

Title Grants Administration Grant Periodic Reporting System (GPRS)

Purpose: Grant Periodic Reports demonstrate the district’s ability to meet [Grant Accountability and Transparency Act \(GATA\)](#) accountability and transparency. The reports are annually submitted to ISBE and addresses program-related activities and services.

Access: Go to *IWAS Systems Listing >> Reporting >> Grant Periodic Reporting System*.

Note: If the system is not listed, select “Want to Sign up for Other Systems” to request report access.

GPRS Guidelines: To align with GATA, periodic performance reports are required for each Title grant program-- Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; and Title V Part B. The reports include information pertaining to grant deliverables, performance measures status, and achievements related to spending. GPRS reports should detail deliverables and measurable results that align with grant reporting period expenditures.

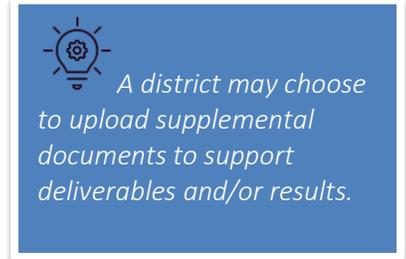
Due Dates:

Report	Reporting Period	Report Available	Report Due Date
Annual Report Regular Program	July – June	June 30	July 30
Annual Report Extended Year Program	July – Aug (13 months)	August 31	Sept. 30

Deliverables: This section details services, goods, products, materials, and property that were purchased, delivered, developed, produced, performed, or created through the grant.

The deliverables must:

- a) Summarize budgeted and completed grant activities.
- b) Describe the progress toward meeting grant intent and goals.
- c) Elaborate on progress in improving the instructional quality and effectiveness through professional development efforts.



Results: This section details the measurable outputs and outcomes for services rendered or resources acquired, as listed in the deliverables section.

The delivered service results must:

- a. Provide reporting period results/accomplishments, including measurable outcomes.
- b. Describe how the deliverable impacts student performance or teacher effectiveness/performance.

Performance Explanation – Award to Date and Performance Accomplishments Correlated to Reported Expenses:

The district selects a response and provides additional comments, if applicable.

Disapproved Reports: Disapproved and returned reports must be revised and resubmitted within 10 days of disapproval. Disapproved reports are listed under *Systems Listing >> Reporting >> Grant Periodic Reporting -- Status: “Disapproved.”* The disapproval notes provide revision requirements.

	NOT APPROVABLE DELIVERABLE	APPROVABLE DELIVERABLE	NOT APPROVABLE RESULTS	APPROVABLE RESULTS
Title I, Part A.	Paid reading specialist salary.	Funded two reading specialists to assist with 25 students/30 minutes daily pull-out sessions. Aimsweb Benchmark assessments were completed.	Students are making progress.	Twenty-three out of 25 students working with the reading specialists improved two or more guided reading levels. The reading specialist is monitoring the other two students. Benchmark assessments revealed Tier 2 (27%) and Tier 3 (8 %) instructional student need.
	Provided summer school.	Funded three teachers and one administrative stipend, purchased intervention materials and software, and paid summer school transportation.	Students attended summer school.	Eighteen students attended district summer program meetings three days per week, three hours per day, for three weeks. Seventeen of 18 students met grade-level priority learning standards to be promoted.
Title II, Part A.	Staff attended professional development.	Three teachers attended the Illinois Reading Conference in October.	Staff found PD favorable.	Teachers who attended the conference participated in multiple sessions discussing comprehension strategies, instructional best practices, and obtaining additional resources. Upon return, they met with Professional Learning Committee teams to implement strategies in unit plans.
	New teacher mentor program.	Ten new teacher mentor pairs met at least twice per month.	New teachers met with mentors.	Mentor relationships provided supportive observation, feedback, reflection, and encouragement to implement effective teaching strategies.
Title IV, Part A.	STEM materials purchased.	STEM materials, such as a 3-D printer, test tubes, batteries and microscopes, have been purchased and used to implement curriculum.	Students used STEM materials in the classroom.	All third-grade students worked with solar system models to learn about planets and sun scale and distance. The activity builds 21st-century critical thinking, communication, and measurement skills.
	Social-emotional learning (SEL) supplies purchased.	Counselors purchased SEL resources to utilize during small student group interventions.	Students improved coping strategies.	Fifty students participated in groups meeting several times per quarter. Students increasingly implemented strategies that resulted in 45% behavioral consequences reduction.