or individual counseling, parent involvement, and academic instruction.

Rockford District 205 intends to offer a supplemental services program for students who are chronically truant at four high schools. Sites selected for these projects were chosen with academic as well as attendance needs in mind. Of the four schools we propose to serve, all four are **In Status** under No Child Left Behind (NCLB) Provisions.

**High School Program**

It is our intent to offer a truancy intervention program at our four high schools. One of the major areas of concern identified by the **Rockford Community Task Force of Attendance and Truancy** was the high rate of truancy and dropouts in our high schools and the lack of programming for these students. Incoming 9th grade students with histories of chronic truancy were identified as
most likely to need services. Research further supports that students experience more failure and increased absenteeism during such educational transition (moving from middle to high school).

Each attendance specialist will provide intervention services to approximately 100 students who are chronically truant at one of four district high schools. Services will be provided on a full time basis at each high school. Services provided to students/families identified for this program will include monitoring of attendance, student/parent contact in the event of absences, individual counseling, family support, and referral to appropriate services. Attendance specialists will act as case manager, monitoring academic progress and will provide liaison services between student, family, and school, as appropriate.

Attendance specialists will facilitate and participate in Pupil Personnel Service (PPS) and Individual Problem Solving Teams (as part of RtI teaming infrastructure) as appropriate to meet the needs of identified students. When in-school services have not positively impacted student attendance and academic performance, attendance specialists may refer students/families to our local Youth Services Network (YSN) for a LANS staffing. In limited cases, individuals, upon exhausting all existing resources, may be referred to the State’s Attorney's Office for possible judicial action. Our belief is that this coordination of in-school and community services will provide students with the best opportunity to succeed.

B. Other Generated Funds

The students participating in our program are enrolled in this district’s regular education program. As such, they receive the benefits provided by State and Federal programs for which they qualify such as Title I, Homeless, Special Education, and Bilingual Education. Additionally, the Rockford School District provides extensive in-kind support to the program, including administrative support, clerical support, space, and supplies.

5. Staff Qualifications

   High School Attendance Specialist (qualifications)

   a) Bachelor’s Degree preferred (counseling, social work, school psychology, or related field)
   b) Experience working with truant youth.
   c) Knowledge of community agencies and resources.
   d) Knowledge of educational services and programs.
e) Positive interpersonal communication skills.
f) Knowledge of computer skills as related to collection of data connected with attendance.

High School Attendance Specialist (job description)

a) Will work with school staff to identify students appropriate for program.
b) Will develop students’ individual service plan.
c) Will be responsible for case management of students.
d) Will ensure school attendance through home and school visits.
e) Will provide educational and supportive opportunities for parents.
f) Will problem solve with parents, students, and teachers to resolve causes of non-attendance.
g) Will provide linkage with appropriate agencies for specific needs of students and families.
h) Will attend Pupil Personnel Services and/or RtI Team and Youth Services Network meetings, as appropriate.
i) Will keep appropriate records of contacts and generate statistical reports monthly.

5. Staff Development

For this proposal our staff development priority will be to train TAOEP providers and additional district staff on the implementation of the Check & Connect. This staff development is offered through the University of Minnesota and includes and initial on-site training with follow up training and technical assistance. Of 22 dropout prevention programs reviewed by the U.S. Department of Education’s What Works Clearinghouse, Check & Connect was the only program found to have strong evidence of positive effects for staying in school. Check & Connect is data-driven and grounded in research on resiliency and home-school collaboration. Participants in this training will learn:

- Strategies for engaging students in school
- How dropout risk factors may be altered
- The difference between basic and intensive dropout prevention interventions
- The essential skills of an effective Check & Connect Monitor/Mentor
- How the Check & Connect Monitor/Mentor works with students, families, and school staff
- Resources for supporting students with academic, social, and behavioral issues

Additionally, the Rockford (Northern Illinois) area is rich in opportunities for professional development. As a large urban district, Rockford Public Schools offer many staff development activities provided on an on-going basis to all district staff, in which TAOEP staff will also be eligible to participate. Additional staff will be encouraged to participate in all TAOEP sponsored staff development activities. Our proximity to Rockford College and Northern Illinois University
also provides a wealth of professional development opportunities. Thus, the major thrust of our staff development does not need to be self-initiated.

B. Individualized Optional Education Plan or Service Plan

As previously stated, each referred student meeting program criteria will receive the following diagnostic services to determine their appropriateness for the program. In order to assess the student’s academic history, current educational functioning and learning environment, there will be a complete review of the student’s records, academic programs, achievement testing, progress towards mastering Illinois Learning Standards, and attendance, health, and medical records. This information is organized and easily accessible in our Student Information Management System. The teacher(s) and any other professional staff who may have been involved (i.e. psychologist, social worker, nurse, learning specialist) will be contacted to discuss their particular insights into the student.

Students and parents will be interviewed to identify risk and protective factors and what can be done to improve attendance, academic achievement and school engagement in general. At this time, the attendance specialist will check for any agency involvement. Releases of information will be obtained and further information will be shared and gained from social service agencies which could become part of the total plan for each student/family.

A two-part Individual Service Plan (ISP) will be developed for each student involved in the Rockford TAOEP Program See Appendix A and B. It will be constructed by the appropriate staff in conjunction with the student, his/her parents, school administrators, teachers, and support staff most familiar with the student. Part 1 of the ISP includes a statement indicating that students and/or parents have the right to accept or reject the ISP.

Individualized objectives will be written for each student. They will be written on the basis of the student’s educational history, which includes past attendance, mastery of Illinois Learning Standards, academic achievement, social information, attempts to remediate and other pertinent data. Part 2 of the ISP includes monitoring tools that will be used for assessing whether or not students are meeting individual objectives.
The objectives written will encompass areas of academics and attendance. They will be written in behavioral terms and will have specific activities for each objective to be accomplished by a specified date with a measurable evaluation component. Part 2 of the ISP includes monitoring tools that will be used for assessing whether or not students are meeting individual objectives.

These objectives will be monitored on an ongoing basis by the project staff. Revisions will be made as needed and determined by the individual progress of each student.

C. Evaluation Design

High School Program

All identified students have two objectives; an attendance objective and an academic objective.

1. Attendance Objective (all students in the program)
To increase to 90% the average daily attendance rate, or improve by 10% Average Daily Attendance of 70% of the identified chronic truant high school students.

Baseline data for this objective will be the previous semester’s attendance rate or, in most cases, the previous year’s attendance rate. Attendance records, while in the program, are maintained daily and student progress is reviewed by attendance specialists on an ongoing basis as per their individualized service plans. Progress of all students is evaluated on a daily/weekly basis and mid-year and end-of-year reports are provided.

A record of services provided to each student served in this program is maintained in individual student folders, as well as a basic student information sheet providing information on race, gender, address, grade level, socioeconomic status, family, and any special education services provided.

Services provided to students in order to achieve this objective include, but are not limited to, referral and coordination of school and community services, home visits, and counseling, focusing on issues of self-concept, decision-making, peer interaction, and coping skills.
Attendance specialists will also meet on a monthly basis with the coordinator for problem-solving and consultation regarding difficult cases.

2. Academic Objective

To enable identified high school students to make academic progress necessary for 70% of identified students will achieve 50% of attempted credits per semester.

Services provided to students in order to achieve this objective include, but are not limited to, identification of academic deficits in consultation with classroom teachers, referral and linkage to appropriate in-school services to meet identified need, home visits, consultation with parents to coordinate school/parent efforts, and referral to appropriate community services.

2.

- Progress of all students is evaluated on a weekly basis. Additionally, mid-year and end-of-year reports are provided.

- A record of services provided to each student is maintained in individual student folders and is updated on an ongoing basis.

- The coordinator will meet, on a monthly basis, with the attendance specialists for consultation and review of existing data to determine whether or not programmatic adjustments need to be made.

- Twice annually, program data along with district level data will be analyzed by the Truancy Advisory Board and recommendations for program improvement.
FY 2013 TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM
Objective and Accompanying Services/Activities

<table>
<thead>
<tr>
<th>TYPE OF PROGRAM FOR THIS OBJECTIVE</th>
<th>Truancy Intervention (Supplemental Services)</th>
<th>Optional/Alternative Education (As defined on page 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM OBJECTIVE (List only one objective on each page.)</td>
<td>Number the objectives.</td>
<td></td>
</tr>
</tbody>
</table>

To increase to 90% the average daily attendance rate, or improve Average Daily Attendance of 70% of the identified chronic truant high school students

**BASIS FOR REFERRAL CODE**

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

**ACADEMIC SERVICES**

- [x] Academic Counseling 1/week 2 400 Attendance Specialist
- [ ] Academic Instruction
- [ ] GED Instruction
- [ ] Enrolled in Community College Courses
- [ ] Enrolled in Evening School Classes
- [ ] Participation in Credit Recovery Program
- [ ] Enrolled in Summer School Classes
- [x] Tutoring as needed 2 400 Tutor
- [ ] Use software provided by TAOEP Professional Development

**NON-ACADEMIC SERVICES**

- [ ] Court-Related Services
- [ ] Day Care Services
- [ ] Health-Related Services
- [x] Home Visits as needed 2 400 Attendance Specialist
- [x] Life Skills Training as needed 2 400 Attendance Specialist
- [x] Mentoring 1/week 2 400 Attendance Specialist
- [ ] Parenting Classes for Students
- [x] Personal counseling as needed 2 400 Attendance Specialist
- [x] Referral for Social/Academic Services as needed 2 400 Attendance Specialist
- [x] Monitoring daily 2 400 Attendance Specialist
- [x] Support Services for Parents/Families as needed 2 400 Attendance Specialist
- [ ] Transportation

**CAREER RELATED**

- [ ] Career Service
- [ ] Work Experience

**OTHER SERVICES**

- [ ] Other Services - (list)
- [ ] Other Services - (list)

ISBE 20-66 (2/12) * as defined by RFP
FY 2013 TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM
Objective and Accompanying Services/Activities

<table>
<thead>
<tr>
<th>TYPE OF PROGRAM FOR THIS OBJECTIVE</th>
<th>Truancy Intervention (Supplemental Services)</th>
<th>Optional/Alternative Education (As defined on page 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM OBJECTIVE (List only one objective on each page.)</td>
<td>To enable identified high school students to make academic progress necessary for 70% of identified students will achieve 50% of attempted credits per semester.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BASIS FOR REFERRAL CODE</th>
<th>1 - Dropout</th>
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<th>3 - Truant</th>
<th>4 - Potential Dropout*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Academic Counseling</td>
<td>1 week</td>
<td>2.4</td>
<td>50, 25</td>
</tr>
</tbody>
</table>

**ACADEMIC SERVICES**
- Academic Instruction
- Academic Counseling: 1/week, 2, 400
- GED Instruction
- Enrolled in Community College Courses
- Enrolled in Evening School Classes
- Participation in Credit Recovery Program
- Enrolled in Summer School Classes
- Tutoring: 1/week, 2, 400
- Use software provided by TAOEP Professional Development

**NON-ACADEMIC SERVICES**
- Court-Related Services
- Day Care Services
- Health-Related Services
- Home Visits
- Life Skills Training
- Mentoring
- Parenting Classes for Students
- Personal counseling
- Referral for Social/Academic Services: as needed, 2, 400
- Monitoring: daily, 2, 400
- Support Services for Parents/Families
- Transportation

**CAREER RELATED**
- Career Service
- Work Experience

**OTHER SERVICES**
- Other Services - (list)
- Other Services - (list)

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
Rockford Public Schools District 205

COUNTY
Winnebago

ADDRESS (Street, City, State, Zip Code)
501 7th Street, Rockford, IL, 61104

ADMINISTRATOR OF THIS AGENCY
Dr. Robert Willis

TELEPHONE (Include Area Code)
815-966-3101

E-MAIL
dr.robert.willis@rps205.com

CONTACT PERSON (If other than administrator)
Jon Malone

TELEPHONE (Include Area Code)
815-966-5253

E-MAIL
malonej@rps205.com

ADDRESS (Street, City, State, Zip Code)
501 7th Street, Rockford, IL, 61104

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 26, 2012 (end of first semester)

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>Difference</th>
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</thead>
<tbody>
<tr>
<td>Dropout</td>
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<tr>
<td>Chronic Truant/Habitual Truant</td>
<td>310</td>
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<td>148.7%</td>
</tr>
<tr>
<td>Truant</td>
<td>90</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Potential Dropout with attendance problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>461</td>
<td>115%</td>
</tr>
</tbody>
</table>

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.
TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM (TAOEP)
FY 2012 MID-YEAR REPORT

PROGRAM OBJECTIVE: List only one objective on each page.

Number: 1

To increase to 90% the average daily attendance rate or improve by 10% average daily attendance rate of 70% of the identified chronic truant high school students.

125/461 increased to 90% or better attendance
46/461 increased attendance rate by 10%
171/461 met goal =37%

Note: many students not currently meeting the standard of 90% are in the very high 80s. We anticipate that continuing to provide services will help these students rise to 90% or above.

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.
TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM (TAOEP) FY 2012 MID-YEAR REPORT

PROGRAM OBJECTIVE: List only one objective on each page.

Number: 2

70% of the identified students will achieve 50% of the attempted credits per semester.

376/481 earned 50% of credits attempted = 81.5%

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.
APPENDIX A

Attendance and Truancy Program
Individualized Service Plan (Part 1)

Student: ___________________________ I.D.# _______ Grade: _______ Date: ____________

Student’s explanation of the attendance problem:

__________________________
__________________________

Student’s plan for improved attendance with expected accomplishment dates:

Goal- To increase daily attendance from _____% to _____% or 90%.

Student's plan for improved grades with expected accomplishment dates:

Goal- To earn at least 50% of attempted credits per semester.

School's plan for assisting the student in improved attendance:

1. The Attendance Specialist will provide intense monitoring, intervention, and support to you, the student, on a daily basis. Teachers will be consulted weekly about your progress and ideas for additional support.

2. The Attendance Specialist will have regular contact with your parent/guardian about attendance, behavior, and academic performance.

3. ____________________________

Special Method/ Materials:

- Home visits
- Counseling
- Incentives
- Tutoring
- Academic Liaison
- School Supplies

I agree that in order to be successful at ______________ High School:

- I will improve my attendance, with a goal of obtaining 90% or better.
- I will have no unexcused absences and will be in class on time.
- I will do my work as assigned by my teachers.
- I will participate positively in school and take responsibility for my actions.

I understand that ______________ will provide me with support and assistance as I need it and that my parents will be contacted and made aware of this agreement.

I understand that if I fail to meet any of the above conditions, my parents may be asked to meet with school officials.

I understand that I, the parent/guardian, or student 18 years of age or older, has the choice to accept or reject this IOEP as offered.

__________________________ Date __________________________
Student's signature

__________________________ Date __________________________
Attendance Specialist’s signature

__________________________ Date __________________________
Parent’s Signature

__________________________ Date __________________________
Principal’s signature
### ISP 2: Truancy Monitoring Sheet

**Student:**

**Current Grade:**

**Birthdate:**

**School Year:** 2012-2013

**Primary Criteria:** Chronic truant

**Secondary Criteria:**
- ☐ Below grade level
- ☐ Economically Disadvantaged
- ☐ Situational risk

<table>
<thead>
<tr>
<th>CHECK</th>
<th>August (6)</th>
<th>September (20)</th>
<th>October (20)</th>
<th>November (18)</th>
<th>December (12)</th>
<th>January (19)</th>
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<th>March (20)</th>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total number of credits earned previously:**

**Current credits earned/attempted:**

- 1st Semester: ___ / ___
- 2nd Semester: ___ / ___
- Total: ___ / ___

**Total Days enrolled Previously:**

**Total Days Absent:**

- Unexcused: ___
- Excused: ___
- Percent: ___%

**Total Days Enrolled Currently:**

**Total Days Absent:**

- Unexcused: ___
- Excused: ___
- Percent: ___%

**Previous Tardies:**

**Current Tardies:**

**Previous Referrals:**

**Current Referrals:**

**Date permission:**

**Case closed:** ☐ (check here)

**Signed:**

**Date closed:**

**Reason closed:**

- ☐ moved/transfer
- ☐ medical/rehab
- ☐ incarcerated
- ☐ expelled
- ☐ dropped out
EXHIBIT B

Budget Summary and Payment Schedule
# 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., 25,362*

<table>
<thead>
<tr>
<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</th>
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<td>Instruction</td>
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**Notes:**
- *If expenditures are shown, the indirect costs rate cannot be used.*
- *Not applicable to all grants, and in no instances 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)

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**Program Approval Date and Initials:**

**Date: 11/26/2012**

**Signed by:** ISBE Division Administrator, Special Education Services
EXHIBIT C

Budget Breakdown/Narrative
## FY 2013 TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM
## BUDGET SUMMARY BREAKDOWN

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

<table>
<thead>
<tr>
<th>FUNCTION NUMBER</th>
<th>EXPENDITURE DESCRIPTION AND ITEMIZATION</th>
<th>SALARIES</th>
<th>EMPLOYEE BENEFITS</th>
<th>PURCHASED SERVICES</th>
<th>SUPPLIES AND MATERIALS</th>
<th>CAPITAL OUTLAY**</th>
<th>OTHER OBJECTS (H)</th>
<th>NON-CAPITALIZED EQUIPMENT**</th>
<th>TOTAL (I)</th>
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<td>Part time teacher (tutors) $22.50/ hour contractual agreement, 9 hours / 9 months</td>
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<tr>
<td>1000</td>
<td>T.H.I.S. (1.54%), T.R.S. (9.98%), and Medicare (1.45%) for part time tutors (see attachment)</td>
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<td>38</td>
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<td>2110</td>
<td>L/H/D Insurance (16,543), FICA (6.20%) IMRF (11.22%) Medicare (1.45%)</td>
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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.

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Rockford Public Schools District 205

Name of Applicant

By: 4/13/2012  
Date

Original Signature of Authorized Individual or Applicant

Superintendent

Title
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 applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): (Check one)
   - Individual
   - Corporation
   - Partnership
   - Unincorporated association
   - Government entity

   Social Security Account Number, Federal Employer Identification Number or Region/County/District/School Code, as applicable:
   - 3695-10

2. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"Award recipient" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Expenditure 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.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," and "project" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant.

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

PROJECT

3. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project, there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.

4. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.

5. All funds provided shall be used solely for the purposes stated in the approved proposal/application.

6. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

SUBCONTRACTING

7. No subcontracting is allowed under this project, except as set forth in the Grant Agreement.

   If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:
   - Name(s) and address(es) of subcontractor(s);
   - Need and purpose for subcontracting;
   - Measurable and time-specific services to be provided;
   - Association costs (i.e., amounts to be paid under subcontracts); and
   - Projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the State Board of Education.
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/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
forty-five (45) calendar days from the date of first notice of the amount due 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.

15. The award recipient will maintain records on project and fiscal activities related to each award for a period of three (3) years following the project ending date either for a state-funded or federally funded project. Such records shall include a fiscal accounting for all monies in accordance with generally accepted governmental accounting principles. If there are outstanding audit exceptions, records will be retained on file until such exceptions are closed out to the satisfaction of the State Board of Education.

16. The State Board of Education and other governmental entities with program monitoring authority shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later), have the right at any time to conduct on-site or off-site inspections of the award recipient's records and project operations for auditing and monitoring purposes. The award recipient shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later) and upon the request of the State Board of Education, provide the State Board of Education with information and documentation (including books, records, or papers related to the project) regarding the award recipient's progress or performance with respect to the administration and operation of the project.

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 will 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 ASSURANCES

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 (SSRA) (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.),
2000e 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 (Flyer 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 in circumstances 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 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/obligation data 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.

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.

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 materials directly from the publisher. For further information, see 105 ILCS 5/28-21 at http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HAn%2E28&ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5.

**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

Superintendent

Date

Dr. Robert Willis

Name of Authorized Official (Type or Print)

ISBE 85-1038 (3/10)