

**eGrant Management System**

**Printed Copy of Application**

Applicant: CITY OF CHICAGO SD 299

Application: School Improvement Grant (1003g) - 14

Cycle: Original Application

Sponsor/District: CITY OF CHICAGO SD 299

Date Generated: 1/27/2017 10:00:11 AM

Generated By: bobhartwig

---

## Overview

---

<b>PROGRAM:</b>	School Improvement Grants (SIB) under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by NCLB
<b>PURPOSE:</b>	To provide services to eligible school districts for intensive assistance to schools identified as in need of improvement under section 1116 of the No Child Left Behind (NCLB) reauthorization.
<b>PROGRAM TYPE:</b>	Continuation of a federal competitive grant
<b>FUNDING:</b>	<b>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.</b>
<b>CSFA NUMBER:</b>	586-44-0434
<b>CFDA NUMBER AND NAME:</b>	84.377 NCLB Title I Section 1003(g) School Improvement Grant (SIG)
<b>GATA INFORMATION:</b>	<a href="#">Grant Accountability and Transparency Act (GATA) website</a> <a href="#">GATA Rules</a> <a href="#">GATA Legislation</a> <a href="#">Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200)</a>
<b>LEGISLATION:</b>	<a href="#">Elementary and Secondary Education Act of 1965, as amended: Title I, Part A, Section 1003(g)</a>
<b>REGULATIONS/GUIDANCE:</b>	<a href="#">Federal Register - 2010</a> <a href="#">Federal Register - 2015</a>
<b>OTHER RESOURCES:</b>	<a href="#">Program Specifications</a> <a href="#">USDE Guidance for the School Improvement Grant - February 2011</a> <a href="#">USDE Guidance for the School Improvement Grant - March 2015</a>
<b>APPLICATION DUE DATE:</b>	Within 30 days of the application release for a July 1 start date
<b>AMENDMENT DUE DATE:</b>	Prior to obligation of funds and not later than 30 calendar days prior to the end of the program
<b>GRANT PERIOD:</b>	July 1 through June 30 each year
<b>BEGIN DATE:</b>	Within 30 days of the application release for a July 1 start date OR the submission date of the original application
<b>END DATE:</b>	June 30 unless an extension is approved on the District Information page
<b>EXPENDITURE REPORTS:</b>	Quarterly cumulative expenditure reports and a final completion report are required.

**Program Contact Person:**

Last Name*	First Name*	Middle Initial
<input type="text" value="Koylass"/>	<input type="text" value="Tabatha"/>	<input type="text"/>
Address 1*		
<input type="text" value="42 West Madison"/>		
Address 2		
<input type="text"/>		
City*	State*	Zip + 4 *
<input type="text" value="CHICAGO"/>	<input type="text" value="IL"/>	<input type="text" value="60602"/>
<input type="text"/>		
Phone*	Extension	Fax
<input type="text" value="773"/> <input type="text" value="553"/> <input type="text" value="2336"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
Summer Phone *	Extension	Email*
<input type="text" value="773"/> <input type="text" value="553"/> <input type="text" value="2336"/>	<input type="text"/>	<input type="text" value="tkoylass@cps.edu"/>
NCES Number*		
<input type="text" value="170993"/>		

- ☒ Check to indicate that the contact person for the budget is the same as the program contact person identified above.
- ☐ 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. (Not recommended)

**Activity Period:\***

- ☐ Regular Project Year - activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- ☒ Extended Project Year - activities occurring between project begin date and August 31. Possible new activities AFTER June 30 could be summer school, summer staff development activities and/or audit services.

**Grant Period:**

Begin Date: July 1, or the submission date of the original application, whichever is later

End Date:

**Applicant Comments:**

Use this text area for any needed explanations to ISBE in regard to this program.  
([count] of 7000 maximum characters used)

\*Required field

The Federal Funding Accountability and Transparency Act (31 U.S.C. 6102; 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 [also see 2 CFR part 170]).

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 to increase student achievement in mathematics and reading through compliance with the federal requirements associated with the specific school improvement intervention model (turnaround, transformation, restart, or closure).

**Project Description (do not use the & symbol):**

([count] of 255 maximum characters used)

School Improvement Grants assist the lowest performing schools in implementing drastic intervention models in order to substantially raise the achievement of their students in compliance with the Transformation Intervention Model.

**Agency DUNS Number \*:**

[Click here for additional DUNS information](#)

**OR** [Click here if you do not have a DUNS number](#)

**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.**

\* Required field  
v2.16

## Amendments

---

Use this page to report any amendment details. If this is an Initial application, you still need to respond to the first question, save the page and continue completing your application.

---

Is this an Original application or Amended application? \*

☒ Original Application      ☐ Amended Application

Amendment Number

## Grant Changes

Provide a brief description of the changes as well as the function/object codes which have been amended in this submission. (Limited to 1,500 characters)

([count] of 1500 maximum characters used)

---

\*Required field

---

Briefly describe your District's progress toward implementation of the ISBE-approved proposed reform strategy during the previous school year of the SIG 1003(g) school improvement efforts by answering the questions below. Within the narrative, incorporate evidence that the SIG funds were used to provide adequate resources to each SIG funded school in your district in order to substantially raise the achievement of the students.

**1. Describe challenges and successes encountered during the previous school year. Indicate for each of the 18 federally required metrics whether or not there has been growth (and how much) or not. If the District collects progress data, please reference that as well. \***

[Count] of 7800 maximum characters used

CPS has become very intentional around the impact that the SIG grant produces. The vision has been to create a natural laboratory of school improvement practices where hypotheses can be tested, lessons learned, and successful practices can be replicated across the district in schools with similar challenges even without the benefits of the SIG funding. The District has made major strides to improve the overall impact on reading and math scores, increasing graduation rates, and strengthening the culture and climate of SIG funded institutions. Under the leadership of the lead partner provider, NCS, Kelly and Bronzeville have both made significant gains in the above categories, especially in academics. Both Kelly and Bronzeville witnessed an increase in college applications, receiving a 100 percent success rate of students applying for both college and FAFSA. Three years ago, about 65 percent of Kelly seniors were applying to colleges and 85% of eligible students completed FAFSA. For the last two years, 100 percent of Kelly seniors have applied to 3 or more colleges and nearly 100 percent completed FAFSA. Scholarship amounts received by Kelly's graduating classes have also tripled during the three-year SIG cycle, even though senior classes are a little smaller than they were three years ago. College matriculation rates have also increased to nearly 60 percent from slightly less than 50 percent three years ago. Bronzeville students received over \$5 million worth of scholarships. Teacher/student attendance rates have also spiked to 91 percent at both institutions. Cohort 4 has done an exceptional job in response to academics as well. Bronzeville increased its classes in Advanced Placement, Dual Enrollment, or Career Readiness (e.g. certification) Course Offerings (High School Only) - BSI now offers Dual Enrollment Psychology and English as well as Advanced Placement English, History and Statistics. Three years ago, only about 10% of Kelly students were earning early college credentials, mainly through the IB Programme and AP courses. While the number of students in these options continues to increase, the school is now offering dual credit courses in English, Math, and Social studies through the City Colleges of Chicago. There are some areas of improvement that the schools are focusing on, with special attention to increasing graduation rates and decreasing the number of incident reports. Incidents of misconduct have increased at both Kelly and Bronzeville, however they are projected to go back down due to the implementation of new restorative responses. At Kelly, while the more serious misconduct levels have remained steady with about 400 incidents per year, this represents a 60% reduction from levels experienced five years ago. There has also been a drastic increase in less serious incidents of misconduct from only about 200 Group 3 incidents and no Group 1 or 2 incidents recorded three years ago to between 700 and 800 incidents over the last three years. With the implementation of BARJ in its third year, Bronzeville have seen an increase in restorative justice practices in the school as well. When there are in misconducts in the school, over half of them about 56% are addressed through restorative practices. Although Kelly's on-track rate declined between AY13-14 and AY14-15 (from 78.1 percent to 73.2 percent), the longer-term trend over time is distinctly positive. They have reached between 70-80 percent for three consecutive years, whereas the three years prior were all below 70 percent. Bronzeville grew its on-track rate to 93 percent. To manage the on-track progress, both intuitions implemented new programs and strategies. During the summer, all freshman students at Bronzeville were invited to participate in Freshman Connection, a summer program that helps provide incoming freshmen the opportunity to become familiar with the expectations of high school. It also allows them the ability to get to know the building, staff and other students prior to the school year starting. This year 52 percent of students participated in Freshman Connection. This program has shown success throughout the district in increasing student GPA and attendance, and decreasing student misconducts. Other improvements include the formation of a Freshmen Academy at Kelly, with plans to scaffold this up by forming a grade level team for 10th grade teachers next school year. This has led to improved outcomes for freshmen by providing consistent classroom expectations, grading policies, and collaboration time for teachers.

**2. Describe any significant programmatic changes that will take place during the fiscal year. \***

[Count] of 7800 maximum characters used

When Kelly High School applied for SIG, the desire to transform the school from a positive high school environment to a college-going culture was articulated. Kelly has made great strides in this endeavor. The ILT has been transformed from a committee of department chairpersons and program coordinators who focused on school operations to a committed group of teacher leaders focused on instructional improvement. They have selected a target instructional area supported by a powerful practice embedded in the Reading Apprenticeship Framework and stuck with it for three years. They have recruited over 2/3 of the teaching staff to complete Reading Apprenticeship training aimed at providing content area teachers strategies to be able to improve reading in the context of subject area instruction, and they have supported their implementation by organizing learning walks. These provide opportunity to observe best practice and elicit collegial feedback in a safe environment. Dramatic improvements in the instructional program for English Language Learners include both compliance-based and instructional shifts. Prior to SIG, only about 60% of EL students participated in ACCESS testing, and about the same percentage were in compliance with respect to instructional services by qualified teachers. This year, 100% of EL students took ACCESS, and instructional compliance has also dramatically improved. Unit Plans are being developed that incorporate CCSS and WIDA standards, and teachers are engaged in ongoing, embedded professional learning and coaching to support improvement of instruction. There is room for improvement, but great strides have been made to improve the program for English Learners. Culture and climate have also enjoyed positive transformation as a result of SIG. A Social and Emotional Support (SAS) team has been formed and charged with developing consistent policies. This includes monitoring the Start on Time program, which provides supervision of hallways during passing periods, and ensures students are in classes on time. They have also developed disciplinary policies and supported teachers in implementing CHAMPS to provide consistency in classroom procedures and behavior management. A CARE Team was also formed as a clearinghouse for Level 2 and 3 MTSS referrals and ensures appropriate academic, social and emotional intervention services are provided to students in need. They have refined a process to allow teachers and other school staff to refer students for needed interventions. Programs and opportunities for parental engagement and governance at the school have also been organized under the Parent University umbrella. Prior to SIG, there were a variety of piecemeal opportunities for parents, but these are now more accessible due to a high level of organization and community outreach. It is critical to engage parents in order to empower them to be able to support their children in post-secondary educational endeavors, and Kelly has enjoyed growth in this area as well. Bronzeville continues to participate in trainings and professional development offered by their lead partner, The Network of College Success (NCS). Team Leads participated in Critical Friends Training, Instructional Leadership Team Institute days, College Readiness Institute, and a Facilitators Leaders Collaborative. These trainings started during the summer but are ongoing throughout the year, to support faculty and staff to further improve their practice. NCS also provides on-site support and professional development on instructional improvement (ILT), college readiness, on-track, and social and academic supports. BSI is focusing on identifying an individual to be trained in the data systems, to carry on the work of the data strategist once the grant is over. With new leadership it was important

to set the tone and to introduce the instructional focus for the year. August professional development included sessions on Culture and Climate, Assessment for Mastery, Authentic Assessment, Learning Labs, and Project Based Learning. BSI also began the year by reviewing end of the year data to set the stage for the upcoming year. They continue to provide regular PDs focused on unit planning, understanding the IB fundamentals and how they relate to the vision of the school, as well as curriculum mapping. In addition, two of the afternoons the whole school participated in a 2 day Blended Learning training to better implement technology in the classroom. Staff participates in Wednesday afternoon PD every week. The focuses of these sessions allow them to follow up and provide additional inputs for the sessions that we had at the beginning of the year. As mentioned, PD takes place every Wednesday afternoon through flex days. This has been extremely beneficial as staff have been able to use this time to enhance their skills more regularly. Some of the topics that were areas of focus are IB unit planning, Restorative Justice Practices, Project Based Learning through Problem Solving, The Social Emotional Needs of the Students, Assessment for Mastery Grading Practices, Updates on Student Town Halls, Advisory Ideas and Updates. These PDs have been beneficial because they not only allow information to be disseminated, but also for conversations to be had on topics that may come up, or for PLCs to engage each other on ideas. Staff share data through these meetings, as well as protocols that staff can use in their classes. Both schools will not use a lead partner provider in the final sustainability year, but will continue to strengthen the systems, processes and procedures they have worked on over the past three years to for sustained capacity in their buildings.

\* Required Fields

Please provide your annual improvement goal for improving student achievement in reading. For each Goal statement, summarize the objectives and desired outcomes. Up to four additional Objectives, Measurable Outcomes, Evidence of Improvement, Target Dates of Completion, and Responsible Entity fields may be added through the use of the Add Additional Entries button at the bottom of the page.

### Goal Example --

The 2014 state accountability assessment(s) results show XX percent of the district's ALL students in the Meets/Exceeds category in reading. The percent of ALL students in the Meets/Exceeds Category will increase to XX on the 2015 state accountability assessment(s) (year 2).

**NOTE: To avoid error message, do not use the ampersand symbol (&). Do not use other special characters. Do not copy/paste bulleted lists from Word. Copy into a text document before pasting into the areas below.**

### Goal Statement\*

([count] of 500 maximum characters used)

LEA Goal 1: Increase Student Achievement in Reading: Over the three years of full implementation and the final year of sustainability, awarded schools will reduce by 10% annually the percentage of students performing below the college readiness benchmark on SAT or the state standard on PARCC.

### Objective\*

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

Obj 1.1: Implement a literacy instructional program in which the ELA CCSS, curriculum, assessments, and instructional strategies are aligned and guide the core work of instruction within the discipline of English Language Arts and across content areas. Obj 1.2: Develop, implement a comprehensive PD model to provide tchrs an in-depth understanding of the ELA CCSS and the content knowledge required to improve instructional practice and student achievement for ELA and across content areas. Obj 1.3: Develop, implement MTSS that integrates academic and behavior instruction and intervention into one system to support all students in meeting the ELA CCSS learning expectations. Obj 1.4: Institute systematic process for identifying and providing structured literacy intervention and support for at-risk 9th graders. Obj 1.5: Institute systematic process for reviewing and using quantitative and qualitative data to inform decisions regarding instructional practice and student learning.

### Measurable Outcome(s)\*

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

1.1.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt 1.2.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt 1.2.2: Increased % of literacy activity observed in instructional rounds, coaching sessions 1.3.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt 1.3.2: Increase proper pacing and completion of identified students on supplemental programs 1.4.1: 10% ann reduction in 9th grade students off-track 1.4.2: Increase instructional time on task for identified students 1.4.3: Increase proper pacing and completion of identified students on supplemental programs 1.5.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt 1.5.2: 10% ann reduction in off-track rate for all students 1.5.3: Increased % of time on data inquiry, increased quality of data analysis during common planning time

### Evidence of Improvement or Progress\*

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.

([count] of 1000 maximum characters used)

1.1.1: As measured by district-administered assessments (e.g., PARCC and SAT) 1.2.1: As measured by district-administered assessments (e.g., PARCC and SAT) 1.2.2: Whole-year professional development plan 1.3.1: As measured by district-administered assessments (e.g., PARCC and SAT) 1.3.2: Progress monitoring of supplemental programs 1.4.1: As measured by school benchmark assessments 1.4.2: Programmatic evidence of increased instructional time 1.4.3: Progress monitoring of supplemental programs 1.5.1: As measured by district-administered assessments (e.g., PARCC and SAT) 1.5.2: As measured by school benchmark assessments 1.5.3: Grade-level and content-level team meeting artifacts, including, but not limited to, agendas, minutes, and action items

### Target Date of Completion\*

6/30/2017 (mm/dd/yyyy)

### Responsible Entity\*

([count] of 100 maximum characters used)

Principal, School Staff, Lead Partner, District

\*Required field



Please provide your annual improvement goal for improving student achievement in math. For each Goal statement, summarize the objectives and desired outcomes. Up to four additional Objectives, Measurable Outcomes, Evidence of Improvement, Target Dates of Completion, and Responsible Entity fields may be added through the use of the Add Additional Entries button at the bottom of the page.

**Goal Example --**

The 2014 state accountability assessment(s) results show XX percent of the district's ALL students in the Meets/Exceeds category in math. The percent of ALL students in the Meets/Exceeds Category will increase to XX on the 2015 state accountability assessment(s) (year 2).

**NOTE: To avoid error message, do not use the ampersand symbol (&). Do not use other special characters. Do not copy/paste bulleted lists from Word. Copy into a text document before pasting into the areas below.**

**Goal Statement\***

([count] of 500 maximum characters used)

LEA Goal 2: Increase Student Achievement in Math: Over the three years of full implementation and the final year of sustainability, awarded schools will reduce by 10% annually the percentage of students performing below the college readiness benchmark on SAT or the state standard on PARCC.

**Objective\***

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

Obj 2.1: Implement a math instructional program in which the Math CCSS, curriculum, assessments, and instructional strategies are aligned and guide the core work of instruction and learning Obj 2.2: Develop, implement a comprehensive PD model to provide teachers an in-depth understanding of the Math CCSS and the content knowledge required to improve instructional practice and student achievement. Obj 2.3: Develop, implement a MTSS framework that integrates academic and behavior instruction and intervention into a single system to support all students in meeting the CCSS math learning expectations. Obj 2.4: Institute a systematic process for identifying and providing structured Mathematics intervention and support for at risk 9th graders. Obj 2.5: Institute a systematic process for reviewing and using quantitative and qualitative data to inform decisions regarding teacher instructional practice and student learning needs.

**Measurable Outcome(s)\***

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

2.1.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt 2.2.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt 2.2.2: Increased % of literacy activity observed in instructional rounds, coaching sessions 2.3.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt 2.3.2: Increase proper pacing and completion of identified students on supplemental programs 2.4.1: 10% ann reduction in 9th grade students off-track 2.4.2: Increase instructional time on task for identified students 2.4.3: Increase proper pacing and completion of identified students on supplemental programs 2.5.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt 2.5.2: 10% ann reduction in off-track rate for all students 2.5.3: Increased % of time on data inquiry, increased quality of data analysis during common planning time

**Evidence of Improvement or Progress\***

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.

([count] of 1000 maximum characters used)

2.1.1: As measured by district-administered assessments (e.g., PARCC and SAT) 2.2.1: As measured by district-administered assessments (e.g., PARCC and SAT) 2.2.2: Whole-year professional development plan 2.3.1: As measured by district-administered assessments (e.g., PARCC and SAT) 2.3.2: Progress monitoring of supplemental programs 2.4.1: As measured by school benchmark assessments 2.4.2: Programmatic evidence of increased instructional time 2.4.3: Progress monitoring of supplemental programs 2.5.1: As measured by district-administered assessments (e.g., PARCC and SAT) 2.5.2: As measured by school benchmark assessments 2.5.3: Grade-level and content-level team meeting artifacts, including, but not limited to, agendas,

**Target Date of Completion\***

6/30/2017 (mm/dd/yyyy)

**Responsible Entity\***

([count] of 100 maximum characters used)

Principal, School Staff, Lead Partner, District

\*Required field

Please provide your annual improvement goal for improving student achievement. For each Goal statement, summarize the objectives and desired outcomes. Up to four additional Objectives, Measurable Outcomes, Evidence of Improvement, Target Dates of Completion, and Responsible Entity fields may be added through the use of the Add Additional Entries button at the bottom of the page.

### Goal Example --

The 2014 state accountability assessment(s) results show XX percent of the district's ALL students in the Meets/Exceeds category in X. The percent of ALL students in the Meets/Exceeds Category will increase to XX on the 2015 state accountability assessment(s) (year 2).

**NOTE: To avoid error message, do not use the ampersand symbol (&). Do not use other special characters. Do not copy/paste bulleted lists from Word. Copy into a text document before pasting into the areas below.**

### Goal Statement

([count] of 500 maximum characters used)

LEA Goal 3: Increase Student Graduation Rate: Over the three years of implementation and the final year of sustainability, schools will reduce by 10% points annually the number of students not graduating.

### Objective

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

Obj 3.1: Increase opportunities, participation levels, and success rates in higher-level coursework (e.g., Honors, Advanced Placement, IB, and Dual Enrollment) for students in grades 9-12. Obj 3.2.1: Develop systems to monitor whether students are on track for graduation and provide appropriate academic and/or social/emotional interventions as needed. Obj 3.3: Establish multiple credit recovery opportunities. Obj 3.4: Build a school-wide academic culture that fosters and promotes college and career readiness. Obj 3.5: Expand alternative learning opportunities for at risk students

### Measurable Outcome(s)

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

3.1.1: Increase number of high-level courses for students 3.1.2: Increase enroll in high-level courses 3.1.3: Increase % of students with 3.00 GPA or better in higher-level courses 3.1.4: Increase % of students completing IB cert 3.1.5: Increase % of students completing Dual Enroll 3.2.1: 10% ann reduction students not mtg coll readiness benchmarks, by district-admin asmt 3.2.2: 10% ann reduction off-track rate for students 3.2.3: Increased % of time on data inquiry, quality of data analysis in comn plng time 3.3.1: Decrease drop-out rate 3.3.2: Increase 5yr grad rate 3.3.3: 10% ann reduce off-track rate 3.4.1: 9-12 coll prep, readiness plan 3.4.2: 100% of seniors complete 3 or more coll apps 3.4.3: 90% of elig seniors complete FAFSA 3.4.4: 100% of seniors with post-second plan 3.4.5: 3% ann increase in coll enrollment 3.5.1: 3.0% ann decrease 1yr drop-out 3.5.2: Increase external partner grad rate 3.5.3: Increase 5yr grad rate 3.5.4: 10% ann reduce off-track

### Evidence of Improvement or Progress

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.

([count] of 1000 maximum characters used)

3.1.1: Sched of high-level courses for students 3.1.2: Yr-to-yr comparative enrollment numbers in high-level courses 3.1.3: Yr-to-yr comparative enrollment % of students with 3.00 GPA or better enrolled in high-level courses 3.1.4: Yr-to-yr comparison of students completing IB cert 3.1.5: Semester-to-semester and yr-to-yr comparison of students completing Dual Enrollment 3.2.1: Measrd by dist-administered asmt 3.2.2: Measrd by sch benchmark asmt 3.2.3: Grade level and content level team mtg artifacts, incl, but not lmt d to, agendas, minutes, action items 3.3.1: Dist dashbrd 3.3.2: Dist dashbrd 3.3.3: Measrd by scc benchmark asmt 3.4.1: Sch-wide coll readiness plan 3.4.2: Post-second tracking form 3.4.3: Rept from chooseyourfuture.com 3.4.4: Complete Individual Learning Plans (ILPs) 3.4.5: Rpt from Natl Clearinghouse 3.5.1: Dist dashboard 3.5.2: PASS rept and external partners completion/success report 3.5.3: Dist dashbrd 3.5.4: Measurd by sch benchmark asmt

### Target Date of Completion

6/30/2017 (mm/dd/yyyy)

### Responsible Entity

([count] of 100 maximum characters used)

Principal, Lead Partner, District

Please provide your annual improvement goal for improving student achievement. For each Goal statement, summarize the objectives and desired outcomes. Up to four additional Objectives, Measurable Outcomes, Evidence of Improvement, Target Dates of Completion, and Responsible Entity fields may be added through the use of the Add Additional Entries button at the bottom of the page.

#### Goal Example --

The 2014 state accountability assessment(s) results show XX percent of the district's ALL students in the Meets/Exceeds category in X. The percent of ALL students in the Meets/Exceeds Category will increase to XX on the 2015 state accountability assessment(s) (year 2).

**NOTE: To avoid error message, do not use the ampersand symbol (&). Do not use other special characters. Do not copy/paste bulleted lists from Word. Copy into a text document before pasting into the areas below.**

#### Goal Statement

([count] of 500 maximum characters used)

LEA Goal 4: Improve school-wide culture and climate by decreasing the one-year school drop-out rate by 3% annually

#### Objective

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

Obj 4.1: Establish systems for monitoring and improving student attendance at all grade levels  
Obj 4.2: Establish student enrichment and academic reinforcement opportunities at all grade levels  
Obj 4.3: Establish an 8th grade transition program to prepare incoming freshmen for high school  
Obj 4.4: Develop process that allows schools to monitor 5Essentials and develop plans to maintain or improve each essential as levers for impacting academic performance in reading and/or math.

#### Measurable Outcome(s)

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

4.1.1: Higher of 10% reduction in abs rate or 90% attndce for schs below 90%; 10% reduction in abs rate for schs btwn 90% and 90%; 95% attndce for schs at/above 95%  
4.1.2: Decr truancy overall, grd lev, subgrps  
4.1.3: Decr tardiness and grd lev  
4.2.1: Incr % participn of students in after sch acadenrichmnt  
4.2.2: Incr on-track % of students involved in acad enrichmnt  
4.2.3: Higher 10% reduction in abs rate or 95% attnd sch below 95%; 10% reduction in abs rate sch btwn 95% and 98%; 98% attnd schools at/above 98%  
4.2.4: Decr truancy, grd level, subgrps  
4.2.5: Decr tardiness and grd lev  
4.2.6: Decr drop-out  
4.3.1: 10% ann reduction in 9th grd students off-track  
4.4.1: incr pr yr in Eff Ldrs  
4.4.2: incr pr yr in Collab Tchrs  
4.4.3: inc pr yr in Involve Families increase  
4.4.4: incr pr yr in Support Envirmnt

#### Evidence of Improvement or Progress

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.

([count] of 1000 maximum characters used)

4.1.1: District dashboard  
4.1.2: District dashboard  
4.1.3: District dashboard  
4.2.1: Internal tracking  
4.2.2: District report  
4.2.3: District dashboard  
4.2.4: District dashboard  
4.2.5: District dashboard  
4.2.6: District dashboard  
4.3.1: As measured by school benchmark assessments  
4.4.1: 5Essentials report  
4.4.2: 5Essentials report  
4.4.3: 5Essentials report  
4.4.4: 5Essentials report  
4.4.5: 5Essentials report

#### Target Date of Completion

6/30/2017 (mm/dd/yyyy)

#### Responsible Entity

([count] of 100 maximum characters used)

Principal, School Staff, Lead Partner, District

Provide all the requested information regarding school specific data, as outlined below.

**1. FOR ALL SCHOOLS: Download the Individual School Strategies document linked below and save to your hard drive.**

[Individual School Strategies](#)

- Complete a set for each SIG 1003(g) funded school in this cohort and save it separately.
- Name each document Strategies, followed by a hyphen, followed by the school name, followed by a hyphen, followed by the Region-County-District-Type code number.  
*Example: Strategies-AdamsSchool-01-001-0010-26*
- NOTE: Do not use the ampersand symbol (&) or other special characters - it will prevent reviewers from accessing the document.
- Using the Browse button below, locate the required document(s). Double-click to display in the window.
- Click on the Upload button. The name of the uploaded document(s) will display in the green box below.
- Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button below.
- NOTE: Files can only be deleted until the application is submitted to ISBE. After that, files will remain and any revised versions should have REV added to the beginning of the file name before re-uploading.

**2. FOR COHORT 4 SCHOOLS ONLY: Download the School Improvement Grant Sustainability Template linked below and save to your hard drive.**

[School Improvement Grant Sustainability Template](#)

- Complete the Sustainability Template for each SIG 1003(g) funded school receiving sustainability funds.
- Name each document Sustainability, followed by a hyphen, followed by the school name, followed by a hyphen, followed by the Region-County-District-Type code number.  
*Example: Sustainability-AdamsSchool-01-001-0010-26*
- Repeat the steps to upload the completed documents.

**3. FOR COHORT 6 SCHOOLS ONLY: Download the Individual School Baseline Data form linked below and save to your hard drive.**

[Individual School Baseline Data](#)

- Complete the Baseline Data form for each SIG 1003(g) funded school receiving funds.
- Name each document Baselinedata, followed by a hyphen, followed by the school name, followed by a hyphen, followed by the Region-County-District-Type code number.  
*Example: Baselinedata-AdamsSchool-01-001-0010-26*
- Repeat the steps to upload the completed documents.

Choose File no file selected

[Click here for instructions on how to upload files](#)

BSI FY16 SIG Individual School Strategies Form (4).pdf  
Kelly SIG School Strategies Sustainability 2016 10-7-16.pdf  
KellySIGSustainabilityNarrative20168-17-16.docx (2).pdf  
BSI-SchoolImprovementGrantSustainabilityFY17.docx (1) (1).pdf

Any uploaded files will appear to the left.

Provide any necessary comments or explanations related to uploaded files below.

([count] of 1500 maximum characters used)

---

**School Contact Information**[Instructions](#)**Contact Information**

School Name \*

Kelly High School

NCES # \*

170993000920

School Principal

Last Name \*

Carlos

First Name \*

Lisa

Middle  
Initial

Address 1 \*

4136 South California

Address 2

City \*

Chicago

State \*

IL

Zip +4 \*

60632

1817

Phone \*

773 535 4900

Extension Fax

Summer Phone

773 535 4900

Extension Email

lbucciarell@cps.edu

---

**Individual School Information**

School Federal Academic Status \*

ESEA Flexibility Waiver

School State Academic Status \*

ESEA Flexibility Waiver

Selected Intervention Model \*

Transformation

---

**Individual School On-Site Lead Partner**

Name of Lead Partner \*

n/a

Lead Contact Last Name \*

n/a

First Name \*

n/a

Middle Initial

Address 1 \*

n/a

Address 2

City \*

n/a

State \*

na

Zip +4 \*

00000

0000

Phone \*

000 000 0000

Extension

Fax

Email

ISBE Approved Lead Partner \*

☒ Yes☐ No

---

\* Denotes required fields



---

**School Contact Information**[Instructions](#)**Contact Information**

School Name

Bronzeville Scholastic

NCES #

170993005792

School Principal

Last Name

Glover-Douglas

First Name

Stephanie

Middle  
Initial

Address 1

4934 S. Wabash

Address 2

City

Chicago

State

IL

Zip +4

60615

2136

Phone

773 535 1105

Extension Fax

Summer Phone

773 535 1105

Extension Email

skglover-dou@cps.edu

---

**Individual School Information**

School Federal Academic Status

School State Academic Status

ESEA Flexibility Waiver

ESEA Flexibility Waiver

Selected Intervention Model

Transformation

---

**Individual School On-Site Lead Partner**

Name of Lead Partner

n/a

Lead Contact Last Name

n/a

First Name

n/a

Middle Initial

Address 1

n/a

Address 2

City

n/a

State

NA

Zip +4

00000

0000

Phone

000 000 0000

Extension

Fax

Email

ISBE Approved Lead Partner

☒ Yes☐ No

---

**School Contact Information**[Instructions](#)**Contact Information**

School Name

NCES #

School Principal

Last Name

First Name

Middle  
Initial

Address 1

Address 2

City

State

Zip +4

Phone

Extension Fax

Summer Phone

Extension Email

---

**Individual School Information**

School Federal Academic Status

School State Academic Status

Selected Intervention Model

---

**Individual School On-Site Lead Partner**

Name of Lead Partner

Lead Contact Last Name

First Name

Middle Initial

Address 1

Address 2

City

State

Zip +4

Phone

Extension

Fax

Email

ISBE Approved Lead Partner

☐ Yes☐ No

---



---

**School Contact Information**[Instructions](#)**Contact Information**

School Name

NCES #

School Principal

Last Name

First Name

Middle  
Initial

Address 1

Address 2

City

State

Zip +4

Phone

Extension Fax

Summer Phone

Extension Email

---

**Individual School Information**

School Federal Academic Status

School State Academic Status

Selected Intervention Model

---

**Individual School On-Site Lead Partner**

Name of Lead Partner

Lead Contact Last Name

First Name

Middle Initial

Address 1

Address 2

City

State

Zip +4

Phone

Extension

Fax

Email

ISBE Approved Lead Partner

☐ Yes☐ No

---

---

**School Contact Information**[Instructions](#)**Contact Information**

School Name

NCES #

School Principal

Last Name

First Name

Middle  
Initial

Address 1

Address 2

City

State

Zip +4

Phone

Extension Fax

Summer Phone

Extension Email

---

**Individual School Information**

School Federal Academic Status

School State Academic Status

Selected Intervention Model

---

**Individual School On-Site Lead Partner**

Name of Lead Partner

Lead Contact Last Name

First Name

Middle Initial

Address 1

Address 2

City

State

Zip +4

Phone

Extension

Fax

Email

ISBE Approved Lead Partner

☐ Yes☐ No

---

The application has been submitted. No more updates will be saved for the application.

	<b>SIG1003g-4339</b>
<b>Current Year Allotment</b>	\$0
<b>Reallotted Funds (+)</b>	
<b>Released Funds (-)</b>	
<b>Carryover (+)</b>	\$1,301,738
<b>PrePayment (+)</b>	0
<b>SUB TOTAL</b>	\$1,301,738
<b>Multi-District</b>	
<b>Transfer In (+)</b>	0
<b>Transfer Out (-)</b>	0
<b>Administrative Agent</b>	
<b>ADJUSTED SUB TOTAL</b>	\$1,301,738
<b>TOTAL AVAILABLE</b>	\$1,301,738
	<b>SIG1003g-4339</b>

**Budget Distribution**

Instructions

Provide award breakout for the District and for each school identified for intervention. Also, provide a name for each school receiving SIG 1003(g) funds in the text area provided.

**Please note:** The Calculate Totals button does not Save the page, nor does the Save Page button properly recalculate funding distribution. Anytime you redistribute funds and/or change an Award Amount, first use the Calculate Total button and then the Save Page button.

		<b>Award</b>
	<b>Amount Reserved for District</b>	50000
School 1 Name	Kelly High School	475000
School 2 Name	Bronzeville Scholastic	475000
School 3 Name		
School 4 Name		
School 5 Name		
School 6 Name		
School 7 Name		
School 8 Name		
	<b>TOTAL Distribution (must equal Total Award Amount below)</b>	1000000
	Total Award amount - Total Award Breakout (difference):	0
	<b>Total Award Amount</b>	1301738

**The application has been approved. No more updates will be saved for the application.**

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: Please review the Instructions link for details that apply to your specific grant regarding teacher's retirement. Contact your program consultant with any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.

[Description of Function Codes and Object Codes](#)

Function Code	Object Code	Expenditure Description and Itemization	SIG1003g-4339 Funds	Delete Row
1000	100	Bronzeville: Extended day to provide instructional support for students Summer Connection transition program (est. 4 teachers x \$45/hr x 150 hrs)	27000	<input type="checkbox"/>
1000	100	Kelly: Extended day pay for teachers providing tutoring for off-track students (est. 8 teachers x 35 weeks x 5 hours/week x \$45.55 per hour)	63770	<input type="checkbox"/>
1000	200	Bronzeville: Medicare @ 1.45% for extended day for Summer Connection teachers	392	<input type="checkbox"/>
1000	200	Kelly: Medicare @ 1.45% for extended day pay for teachers providing tutoring	925	<input type="checkbox"/>
1000	300	Kelly: AP Insight subscription to support the rigorous curriculum in US History, Calculus, and Chemistry (88 students and 3 teachers: Teachers \$1,067, Students \$1,324. Total with 10% College Board discount is \$2,152)	2152	<input type="checkbox"/>
1000	400	Bronzeville: Supplemental supplies for students to help increase student achievement (supplemental workbooks, paper, additional library books, science equipment, math equipment)	7475	<input type="checkbox"/>
1000	400	Kelly: Supplies for core areas and the social-emotional teams for students, such as binder inserts, notebooks, pens, pencils, highlighters, etc.	18648	<input type="checkbox"/>
2110	100	Bronzeville: 1.0 FTE SEL Coordinator - will work with attendance, discipline, security and outside partnerships to create a cohesive sustainable positive school culture.	80000	<input type="checkbox"/>
2110	100	Kelly: Retired CPS social worker to provide part-time social work interventions for at-risk students referred by the CARE team (est. 12 hours/week x 30 weeks/ \$37.44/hour)	13478	<input type="checkbox"/>
2110	200	Bronzeville: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE SEL Coordinator	25423	<input type="checkbox"/>
2110	200	Kelly: Medicare @ 1.45% and FICA @ 6.2% for retired CPS social worker	1031	<input type="checkbox"/>
2110	300	Bronzeville: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE SEL Coordinator	1048	<input type="checkbox"/>
2120	100	Bronzeville: Extended day to provide instructional support for students Summer Connection transition program (est. 2 Counselors x \$45/hr x 150 hrs)	13500	<input type="checkbox"/>
2120	100	Bronzeville: .75 Post Secondary Coach will support systemic development of BSI's college culture to ensure a scaffolded approach for 8th grade transition to graduation	38955	<input type="checkbox"/>
2120	100	Kelly: 1.0 FTE On-track Counselor to improve on-track graduation rate for students of all grade levels through grade-level meetings, data reviews, and direct student interventions	54162	<input type="checkbox"/>
2120	100	Kelly: 1.0 FTE Guidance Counselor Assistant to work as a dean for MTSS and Attendance. The dean will develop and monitor action plans for students with academic and social-emotional interventions	38247	<input type="checkbox"/>
2120	200	Bronzeville: Medicare @ 1.45% for extended day for Summer Connection counselors	196	<input type="checkbox"/>
2120	200	Bronzeville: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for .75 Post Secondary Coach	15052	<input type="checkbox"/>
2120	200	Kelly: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE On-track Counselor	20784	<input type="checkbox"/>
2120	200	Kelly: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Guidance Counselor Assistant	17459	<input type="checkbox"/>
2120	300	Bronzeville: Unemployment & Workers Compensation @ 1.31% for .75 Post Secondary Coach	366	<input type="checkbox"/>
2120	300	Kelly: Naviance Alumni Tracker to track college persistence for graduates	234	<input type="checkbox"/>
2120	300	Kelly: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE On-track Counselor	710	<input type="checkbox"/>
2120	300	Kelly: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Guidance Counselor Assistant	501	<input type="checkbox"/>
2210	100	Bronzeville: 1.0 FTE Data Coach - will help build sustainable practices around a data culture in the school, by training staff in using assessment, and future data to increase student outcomes.	80000	<input type="checkbox"/>
2210	100	Kelly: Substitutes to cover classes for teachers participating in Guided Visits, peer observation, learning walks, and other professional development (est. 62.5 days x \$160/day)	10000	<input type="checkbox"/>
2210	100	Kelly: 1.0 FTE Teacher with full or partial release time to provide coaching and support to teachers and department chairs in curriculum development, planning, and improvement of teaching and learning through integration of best instructional practices	74629	<input type="checkbox"/>
2210	100	Kelly: Extended day for teachers participating in professional development around common core standards, WIDA, restorative justice practices, SEL, as well as changes in curriculum development. ( est. 70 teachers x 15 hours x \$39.10/hour)	42160	<input type="checkbox"/>
2210	200	Bronzeville: Medicare @ 1.45% for extended day for teachers to meet in professional learning communities	783	<input type="checkbox"/>

2210	200	Bronzeville: Medicare @ 1.45% and Teacher Pension @ 18.16% for substitutes	441	<input type="checkbox"/>
2210	200	Bronzeville: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Data Coach	25423	<input type="checkbox"/>
2210	200	Kelly: Medicare @ 1.45% and Teacher Pension @ 18.16% for substitutes	1961	<input type="checkbox"/>
2210	200	Kelly: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE Teacher	25775	<input type="checkbox"/>
2210	300	Bronzeville: Instructional coaching consultant will work with teachers to lead the assessment and authentic task creation (est. \$50hr x 300/hr)	15000	<input type="checkbox"/>
2210	300	Bronzeville: Contract with Academic Approach to provide teaching support training for ACT to SAT interim assessments to improve student PARCC/PSAT/SAT achievement; including some benchmark assessments and data analysis, materials (prep books for PSAT/SAT).	50850	<input type="checkbox"/>
2210	300	Bronzeville: Contract with Laynie foundation to provide de-escalation workshops to build sustainable practices for the staff around restorative justice practices	10000	<input type="checkbox"/>
2210	300	Bronzeville: Extended day for teachers to meet in professional learning communities to create assessments and authentic tasks (est. 30 teachers x \$45/hr x 40 hrs)	54000	<input type="checkbox"/>
2210	300	Bronzeville: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Data Coach	1048	<input type="checkbox"/>
2210	300	Kelly: Seminars, conference fees for professional learning for EL teachers, teachers of diverse learners, core area teachers for CCSS and SAT, and SEL	10000	<input type="checkbox"/>
2210	300	Kelly: Consultant (IRC) to provide professional development for curriculum and instruction, academic language and implementation of WIDA standards	7500	<input type="checkbox"/>
2210	300	Kelly: AVID Institute Registration Fee	3000	<input type="checkbox"/>
2210	300	Kelly: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Teacher	611	<input type="checkbox"/>
2210	300	LEA: NCLB Conference registration fees for schools, LEA, and Network staff (est. 5 staff/school x \$500/person)	5000	<input type="checkbox"/>
2210	400	Bronzeville: Books and Supplies for Professional Development (chart paper, markers, projector, books, note pads, and a professional library)	11754	<input type="checkbox"/>
2210	400	Bronzeville: Substitutes to provide classroom support for teachers, attending professional development (est. 1 day of professional development x 15 teachers x \$150/day)	2250	<input type="checkbox"/>
2220	500	Kelly: Set up of a computer lab for personalized instruction; small group social and academic interventions. The lab will have computer section and a space for collaborative design. It will be used by students and teachers and will have space for common planning and professional development around MTSS and SEL (est. 40 stations x \$887 each) each	35480	<input type="checkbox"/>
2300	100	LEA: Part-time employee to provide administrative support for transition and ongoing SIG requirements (est. 1 employee x \$25/hr x 20 weeks x 2 hours/week)	1000	<input type="checkbox"/>
2300	100	LEA: Part-time employee to provide instructional supports to schools and Networks (est. 1 employee x \$40/hr x 25 weeks x 5 hours/week)	5000	<input type="checkbox"/>
2300	100	LEA: 0.1 FTE SIG Performance Measures and Reporting Specialist	7870	<input type="checkbox"/>
2300	100	LEA: 0.1 FTE SIG Specialist to provide program and budget support to all schools	7870	<input type="checkbox"/>
2300	100	LEA: 0.1 FTE SIG Director to provide leadership and counsel to SIG Principals in the strategy and management of grant funds, personnel, and vendor partners, as well as managing the district's ongoing compliance with all state and federal SIG requirements and guidelines	10000	<input type="checkbox"/>
2300	200	LEA: Medicare @ 1.45%, FICA @ 6.2% for part-time employee to provide administrative support	76	<input type="checkbox"/>
2300	200	LEA: Medicare @ 1.45%, FICA @ 6.2% for part-time employee to provide instructional supports	381	<input type="checkbox"/>
2300	200	LEA: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, and Pension @ 17.625% for .1 FTE SIG Performance Measures and Reporting Specialist	2518	<input type="checkbox"/>
2300	200	LEA: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, and Pension @ 17.625% for .1 FTE SIG Specialist	2518	<input type="checkbox"/>
2300	200	LEA: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, and Pension @ 17.625% for .1 FTE SIG Director	2924	<input type="checkbox"/>
2300	300	LEA: A-133 audit fees	500	<input type="checkbox"/>
2300	300	LEA: Mileage reimbursement for travel to schools for monitoring visits, Lead Partner reviews, budget amendments, and other on-site monitoring and support	500	<input type="checkbox"/>
2300	300	LEA: Engage Network for College Success to provide support around sustainability planning	3006	<input type="checkbox"/>
2300	300	LEA: Unemployment and Workers Compensation @ 1.31% for .1 FTE SIG Performance Measures and Reporting Specialist	103	<input type="checkbox"/>
2300	300	LEA: Unemployment and Workers Compensation @ 1.31% for .1 FTE SIG Specialist	103	<input type="checkbox"/>
2300	300	LEA: Unemployment and Workers Compensation @ 1.31% for .1 FTE SIG Director	131	<input type="checkbox"/>
2300	400	LEA: Supplies and materials for SIG administration, including office supplies such as paper, file folders, notebooks, chart paper, pens, and markers	500	<input type="checkbox"/>
2400	100	Kelly: Extended hours for programmatic responsibilities for extra payroll and issues related to SIG functionality (est. 1 person x 4 hours/week x 40 weeks x \$40/hour)	6400	<input type="checkbox"/>
2400	100	Kelly: Extended Day for summer planning to build sustainable structures in scheduling with respect to EL program, diverse learner program, and grade level academy programs as well as extended learning opportunities for students (est. 511.5 hrs x \$39.10/hr)	20000	<input type="checkbox"/>
2400	200	Kelly: Medicare @ 1.45% for extended hours for programmatic responsibilities	93	<input type="checkbox"/>

2400	200	Kelly: Medicare @ 1.45% for extended day for summer planning	290	<input type="checkbox"/>
2540	100	Bronzeville: Additional security for extended time building is open over summer (est. 1 person x 150 hrs x \$25/hr)	3750	<input type="checkbox"/>
2540	200	Bronzeville: Medicare @ 1.45% for security	54	<input type="checkbox"/>
2550	300	Kelly: Transportation for in-state college visits or visits within 50 miles of the IL state line (exact locations to be determined based upon student participation and interest; current estimate is 9 trips at \$300/trip) Students will participate in additional overnight college tours planned by postsecondary team estimated cost \$2,300)	5000	<input type="checkbox"/>
2550	400	Bronzeville: Buses for college visits to develop college-going culture and increase college exposure; targeted students to include Juniors, Seniors, and incoming Freshmen participating in Freshman Connection. Cost includes transportation for "BSI Goes to College Day," during which 28 buses will take groups of students to visit 28 local schools (est. 28 buses x \$320/bus); transportation for additional college visit days in the spring and summer, during which 2-5 buses per day will take students to visit local campuses (est. 4 buses x \$320/bus, specific dates and locations will be dependent upon student interest and participation)	10240	<input type="checkbox"/>

Total Direct Costs	1000000
- Capital Outlay Costs	35480
Allowable Direct Costs	964520
Indirect Cost Rate %	2.91
Maximum Indirect Cost *	28068

Indirect Cost 0

Total Allotment 1301738

Grand Total 1000000

Allotment Remaining 301738

#### Calculate Totals

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

LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY** 500	OTHER OBJECTS 600	NONCAP EQUIP** 700	TOTAL
1	1000	Instruction	90,770	1,317	2,152	26,123				120,362
2	2110	Attendance & Social Work Services	93,478	26,454	1,048					120,980
3	2120	Guidance Services	144,864	53,491	1,811					200,166
7	2210	Improvement of Instruction Services	206,789	54,383	157,009	14,004				432,185
8	2220	Educational Media Services					35,480			35,480
9	2230	Assessment & Testing								
10	2300	General Administration	31,740	8,417	4,343	500				45,000
11	2400	School Administration	26,400	383						26,783
13	2520	Fiscal Services*								
15	2540	Operation & Maintenance of Plant Services	3,750	54						3,804
16	2550	Pupil Transportation Services			5,000	10,240				15,240
18	2570	Internal Services*								
19	2610	Direction of Central Support Services								
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*								
23	2660	Data Processing Services*								
24	2900	Other Support Services								
25	3000	Community Services								
27	4000	Payment to Other Districts and Governmental Units								
37										
29	Total Direct Costs		597,791	144,499	171,363	50,867	35,480			1,000,000
30	Approved Indirect Costs X 2.91%									
31	Total Budget									1,000,000

\* If expenditures are shown, the indirect cost rate cannot be used

\*\* Capital Outlay cannot be included in the indirect cost calculation.

Superintendent Name: Not calling IWAS Web Service



- ☒ 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.

The applicant hereby certifies and assures the Illinois State Board of Education that:

**Federal Program Assurances**

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements published by the United States Department of Education (ED).
2. Establish annual goals for student achievement on the State's assessment in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements published by the United States Department of Education in order to monitor each Priority schools that receive school improvement funds.
3. Include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the ED 1003(g) final requirements if it implements a restart model in a Priority school.
4. Report to ISBE the school-level data required under section III of the ED 1003(g) final requirements.
5. Ensure that full implementation of the selected model occurs in the current school year and that no SIG 1003(g) funds are used for planning activities.

ED 1003(g) final requirements can be viewed at: [USDE Guidance for School Improvement Fund](#)

**State Program Assurances**

1. Implement a new evaluation system for teachers and principals incorporating student growth as a significant factor along with other factors as described in Public Act 096-0861 Section 24A-7 no later than the start of the current school year. The evaluation system should fairly and accurately differentiate teachers, identify and reward effective performance, and identify and address ineffective performance.
2. Participate in any program related evaluations or studies required for participation in this grant.
3. Report other program information required by the Illinois State Board of Education (ISBE) or the U. S. Department of Education (ED).
4. Submit quarterly financial expenditure reports as of September 30, December 31, March 31 and June 30 to ISBE within 20 calendar days after the last day of each quarter.
5. No subcontracting is allowed without prior written approval of the State Superintendent of Education. See item 6 of the State Assurances tab for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.
6. Contact ISBE for prior approval to discontinue a contract with a Lead Partner or other approved subcontractor.
7. Contact ISBE for approval to add a new or different Lead Partner.
8. Limit administrative costs to 5 percent of the total budget. Administrative costs include: General Administration - function 2300, and Fiscal Services - function 2520.
9. LEAs with more than one award may not combine funds into one account. The amount awarded to each school must be spent specifically on implementation of the intervention model in that school.
10. SIG funds must be tracked and reported separately from the Title I, Part A funds. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. These funding numbers must not be the same as those used for the Title I Basic grant award or SIG. LEAs with more than one award may not combine funds into one account. The amount awarded to each school must be spent specifically on implementation of the intervention model in that school.
11. All LEAs and Lead Partners must participate in all evaluation, data collection, and reporting activities conducted by ED and ISBE that include, but are not limited to: participating in on-site reviews conducted by ISBE; participating in designated school improvement activities and technical assistance offered by ISBE; updating annual improvement goals; submitting a revised budget and annual budget summary; submitting quarterly expenditure reports; submitting quarterly progress reports; reporting progress on ED-identified indicators and metrics in the following categories: School Data, Student Outcomes and Academic Progress, Student Culture and Climate, and Teacher Talent.
12. The LEA will contract and work with an external provider, hereto referred to as a Lead Partner organization, which it will screen and select from the Approved Partner list on the ISBE website. If the LEA decides to propose an unapproved Lead Partner, the LEA must submit a request for approval to ISBE prior to the execution of a subcontract funded with SIG funds in which it describes how the LEA recruited, screened, and selected the provider. The proposed Lead Partner is required to submit an application to ISBE and to detail their experiences and record of success in supporting academically underperforming schools.
13. The LEA will contact ISBE to notify if there will be a change in Principal for approval of the recruitment and selection process. Recruitment and selection of a new principal must meet the same requirements as outlined in the original proposal.

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

**Before completing this certification, read instructions below.**

**CERTIFICATION**

- ☒ By checking this box, the prospective lower tier participant certifies that:
1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
  2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
  3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
  4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
  5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

**Instructions for Certification**

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at:  
<https://www.sam.gov>
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

☒ By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

- ☒ By checking this box, 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. 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 on 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.
- The applicant affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, 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.

## 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

2. 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.
3. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.
4. All funds provided shall be used solely for the purposes stated in the approved proposal/application.
5. 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

6. 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 Illinois State Board of Education.

## FINANCIAL TERMS

7. 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 Illinois 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.
  8. 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.
9. 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 Illinois 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.
  10. 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.
  11. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at the Illinois State Board of Education 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. The Illinois State Board of Education 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 Illinois State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.

12. 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 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 \$500 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.
13. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
14. Financial and Performance 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 Illinois State Board of Education may, without limitation, withhold the current year's payments and payments for future years' projects under the same program until the reports are properly filed.

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

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the Illinois 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 Illinois 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 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.

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 Illinois State Board of Education.
16. The Illinois 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 Illinois State Board of Education, provide the Illinois 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 Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois 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 Illinois State Board of Education, unless otherwise agreed in writing by the Illinois 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 Illinois 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 Illinois State Board of Education, the award recipient will have ten (10) calendar days in which to cure the default to the satisfaction of the Illinois State Board of Education. If the default is not cured to the satisfaction of the Illinois State Board of Education, the Illinois 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 Illinois 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 Illinois 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 Illinois 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 Illinois 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 CERTIFICATIONS 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 (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 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 (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
22. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
23. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
24. The applicant is 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 Illinois 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 Illinois 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 130/1 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 project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois 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 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 Illinois State Board of Education'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 Standard Terms of the Grant forms from each entity or individual participating in the grant and return the forms to the Illinois State Board of Education prior to award of the grant;
  - b) Maintain separate accounts and ledgers for the project;
  - c) Provide a proper accounting of all revenue from the Illinois State Board of Education 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 the Illinois State Board of Education 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 the Illinois State Board of Education 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 the Illinois State Board of Education; and
  - k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.
34. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), 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 Article 28 (105 ILCS 5/28-21) of the [School Code](#).

#### **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 within 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.



- ☒ By checking this box, 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. 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.

"LEA" means the local educational agency.

"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.

"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.

"PROGRAM" means any applicable program under which Federal funds are made available to the applicant.

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

#### PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements contained in 2 CFR 200;
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. Any application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with State requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

GRANT AGREEMENT: 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, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, 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. 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 on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Certifications, Assurances and Standard Terms of the Grant hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.  
(v3.26.14)

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- ☒ Assurances for School Improvement Grant (1003g)
- ☒ Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions
- ☒ Certification Regarding Lobbying
- ☒ Certifications and Assurances, and Standard Terms of the Grant
- ☒ GEPA 442 Assurances

Not calling IWAS Web Se

Signature of School District Superintendent / Agency Administrator

Larry Frazee

Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 10/19/2016  
RCDT when agreed to: 15-016-2990-25

## Notice of State Award

### STATE OF ILLINOIS GRANT INFORMATION

<b>State Award Identification</b>	Name of State Agency (Grantor): <input type="text" value="Illinois State Board of Education"/>
	Department/Organizational Unit: <input type="text" value="Improvement, Innovation, and Capacity Building"/>
<b>State Award Identification Number (SAIN)</b>	<input type="text" value="586-44-0434-4339-F"/>
<b>State Program Description</b>	To competitively provide Section 1003(g) SIG grant funds to Local Educational Agencies for use in Title I schools identified for Priority services that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources to substantially raise the achievement levels of their students so as to enable the schools to make adequate yearly progress and to exit Priority status.
<b>Announcement Type (pre-populated from Amendment page; cannot be changed here)</b>	<input checked="" type="radio"/> Initial announcement (Original Application) <input type="radio"/> Modification of an existing award/Amendment (Amendment) Explain modification (see Amendment page)
<b>Agency (Grantor) Contact Information</b>	<input type="text" value="Robert Hartwig or Rae Clementz"/> <input type="text" value="rhartwig@isbe.net or aclement@isbe.net"/> <input type="text" value="217-524-4832"/>

### GRANTEE INFORMATION

<b>Grantee/Subrecipient Information</b>	Name: <input type="text" value="Tabatha"/> <input type="text" value="Koylass"/>
	Address Line 1: <input type="text" value="42 West Madison"/>
	Address Line 2: <input type="text"/>
	City: <input type="text" value="CHICAGO"/>
	State: <input type="text" value="IL"/>
	Zip + 4: <input type="text" value="60602"/> <input type="text"/>
	Phone: <input type="text" value="773"/> <input type="text" value="553"/> <input type="text" value="2336"/>
	Email: <input type="text" value="tkoylass@cps.edu"/>
	Duns#: <input type="text" value="067464487"/>

### Period of Performance

Start and End Date:  through

### FUNDING INFORMATION

FUND	CSFA	CFDA	AMOUNT
<input type="text" value="561"/>	<input type="text" value="586-44-0434"/>	<input type="text" value="84.377"/>	<input type="text" value="0"/>
TOTAL			<input type="text" value="0"/>

(M) Currently used by State of Illinois for Match or Maintenance of Effort (MOE) requirements on Federal Funding. Funding is subject to Federal Requirements and may not be used by Grantee for other match requirements on other awards.

### TERMS AND CONDITIONS

<b>Grantee Indirect Cost Rate Information</b>	Rate (as a percent): <input type="text" value="2.91"/>
	Base: <input type="text" value="Modified Total Direct Cost"/>
	Period: <input type="text" value="7/1/2016 - 6/30/2017"/>
	List and cite all statutory or programmatic restrictions, limits or caps on indirect costs <input type="text" value="Refer to programmatic instructions on the Budget Detail page for limits"/>
<b>Research and Development</b>	<input type="text" value="No"/>
<b>Cost Sharing or</b>	<input type="text"/>

**Matching Requirements**

No

**Uniform Term(s)** [CODE of FEDERAL REGULATIONS Title 2: Grants and Agreements PART 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(2 CFR 200\)](#)

[Grant Accountability and Transparency Act \(GATA\), 30 ILCS 708/1](#)

[Illinois Administrative Code](#)

**Grantor-Specific Term(s)**

See Part Two of the Grant Agreement

**Project Specific Term(s)**

None

## Grantee Registration Status

---

Registration status information can be accessed at the GATA Grantee Status Report at [www.isbe.net/GATA/pdf/gata-grantee-status-report.pdf](http://www.isbe.net/GATA/pdf/gata-grantee-status-report.pdf)

This entity's status is:

Complete

In order to save the page, the entity status must be listed as Complete. If there is no checkbox displayed below, the registration status is not yet complete. This grant cannot be submitted to ISBE until the registration status indicates COMPLETE. Review the deficiency on the GATA Grantee Status Report link if the status is not COMPLETE. Resources to remediate registration deficiencies can be obtained at the ISBE GATA web page under the Prequalification and Registration Status tab.

[www.isbe.net/GATA/default.htm](http://www.isbe.net/GATA/default.htm)

If you have further questions after reviewing these materials, please email [GATA@isbe.net](mailto:GATA@isbe.net)

Be sure to include your entity's region-county-district-type code, entity name, contact information and phone number.

- ☒ The district/entity administrator assures that this page has been reviewed and the status is COMPLETE. (Check the box and save the page.)

**\*\*\*IMPORTANT\*\*\* PLEASE READ THE FOLLOWING BEFORE REVIEWING THIS PAGE** ISBE is currently reviewing the specific award conditions assigned to grantees that are now automatically imposed as additional requirements in the NOSA as a result of the ICQ and Programmatic Risk Assessments responses. Your organization will be kept advised of ISBEs implementation plan regarding the conditions and any steps you may need to take to comply.

---

**ICQ Section 2. Quality of Management Systems (2 CFR 200.302)**

No additional conditions imposed

---

**ICQ Section 3. Financial Reporting (2 CFR 200.327)**

Conditions:

More detailed reporting

Risk

Explanation:

Increased likelihood that grant revenues and expenditures will be inaccurate that could result in misreporting, and an abusive environment

How to Fix:

Implementation of new or enhanced system, mitigating controls or a combination of both

Timeframe:

One year

---

**ICQ Section 4. Budgetary Controls (2 CFR 200.308)**

No additional conditions imposed

---

**ICQ Section 5. Cost Principles (2 CFR 200.400)**

No additional conditions imposed

---

**ICQ Section 6. Audit (2 CFR 200.500)**

Conditions:

Desk review of the status of the implementation of corrective actions

Risk

Explanation:

Risk of repeated audit findings, potential questioned costs and increase of administrative and programmatic specific conditions that will increase the cost of managing the grant program

How to Fix:

Completion of corrective action plan implementation

Timeframe:

When corrective action is complete

---

**ICQ Section 7. Board Oversight**

No additional conditions imposed

---

**ICQ Section 8. Property Standards (2 CFR 200.310-316)**

Conditions:

Additional prior approvals

Risk Explanation:

Increased likelihood of non-compliance resulting in audit findings, questioned cost and fraud, waste and abuse

How to Fix:

Implementation of corrective action including new or enhanced controls over equipment and property

Timeframe:

One year from the implementation of corrective action

---

**ICQ Section 9. Procurement Standards (2 CFR 200.317-326)**

Conditions:

Additional prior approvals

Risk Explanation:

Increased likelihood of non-compliance resulting in audit findings, questioned costs and fraud, waste, and abuse

How to Fix:

Implementation of corrective action including new or enhanced controls over procurement activities

Timeframe:

One year from the implementation of corrective action

---

**ICQ Section 10. Subrecipient Monitoring and Management**

No additional conditions imposed

---

**ICQ Section 11. Fraud, Waste and Abuse**

Conditions:

Technical assistance including required training

Risk

Explanation:

Increased likelihood of fraud, waste and abuse occurring and not being identified in the normal course of employees duties; decreased likelihood of employees or clients reporting fraud, waste and abuse

How to Fix: Corrective action including implementing a fraud awareness including information on how to report fraud, waste and abuse without fear of retaliation

Timeframe: One year from the implementation of corrective action

In order to save the page, the entity must assure that this page has been reviewed and conditions accepted. If there are not ten conditions noted above and if there is no checkbox displayed below, the Fiscal ICQ has not been approved. The Fiscal ICQ must be completed and approved prior to saving this page and subsequently submitting your application. The Fiscal ICQ is dependent upon successful grantee registration at <http://www.illinois.gov/sites/GATA/Grantee/Pages/default.aspx> . If you have successfully registered but have not received an ICQ, please send an email with your contact information to [GATA@isbe.net](mailto:GATA@isbe.net)

☒ The district/entity administrator assures that this page has been reviewed and conditions accepted. (Check the box and save the page.)

## Conditions - Program Risk Assessment

---

**\*\*\*IMPORTANT\*\*\* PLEASE READ THE FOLLOWING BEFORE REVIEWING THIS PAGE** ISBE is currently reviewing the specific award conditions assigned to grantees that are now automatically imposed as additional requirements in the NOSA as a result of the ICQ and Programmatic Risk Assessments responses. Your organization will be kept advised of ISBEs implementation plan regarding the conditions and any steps you may need to take to comply.

### PRA Section 1. Quality of Management Systems and ability to meet management standards

No additional conditions imposed

---

### PRA Section 2. History of Performance

Conditions: More detailed and more frequent programmatic reporting

Risk Explanation: Indication of limited grant experience, increasing likelihood of compliance and/or performance issues

How to Fix: Entity must demonstrate adequate grant performance

Timeframe: Re-examine in 6 months

---

### PRA Section 3. Compliance - Audit reports and findings

No additional conditions imposed at this time

---

### PRA Section 4. Implementation of statutory, regulatory or other requirements

No additional conditions imposed

---

### PRA Section 5. Agency and grant-specific parameters

No additional conditions imposed

In order to save the page, the entity must assure that this page has been reviewed and conditions accepted. If there are not five conditions noted above and if there is no checkbox displaying below, the GATA Risk Assessment application has not been approved. The GATA Risk Assessment must be completed and approved prior to saving this page and subsequently submitting the application. The GATA Risk Assessment is available through IWAS at ISBE . If you are unable to access the GATA Risk Assessment system, send an email with your contact information to GATA@isbe.net

- ☒ The district/entity administrator assures that this page has been reviewed and the conditions accepted. (Check the box and save the page.)



## Overview

---

The Uniform Grant Agreement (UGA) is divided into three parts along with exhibits. The UGA replaces state agencies' current grant agreements.

Part One contains the uniform requirements applicable to all grants in the State of Illinois.

Part Two contains additional agency-specific requirements.

Part Three contains grant or program specific requirements. It includes information that is currently in ISBE's Program-Specific Terms of the Grant, including financial and performance reporting requirements, applicable state and federal rules and regulations, and other specific requirements, restrictions or limitations for the grant program or project.

Exhibits are provided as follows:

Exhibit A - Project Description

Exhibit B - Deliverables or Milestones

Exhibit C - Payment

Exhibit D - Contact Information

Exhibit E - Performance Measures

Exhibit F - Performance Standards

Exhibit G - State Agency Contracts

Exhibit H - Specific Conditions

Once agreement has been assured to, via check boxes on the applicable pages, complete the Assurances summary page.

## Grant Agreement

**The Illinois State Board of Education (Grantor), with its principal office at 100 North First Street, Springfield, Illinois 62777, and**

**Board of Education of the City of Chicago** (Grantee),

with its principal office at

Address 1

**42 West Madison**

Address 2

City

**CHICAGO**

State

**IL**

ZIP + 4

**60602**

**hereby enter into this Grant Agreement (Agreement). Grantor and Grantee are collectively referred to herein as Parties or individually as a Party.**

### PART ONE - THE UNIFORM TERMS

#### RECITALS

WHEREAS, it is the intent of the Parties to perform consistent with all Exhibits and attachments hereto and pursuant to the duties and responsibilities imposed by Grantor under the laws of the State of Illinois and in accordance with the terms, conditions, and provisions hereof.

NOW, THEREFORE, in consideration of the foregoing and the mutual agreements contained herein, and for other good and valuable consideration, the value, receipt and sufficiency of which are acknowledged, the Parties hereto agree as follows:

#### ARTICLE I

##### AWARD AND GRANTEE-SPECIFIC INFORMATION AND CERTIFICATION

##### 1.1 Under penalty of perjury, Grantee certifies that:\*

**067464487** is the Grantee's correct DUNS number, and that

Grantee is doing business as a:

- |   |  |
|---|--|
| <input type="radio"/> Individual  | <input type="radio"/> Nonresidential Alien   |
| <input type="radio"/> Sole Proprietorship                                       | <input type="radio"/> Pharmacy/Funeral Home/Cemetery Corp                              |
| <input type="radio"/> Partnership   | <input type="radio"/> Tax Exempt   |
| <input type="radio"/> Corporation (includes Not For Profit)                     | <input type="radio"/> Limited Liability Company (select applicable tax classification) |
| <input type="radio"/> Medical Corporation                                       | <input type="radio"/> D = disregarded entity   |
| <input checked="" type="radio"/> Governmental Unit (includes schools/districts) | <input type="radio"/> C = corporation  |
| <input type="radio"/> Estate or Trust   | <input type="radio"/> P = partnership  |
| <input type="radio"/> Pharmacy-Non Corporate                                    |  |

##### 1.2 Amount of Agreement

Grant funds are estimated to be: **0**

of which **0**

are federal funds. Grantee agrees to accept Grantor's payment as specified in the Exhibits and attachments incorporated herein as part of this Agreement.

##### 1.3 Identification Numbers (if applicable)

Federal Award Identification Number (FAIN):

**S377A090014A**

Federal awarding agency:

**Department of Education**

Federal Award date:

**7/1/2014**

Catalog of Federal Domestic Assistance (CFDA) number:

**84.377**

Catalog of State Financial Assistance (CSFA) number:

**586-44-0434**

##### 1.4 Term

This Agreement shall be effective on

**7/1/2016**

and shall expire on

**6/30/2017**

unless terminated pursuant to this Agreement.

##### 1.5 Certification

Grantee certifies under oath that (1) all representations made in this Agreement are true and correct and (2) all Grant Funds awarded pursuant to this Agreement shall be used only for the purposes(s) described herein. Grantee acknowledges that the Award is made solely upon this certification and that any false statements, misrepresentations, or material omissions shall be the basis for immediate termination of this Agreement and repayment of all Grant Funds.

[Articles II through XXVI included in this agreement include the below points](#)

Required Representations

Definitions

Payment

Scope of Grant Activities/Purpose of Grant

Budget

Allowable Costs

Required Certifications

Criminal Disclosure

Unlawful Discrimination

Lobbying

Maintenance and Accessibility of Records; Monitoring

Financial Reporting Requirements

Performance Reporting Requirements

Audit Requirements

Termination; Suspension

Subcontracts/Sub-Grants

Notice of Change

Reorganization and Board Membership

Agreements with Other State Agencies

Conflict of Interest

Equipment or Property

Promotional Materials; Prior Notification

Insurance

Lawsuits and Indemnification

Miscellaneous

## **1.6 Signatures**

☒ \* In witness whereof, the Parties hereto have caused this Agreement to be executed by their duly authorized representatives.

\* Required Field

## PART TWO - THE GRANTOR-SPECIFIC TERMS

---

In addition to the uniform requirements in PART ONE, the Grantor, Illinois State Board of Education (or ISBE); has the following additional requirements for its Grantee:

[Part Two includes the requirements of:](#)

Additional Definitions	Copyright
Project	Indemnification
Subcontracts/Sub-Grants	General Certifications and Assurances
Financial Terms	Indirect Cost Rate
Financial and Performance Reports	Joint Applications - Administrative and/or Fiscal Agent
No Binding Obligation	Drug-Free Workplace Certification

- ☒ \* The undersigned affirms, under penalties of perjury, that he or she is authorized to execute the certifications, assurances, and terms in this Part Two of the Grant Agreement on behalf of the applicant/grantee. Further, the undersigned certifies under oath that all information in the entirety of the Grant Agreement is true and correct to the best of his or her knowledge, information and belief, 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.

\* Required Field

## Exhibits

### Exhibit A - Project Description

School Improvement Grants (SIG) under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) provide subgrants to local education agencies for use in Title I schools identified as Priority schools to enable those schools to improve the quality of instruction provided to students and improve student achievement over a four- or five-year timeline (three years of implementation and one or two years of sustainability activities), as permitted under SIG rules.

### Exhibit B - Deliverables or Milestones

Annually: Implement a program that meets the requirements outlined in the performance standards with at least 90% fidelity, as measured through quarterly reports and programmatic monitoring of implementation. After 3 years of implementation: Improve student achievement in the all students group on the state accountability assessment in reading and mathematics by an amount determined by the LEA based on its baseline data and needs assessment and approved by ISBE as a part of the application; Improve high school graduation rates (if applicable) by an amount determined by the LEA based on its baseline data and needs assessment and approved by ISBE as a part of the application; Improve teacher talent, as measured by the distribution of teacher talent, from baseline; and, Reduce the rates of chronic absenteeism, discipline incidents, and dropouts, if applicable, by an amount determined by the LEA based on its baseline data and needs assessment and approved by ISBE as a part of the application.

### Exhibit C - Payment

Reimbursement of timely expenditure reports.

### Exhibit D - Contact Information

[Robert Hartwig](#)

[Rae Clementz](#)

217-524-4832

### Exhibit E - Performance Measures

The LEA submits quarterly progress (October, January, April, and July) reports via a Word template that includes qualitative and quantitative data, aggregated and disaggregated by relevant sub-groups, on the following, if applicable: Chronic Absenteeism Rates; Discipline Incidents; Drop-Out Rates; College and Career readiness activities or opportunities; 9th Grade On-Track (Illinois State Course System); 10th, 11th Grade On-Pace (Illinois State Course System); 12th Grade Course Enrollments (Illinois State Course System); Teacher Attendance Rate; Formative Assessments, Quarterly/Semester Common Assessments; Interim Assessments (e.g., NWEA/MAP ) ; SAT/ACT ; A description of all professional development provided to staff; A description of all family & community engagement activities.

### Exhibit F - Performance Standards

The grantees must implement programs that meet the following requirements: 1. Sustained (ongoing) Local Educational Agency (LEA) support and monitoring of intervention implementation and external partners; 2. The LEA adopts a new governance plan/structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, or hiring a turnaround leader who reports directly to the Superintendent or Chief Academic Officer; 3. The LEA must give the school principal sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement, fully, a comprehensive approach to substantially improve student achievement outcomes; 4. The LEA uses rigorous, transparent, and equitable evaluation systems for teachers and principals that are compliant with state law; 5. The LEA implements such strategies as financial incentives, increased opportunities for promotion and career growth, and/or more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation/turnaround school; 6. The LEA identifies and reward school leaders, teachers, and other staff who, in implementing this program, have increased student achievement and/or high school graduation rates and identify, and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; 7. The LEA establishes strategies that provide increased learning time by lengthening the school day, week and/or year to increase the total number of school hours to include additional time for: Instruction in core academic subjects; Instruction in other subjects and enrichment activities that contribute to a well-rounded education; and Teachers to collaborate, plan, and engage in professional development within and across grades and subjects; 8. The LEA must use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards and promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 9. The LEA must ensure staff receives ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement, successfully, school reform strategies; 10. The LEA must work with a Lead Partner to share accountability for the successful implementation of the selected intervention model, with the ultimate goal to substantially raise student achievement. The Lead Partner must provide daily on-site support, leadership, and assistance in the served school; 11. The LEA and School must use data to drive instruction in the classroom and curricular reform, as spelled out in the requirement for Comprehensive Instructional Reform; 12. The LEA must monitor the School to determine it is: Meeting the annual goals established by the LEA for student achievement on the states assessments in both reading/language arts and mathematics; and Making progress on other relevant culture and climate, teacher talent, and student learning leading indicators. The LEA must report annually on 18 metrics to the federal government. The School has a strong program to track the fidelity of implementation of the intervention model and make course corrections as needed based on program monitoring data. The LEA must meet its obligation to submit quarterly accountability/progress monitoring reports to the SEA. 13. The LEA must have a communication strategy for parent and community outreach, and provide ongoing mechanisms for family and community engagement and input into the implementation of the SIG intervention model in the School. 14. The LEA must describe the actions it will take to sustain the reforms after the funding period ends. 15. The LEA must align other funds, such as local, state, or other federal dollars, to maximize the impact of SIG 1003(g) monies. These requirements are monitored through quarterly reports, desk review of documentation, and on-site monitoring. Failure to fully implement the required elements results in the LEA having to develop a corrective action plan, which is reviewed, approved, and monitored by ISBE.

### Exhibit G - State Agency Contracts

Not applicable

### Exhibit H - Specific Conditions

None

☒ \* The above Exhibits to the Uniform Grant Agreement were reviewed.

\* Required Field

### **PART THREE - THE PROJECT-SPECIFIC TERMS**

---

In addition to the uniform requirements in PART ONE and the Grantor-Specific Terms in PART TWO, the Grantor has additional requirements for this project. Refer to the Program Assurances tab for these specific terms.

## Uniform Grant Agreement Summary

---

NOTE: The below check boxes will be automatically filled in as each of the separate Uniform Grant Agreement sections are read and completed.

- ☒ Part One - The Uniform Terms
- ☒ Part Two - The Grantor-Specific Terms
- ☒ Part Three - The Project-Specific Terms - Currently within the Program Assurances
- ☒ Exhibits
- ☒ \* The above check boxes accurately reflect that the Uniform Grant Agreement was completed.

\* Required

**The application has been approved.**[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:	10/11/2016
Assurances were agreed to on:	10/19/2016
Consistency Check was run on:	10/24/2016
District Data Entry submitted for district review on	10/24/2016
Business Manager	
District Administrator submitted to ISBE on	10/24/2016
ISBE Program Administrator approved the application on	10/28/2016
ISBE Program Administrator 2 approved the application on	12/14/2016



☐ Expand All

School Improvement Grant (1003g)

[School Improvement Grant \(1003g\)](#)

Page Status

Open Page  
for editing

Unlock  
Section

☐

Save