The webinar will begin shortly

21st CCLC New Staff Workshop

Illinois State Board of Education

November 27, 2012
Agenda/Topics to be Covered

• Overview/History of 21st CCLC
• Beginning Steps
• Roles and Responsibilities
• Quality Programming
• Expectations of the Grants
• ISBE Web Application Security (IWAS)
• Resources
21st CCLC Program Intent

• Provide expanded academic enrichment opportunities for children attending low-performing schools.

• Provide tutorial services and academic-enrichment activities designed to help students meet local and state academic standards in subjects such as reading and mathematics.

• Provide youth development and enrichment activities; drug and violence-prevention programs, technology education; art, music, and recreation programs; counseling; and character education to enhance the academic component of the program.

• Provide services to families of student participants.
Beginning Steps

• **Read and review your grant.**
  - All staff need to be thoroughly familiar with what the grant application approved by Illinois State Board of Education states will be implemented.
  - All conditions for funding must be met before the proposal is considered fully approved.

• **Obtain necessary identification numbers.**
  - RCDT code
  - DUNS
Beginning Steps (cont.)

• **Share the good news!**
  - School/District team
  - Organization
  - Partners
  - Community

• **Meet with the grant’s co-applicant and partners.**
  - Begin plans for implementation and collaboration
  - Establish a schedule of meetings to discuss the progress toward meeting goals and objectives, evaluation, and sharing of promising practices
  - Review the sustainability plan and set goals to implement this plan
Beginning Steps (cont.)

- Determine who’s leading the project including the levels of accountability and responsibility.
  - Take necessary steps to hire or appoint staff for the program
  - The leader, specifically a Project Director, should be assigned to the project

- Focus on the budget.
  - Communicate with the fiscal agent who will be maintaining financial records, managing the budget, and submitting requests for reimbursement
  - Set forth a process of communication and fiscal accountability between the site(s), administrative office and employees of the organization
  - Work with ISBE regarding your initial grant proposal budget, as changes are likely to be needed
  - Load your information into the IWAS system
Beginning Steps (cont.)

• Establish and maintain a documentation system.
  - Refer to ISBE Self Monitoring and On-Site Monitoring Documents for the areas for which data and documentation will need to be collected and maintained
  - Refer to the program specifics that were agreed upon as part of your grant application and award
  - Additional information regarding documentation and monitoring will be provided in a more formal training

• Establish a program start date.
  - Establish a timeframe for the official start date of your program that complements your schedule for implementation

• Recruit staff for the program as noted in the application.
  - Develop a process to maintain documentation of the employment, training, and time
Beginning Steps (cont.)

- **Review the grant’s program design for student and adult programming.**
  - Set forth a process for implementing this plan and tracking progress
  - Create program schedules that align with the Illinois Learning Standards incorporating the Common Core

- **Design a public relations plan.**
  - Determine the process to be used for working with the public, the school system, parents, and students
  - Document communication with stakeholders

- **Establish a schedule of purposeful program evaluation.**
  - Hire or assign an evaluator
  - Have a meeting with your evaluator to determine data and analysis necessary to evaluate your program
  - Educate yourself and your evaluator on the federal reporting elements and requirements (PPICS)
Staffing your 21st CCLC Program

- Project Director
- Site Coordinator
- Teachers
- Youth workers/specialist
- Security
- Other: curriculum specialist, janitor, nurse, volunteers
Role of Project Director

• Contact person for the grant
• Oversees the implementation of the grant project to be sure it is implemented with fidelity based on the application
• Provides professional development to the staff
• Ensures that programming is academically based for the students
• Ensures that the parent involvement activities are taking place
• Works with the community to market the program
Role of Site Coordinator

• Oversees one specific site, in some cases more than one site

• Follows the direction of the Project Director and assists the Project Director to be sure the program is in compliance

• Coordinate the program for that site to be sure the students are registered, attendance is being kept, programs are in place and are academically based, ensure that students are safe, and parent involvement activities are held for the parents of the students enrolled in the program

• Work with the Principal of the school to be sure there is active communication
Role of Front Line Staff

• Works with the students and parents on a daily basis (teachers, youth workers)
• Provides the academic programs
• Ensures the safety of the children
• Assists the students to higher achievement in their studies
• Assists the Site Coordinator to ensure the program is in compliance
Role of Evaluator

- Works with the Project Director to collect data needed to evaluate the program, to provide the data needed for PPICS and fall/spring survey
- Creates an evaluation report to share with the community
- Provides recommendations for changes to the program
Program Specifics
ATTACHMENT #13--Highlights

• Review these and ensure all staff responsible for the program are aware of these and have a thorough understanding of these

• Use these to build your program
Specification A

The learning center will make available a description of how the students participating in the program carried out by the community learning center will travel safely to and from the center and home.

- Written transportation plans agreed to by entity/school/parent prior to student start date
- Provide transportation if needed
- Drop off points can be used
- Parental sign offs
- Sign in and sign out sheets
- Safety patrols/neighborhood watch
- Security personnel
Specification A (cont.)

• Buildings that house the 21st CCLC programs must meet local standards and codes for public facilities. Indoor and outdoor facilities must be safe and in good repair.

  – Annual building inspection
  – ADA compliance
  – ROE/ISC/CPS for schools
  – Permits needed for construction/renovation
  – Elevator, fire extinguisher inspections
  – Crisis/emergency plans
Specification B

• Program funds may be used to cover reasonable transportation costs for program participants. If transportation is provided, the transportation plan must be clearly and appropriately related to project activities.

  – Transportation is ok for field trips; permission slips required for each specific trip
  – Public transit passes, etc., can be funded
  – Written release plans with parental sign off required
Specification C

Funds under this part will be used to increase the level of state, local, and other nonfederal funds that would, in the absence of funds under Title IV, Part B, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or nonfederal funds.

- Annual internal grantee audits

- NO SUPPLANTING
  - No support of school’s sports teams or other extra curricular
  - Provide supplementary services
  - Replace expired funds

- Time and effort sheets for employees

- AUDIT by ISBE External Assurance Division
Specification H

• Grantees must keep attendance records of program participants. Participants are required to be enrolled in the before- or after-school program.

• No drop in programs; all participants must be registered
  – Daily attendance must be recorded
  – Attendance required for Annual Performance Report to ED in PPICS
  – Subject to audit; keep written records in accordance with federal rules for maintenance of records
Specification I

• Grantees must conduct criminal background checks for all program staff and volunteers who have contact with children and youth.
  – Policies/procedures in place
  – Copies of checks kept in personnel files
  – Completed before staff work with students
  – Safety of children comes first

• Grantees are required to have a written protocol on file requiring background checks, as well as evidence of their completion. Further, no person shall be employed who has been convicted of a crime as listed in Section 10-21.9(c) of the School Code (105 ILCS 5/10-21.9(c)).
Specification J

• In accordance with the *Child Abuse and Neglect Reporting Act* (325 ILCS 5), adults working with children and youth under the age of 18 years old are required to be mandated reporters for suspected child abuse and neglect.

• All 21st Century Community Learning Centers programs must have a **written protocol for training their employees about the Act and identifying and reporting suspected incidents of child abuse or neglect.**
  
  – Annual training required; not just notification
  – Employees signing off that they know they are a mandated reporter is not enough
  – Written records maintained and available upon request
Specification K

Grantees must obtain permission from participants’ parents or guardians prior to using students for public relations purposes, gathering data by methods such as youth surveys and interviews, and obtaining academic and school data.

- Annual, written agreements are required that are program specific
- Keep on file for inspection
Specifications N and O

• Grantees are required to attend workshops and trainings offered by the Illinois State Board of Education or another entity contracted for by the state. The workshops and trainings are designed to improve the quality of the program and give technical assistance to the staff for continuous improvement.

  – Fall “Kick Off” Workshop
  – New Grantee Workshop
  – Spring “Best Practices” Workshop
  – Regional workshops as determined yearly
  – Webinars

• Grantees are required to submit additional information as may be requested by the State Superintendent of Education.
Specification P--Evaluation

• Grantees must evaluate their programs annually as described in the approved proposal. Copies of the evaluation will be made available to the Illinois State Board of Education or others upon request.

  – A copy of the most recent evaluation will be required to be submitted with the continuation application annually. A full annual evaluation will be submitted by December 1.
  – The statewide evaluator will assist and provide sample templates as resources.
Subcontracting

• The applicant may operate its own program or enter into a subcontract with another entity to implement the program. However, all program 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 approval of the State Superintendent of Education (Attachment 10).
  – Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal.
  – Budget needs to contain specifics on subcontracts.
  – Subcontractors will be subject to audit.
Nutrition

• 21st CCLC funds cannot be used to purchase snacks.

• Funding for snacks and evening meals can come from the National School Lunch Program.

Nutrition Program
Illinois State Board of Education
100 N. First Street
Springfield, IL 62777-0001
P: 217-782-2491
F: 217-524-6124

For more information about ISBE nutrition, please visit www.isbe.net/nutrition
Quality Programming

• 12 hours per week; 28 weeks (reduced for FY 13 grantees)

• Innovative practices that demonstrate an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates
Linking to the School Day

• Common Core standards
• Support after school what is being taught during school
• Talking to the teachers and Principal to see how you can help
• Find out what areas students are struggling and help to reinforce the skills in a different way
Parent/Family Involvement

• Ongoing, systemic activities
• Not just one or two activities for the year such as a family night
• Assist parents how to help their child
• Parents or Family members of student participants
Professional Development

• Support your staff in growing professionally
• Helping school day teachers to teach differently after school
• Ongoing (more than just the initial start up training)
• ISBE Fall and Spring workshops
• Other ISBE scheduled training opportunities
• U.S. Dept. of ED Summer Institute (no FY 13 Institute)
Profile and Performance Information System (PPICS)

- All grantees are required to submit an Annual Performance Report (APR)

  The dual purpose of the APR is to:

1. Demonstrate that substantial progress has been made toward meeting the goals and objectives of the project.

2. Collect data that addresses the performance indicators for the 21st Century Community Learning Centers program. This is aligned with the integrated evaluation system that the Illinois State Board of Education is currently developing.
PPIC Milestones
School year 2012-2013

Milestone 1 – Due June 28, 2013
Grantee Profile, Operations, Staffing, Feeder Schools

Milestone 2 – Due July 31, 2013
Teacher Surveys, Activities, Attendance

Milestone 3 – August 30, 2013
Grades, Partners

Milestone 4 -- October 31, 2013
State Assessment, Objectives and all additional parts of the APR must be certified as complete. APR must be completed.
Monitoring

Quarterly Calls

Tier 1
• Self Monitoring Tool

Tier 2
• Desk Monitoring

Tier 3
• On Site Monitoring
21\textsuperscript{st} CCLC Express Application

• New grantees will be required to complete an Express Application in IWAS in order to receive funds.
• Any required changes will be made within this electronic application.
IWAS link on ISBE home page
Login and Password is required
Initial IWAS Sign-up
Once you have an IWAS account, Log in
Access to Systems
The Program you want is not on your list? Signup for other systems
Click the system you want to sign up for and you’ll have to explain why you should have access on the next screen.
To Create the Application after logging into the 21st Century Continuation System
To Create the Application – cont.
Overview Page

Program Overview

Program: 21st Century Community Learning Centers Program - New Awards
Purpose: To provide academically focused after-school programs - particularly to students who attend high-poverty, low-performing schools, to help those students meet state and local performance standards in core academic subjects and to offer families of participating students opportunities for literacy and related educational development.

Funding: Allocations are preliminary, and 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.

Program Type: Continuation of Federal Competitive Grant
Legislation: Public Law 107-110
Guidance: 21st Century Community Learning Centers Non-Regulatory Guidance
Due Date: As soon as possible
Amendment Due Date: Not later than 30 calendar days prior to the ending date of the program
Grant Period: November 1, 2012 – June 30, 2013
Begin Date: November 1, 2012
End Date: June 30 unless an extension is approved on the Applicant Information page
Expenditure Reports: Cumulative expenditure reports quarterly and a final completion report are required.
Program Reports: Periodic program data reports must be completed as requested.
Applicant Information Page

![Applicant Information Page from eGMS - Grants Application](image)

**Applicant: ALTERNATIVE SCHOOLS NETWORK**

**Application:** 2012-2013 21st Century New Awards - 13

**Cycles:** Original Application

**Project Number:** 12-4421-12-15-016-5030-51-Cohort 13 - Grant 1

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### Applicant Information

#### Contact Person

- **Last Name**: [Field]
- **First Name**: [Field]
- **Middle Initial**: [Field]
- **Address 1**: [Field]
- **Address 2**: [Field]
- **City**: [Field]
- **State**: [Field]
- **Zip +4**: [Field]
- **Phone**: [Field]
- **Extension**: [Field]
- **Fax**: [Field]
- **Summer Phone**: [Field]
- **Extension**: [Field]

---

**Check here to have all IWAS notices sent ONLY to the district administrator. Unless checked, all IWAS notices will be distributed to all the LEA personnel whose name(s) appear on the Application History page.**
The page has not been saved due to the following errors:

- Last name is a required field.
- First name is a required field.
- Street address is a required field.
- City is a required field.
- State is a required field.
- Zip code is a required field.
- The +4 portion of the zip code is a required field.
- Phone number is a required field.
- Email address is a required field.
- State must have 2 characters.
- General Education Provisions Act description is a required field.

Applicant Information

- **Contact Person**
  - Last Name
  - First Name
  - Middle Initial
  - Address 1
  - Address 2
  - City
  - State
  - Zip +4
General Education Provisions Act

Section 427 of the General Education Provisions Act requires that all applicants provide a description of the steps the applicant proposes to take to ensure equitable access to and participation in these federal NCLB programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc., from access to and participation in program activities. Describe the steps that will be taken to overcome any barriers identified.*

(0 of 300 characters used)

Grant Period:
Begin Date: November 1, 2012
End Date: 06/30/2013 Project activities for school-year only projects must be complete and expenses must be incurred by June 30. For a summer program, enter 06/31/2013. *

Applicant Comments:
Use this text area for any needed explanations to ISBE in regard to this program.
(0 of 7000 maximum characters used)

*Required field

Save Page
Federal Funding Accountability and Transparency Act (FFATA)

The Federal Funding Accountability and Transparency Act (P.L. 109-282, as amended by section 6202(a) of P.L. 110-252) requires a Prime Awardee, such as a State agency, to report an award of $25,000 or more made to a subrecipient as of October 1, 2010.

To fulfill reporting requirements, provide a brief but succinct description of how the funding received will support the activities and actions to meet the purpose and goals of the Federal grant. If there are multiple funding actions, provide a description for each funding action.*

Example of project description:
Funds will be used for professional development to train teachers in the use of technology to improve instruction and make Adequate Yearly Progress. In addition, funds will be used to recruit and retain highly-qualified teachers.

Project Description (do not use the & symbol):
(0 of 255 maximum characters used)

Agency DUNS Number *:

Click here for additional DUNS information
Agency’s Annual Gross Revenues*:  

- **Yes**  
- **No**  

In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 80 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;  

AND  

(b) $25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.  

Select the Yes button ONLY if both (a) and (b) are true.  

Provide the names and the total compensation package (using the preceding fiscal year’s compensations) of the top five highest paid individuals within your organization, regardless of the funding source*.  

[Regulations for Reporting Executive Compensation and First Tier Subcontract Awards (JUL 2010)]  

<table>
<thead>
<tr>
<th>Name</th>
<th>Total Compensation</th>
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<tbody>
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* Required field  

Save Page
Program Information Page
Program Information - continued
**Technology Acquisition Page**

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<table>
<thead>
<tr>
<th>Item Description</th>
<th>Number Needed</th>
<th>Cost Per Unit</th>
<th>Total Cost</th>
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<td>6.</td>
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</tbody>
</table>
```

The applicant is requesting approval to purchase technology. *If yes, complete this page. If no, save the page and move on to the next one.*
B. List the locations where all technology purchases will be used and where they will be stored when not in use.
(0 of 1000 maximum characters used)

C. Provide user information.
Enter the number of students who will access this technology (enter 0 if not applicable)
Enter the number of parents who will access this technology (enter 0 if not applicable)

D. Define the timeframe for implementation of this technology (i.e., start date, number of weeks, etc.)
(0 of 1000 maximum characters used)

E. Explain the purpose of the technology and its use in direct instruction of students or parents. If the intended use is for students, specify the focus area involving core academic subjects with the technology.
(0 of 1000 maximum characters used)

F. Indicate the delivery system using this technology (e.g., lesson plans, curriculum, software, etc.)
(0 of 1000 maximum characters used)
G. Describe the process used to measure student academic growth through use of this technology.
(0 of 1000 maximum characters used)

H. The applicant is utilizing the National Educational Technology Standards (NETS) within the 21st CCLC program
   - Yes
   - No
   If no, describe how Digital Citizenship is being taught to students.
   (0 of 1000 maximum characters used)

I. Students and/or parents will be allowed to check out technology equipment.
   - Yes
   - No
   If yes, describe the checkout process.
   (0 of 1000 maximum characters used)

If yes, describe the procedures for ensuring the return of the item(s).
(0 of 1000 maximum characters used)
J. Describe the inventory procedures for technology items.

NOTE: Inventory records should, at a minimum, include item description, original per unit price, location, and item serial number.

(0 of 1000 maximum characters used)

* Required fields

Save Page
### Allotment Page

**Applicant:** ALTERNATIVE SCHOOLS NETWORK  
**County:** Cook  
**Cycle:** Original Application  
**Project Number:** 13-4421-13-15-016-5050-91-Cohort 13 - Grant 1

#### Overview

<table>
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<tr>
<th>Category</th>
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<tr>
<td>Current Year Allotment</td>
<td>New21stC-4421</td>
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<td>Reallotted Funds (+)</td>
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<tr>
<td>Released Funds (-)</td>
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<tr>
<td>Carryover (+)</td>
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<td>PrePayment (+)</td>
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<td>Transfer Out (-)</td>
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<td>Administrative Agent</td>
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<td>ADJUSTED SUB TOTAL</td>
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<td>TOTAL AVAILABLE</td>
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This image shows an Allotment Page from the eGMS Transferability system, detailing the allotment information for a project titled `New21stC-4421`. The page provides a breakdown of the allotment funds, including current year allotment and various subtotals.
Budget Detail Page
Instructional Salaries, 1000, 100

• Positions here MUST spend a majority of their time in direct instruction of students.

• Employees of the Fiscal Agent
  • Teachers
  • Teacher aides
  • Tutors
  • Others who may teach or lead activities
Budget Salaries, 100

• 10 teachers (5 math, 5 reading) X $25 hr X 2 hrs/wk X 28 wks--$70,000

• 5 math tutors  X $10/hr X 2hrs/wk/28 wks = $2800

• 5 recreation leaders X $15 hr X 1hr/wk X 28 wk= $2100
Benefits Examples, 200 & 300

• **200**
  – 10 teachers TRS
  – 5 tutors IMRF
  – 5 recreation FICA

• **300--** (Considered employers’ insurance)
  – 5 Rec Leaders Workers’ comp
  – 5 Rec Leaders Unemployment comp
Purchased Services

1000, 300

- Workers’ compensation
- Unemployment compensation
- Fees for presentations to students
- Field trip entrance fees
- Software license fees
- Salaries of those not employed by fiscal agent
  - Agencies who provide instruction
  - Teachers, tutors, etc
  - Rec Leaders from YMCA
Supplies and Materials
1000, 400

• It is not enough to put supplies and materials on the budget and provide a total amount

• Examples must be given—supplementary reading books, folders, flip charts, art supplies, educational software

• Equipment and technology purchases must be preapproved by ISBE and shown to be for educational purposes (core academics)

• Incentives—(must include what is to be used) these must be educational
Capital Outlay \((1000/2220/2230/3000,500)\)

- Newly opened cells for equipment purchases when items \(>\) than $500 per unit

Non-Capitalized Equipment
\((1000/2220/2230/3000,700)\)

- If entity has an entity-wide, board approved capitalization threshold, then those items under that amount, yet \(>\) $500 go in 1000,700
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<th>Create Additional Entries</th>
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<tr>
<td><strong>Total Direct Costs</strong></td>
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<td>- Capital Outlay Costs</td>
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<td>Allowable Direct Costs</td>
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<td>Indirect Cost %</td>
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<tr>
<td>Maximum Indirect Cost</td>
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</tbody>
</table>

| Indirect Cost | 0 |

| Total Allotment | 999 |

| Grand Total Allotment Remaining | 999 |

*If expenditures are budgeted in functions 2520, 2570, 2640, or 2660, the indirect cost rate cannot be used.*

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 4:30pm CST, Monday - Friday or Click here to Contact Us

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## Budget Page

### Budget (Read Only)

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<th>LINE FUNCTION</th>
<th>EXPENDITURE ACCOUNTING</th>
<th>SALARIES 300</th>
<th>EMPLOYEE BENEFITS 200</th>
<th>PURCHASED SERVICES 300</th>
<th>SUPPLIES &amp; MATERIALS 400</th>
<th>CAPITAL OUTLAY** 500</th>
<th>OTHER OBJECTS 600</th>
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<td>Assessment &amp; Testing</td>
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<td>11</td>
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<td>12</td>
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<td>13</td>
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<td>2570</td>
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<td>Planning, Research, Dev. &amp; Eval. Services</td>
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<td>18</td>
<td>2640</td>
<td>Staff Services*</td>
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Assurance Pages

Specific Terms of the Grant

By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the program for which funding is requested.

1. The program will be administered in accordance with all applicable statutes, regulations, program plans, and applications:
   A. the control of funds provided under the program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
   B. the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.

2. The applicant will adopt and use proper methods of administering each such program, including:
   A. the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
   B. the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

3. The applicant will cooperate in carrying out any evaluation of the program conducted by or for the State Educational Agency, the Secretary, or other Federal officials.

4. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each such program.

5. The applicant will:
   A. submit such reports to the Illinois State Board of Education (which shall make the reports available to the Governor) and to the Secretary as the State Educational Agency and Secretary may require to enable the State Educational Agency and the Secretary to perform their duties under each such program; and
   B. maintain such records, provide such information, and afford such access to the records as the Illinois State Board of Education.
Assurance Signature Page
Submit Page
Submit Page – Data Entry Level

The application has not been submitted.

Assurances were agreed to on: 11/21/2012
Consistency Check was run on: 11/21/2012
District Data Entry
Business Manager
District Administrator
ISBE Program Administrator #1
ISBE Program Administrator #2

Lock Application  Unlock Application

Submit to Administrator
Submit Page – Business Manager Level

The application has not been submitted.

Assurances were agreed to on: 11/21/2012
Consistency Check was run on: 11/21/2012
District Data Entry submitted for district review on: 11/21/2012
Business Manager
District Administrator
ISBE Program Administrator #1
ISBE Program Administrator #2
Submit Page – District Administrator
Level

**Attention!**
The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the “Budget Detail” tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, and otherwise to act as the authorized representative of the applicant in connection with this grant agreement. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process. By hitting “Submit,” this grant agreement shall be deemed to be executed on behalf of the applicant.

| Assurances were agreed to on: | 11/21/2012 |
| Consistency Check was run on: | 11/21/2012 |
| District Data Entry submitted for district review on: | 11/21/2012 |
| Business Manager forwarded for administrator review on: | 11/21/2012 |
| District Administrator | |
| ISBE Program Administrator #1 | |
| ISBE Program Administrator #2 | |
The application has been submitted for review.

Assurances were agreed to on: 11/21/2012
Consistency Check was run on: 11/21/2012
District Data Entry submitted for district review on: 11/21/2012
Business Manager forwarded for administrator review on: 11/21/2012
District Administrator submitted to ISBE on: 11/21/2012
ISBE Program Administrator #1 approved the application on: 11/21/2012
ISBE Program Administrator #2 11/21/2012
Application History Page
Page Lock Control Page
Application Print
Submission Process Steps

• Complete and successfully save all pages.
• Run the Consistency Check on the Submit page
• Submit to the next review level, up through the District Administrator
• Have District Administrator sign all Assurances pages
• District Administrator should submit to ISBE
Review Process Steps

• ISBE reviewers will review the application and note any questions or concerns on the Review Checklist document.
• If ISBE staff reviews and finds no questions or concerns, the application will be approved and the budget will be loaded into FRIS.
• If there are questions or concerns, the ISBE reviewer will return the document to the district.
• An e-mail is generated to everyone on the History page when an application is returned for changes or approved.

• If the application is returned for changes, the applicant will receive an e-mail notification that the application has been returned for changes

• The applicant should open the Review Checklist, which also opens the application for changes to be made
Review Checklist Button
Review Checklist – cont.

• After addressing all issues, the district staff must re-run the Consistency Check on the Submit page
• District staff must re-submit to ISBE
• ISBE staff will review and ensure that all questions/concerns have been addressed
• ISBE staff will approve, which loads the budget into FRIS
Important Dates

• Start Date = November 1, 2012
• End Date = June 30, 2013 unless summer activities are requested. If summer activities, request an end date of 08/31/2013 on the Applicant Information page
• Amendment Due Date = all amendments must be submitted no later than 30 days prior to the approved end date of the project
General Help

• There are Instruction hyperlinks at the top of each application page. Don’t forget to use them if needed
• There is a spell-check link available. Follow the onscreen directions to use it
• There is a “printer-friendly” option to view a completed page to show all information. You may use this to print out a particular page if you do not need the entire application
General Help – cont.

• Work from left to right for best results
• Make sure all pages are saved before moving to another tab
• Save your work throughout the completion process
• Keep originals of any signed documents such as Private School Consultation forms and Principal Letters on file
• Use the helpdesk. Call them at (217)558-3600 between 7:00am – 4:30pm
REMINDER: NEVER Use the Browser “Back” Button!!
Fiscal Reminders

• Any amendments must be made before program changes take place either as a budget amendment or program amendment

WHEN TO AMEND:
– If anticipated expenditures will exceed 20% or $1,000, whichever is greater, on a budgeted cell
– When there is a major change in project scope
– When you are adding a new expenditure item
– If unique program requirements are added or changed

• Expenditure reports must be done by the 20th after the end of each quarter or more frequently if needed
Resources

• ISBE website:  http://www.isbe.net

• SEDL Afterschool Toolkit:  
  http://www.sedl.org/afterschool/toolkits

• You for Youth website:  http://y4y.ed.gov
Questions?
Contact Information

Illinois State Board of Education
100 N. 1st St. N-242
Springfield, IL 62777
217-524-4832

Marci Johnson, Division Supervisor
Kristy Jones, Principal Consultant
Joyce Krumtinger, Principal Consultant
Sarah McCusker, Principal Consultant