



Technical Assistance Tour





Illinois State Board of Education

- **Vision**

- Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

- **Mission**

- Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.



Illinois State Board of Education

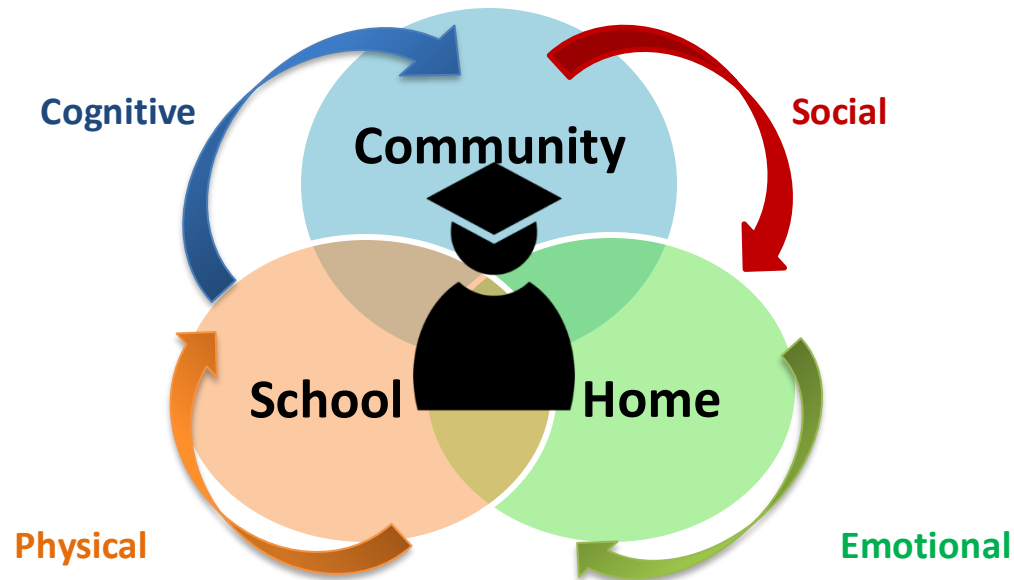
Goals

- *Every child in each public school system in the State of Illinois deserves to attend a system wherein...*
 - All kindergartners are assessed for readiness.
 - Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more of students graduate from high school ready for college and career.
 - All students are supported by highly prepared and effective teachers and school leaders.
 - Every school offers a safe and healthy learning environment for all students.



The Whole Child

A child within an ecology of multiple and interconnected parts
nested in overlapping systems





Presentation Agenda

- Spring/Summer Planning
- Application Updates
- Grant Periodic Reporting System
- Supplement not Supplant



2019 SPRING & SUMMER PLANNING





APRIL

- ❖ Complete all Nonpublic School Consultations.
- ❖ Complete your Consolidated District Plan.
- ❖ Register in the GATA portal (DUNS, FEIN, Org Type, etc.)
- ❖ Complete prequalification (Valid DUNS, SAMS, etc.)
- ❖ Complete the Fiscal and Admin Risk Assessment (ICQ)

<https://grants.illinois.gov/portal/>





MAY

- ❖ Complete all amendments for the current fiscal year for grants ending June 30.
- ❖ View the application webinar.
- ❖ Schoolwide waivers must be submitted 30 days prior to the grant application.
- ❖ Complete the Programmatic Risk Assessment in the GATA portal.





JUNE

- ❖ June is the anticipated month that Title grants will be made available to all grantees.
- ❖ Submit grant applications on or before July 1 to have a July 1 program start date for Title grants.
- ❖ The received-by date will become the start date for all applications received July 2 and later.





JULY

- ❖ You must have an approved Consolidated District Plan before the fiscal year 2020 application is approved.





AUGUST

- ❖ Complete your summer programming (for grants with an end date of 8/31/19).
- ❖ Complete your final Grant Periodic Reporting System report for the summer.





Application Updates

- ESEA pages
- New Approval Status page
- Private School Participation page
- Assurances pages
- Title I District Plan page
- Program Risk Assessment (all grants) pages
- Title II Program-Specific page
 - Page errors/consistency check
 - K-12 Enrollment pre-population
- Title IV Needs Assessment page



ESEA Pages: ESSA Requirements Removed

- ESSA Needs Assessment
 - All needs assessment details are now documented in the Consolidated District Plan (CDP)
- ESSA Consultation
 - All consultations are now documented in the CDP
- ESSA GEPA 427 Statement
 - Now documented in the CDP



Approval Status

ESSA Overview	Approval Status	Allotment	Assurance Pages	Submit	Application History	
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Approval Status

If this application was approved with conditions, that information will appear below. Any items noted here must be corrected through an amendment and submitted in a timely manner to ISBE.

Approval Status

- ☐ The application is approved on the condition that any issues noted below are addressed through an amendment in a timely manner.



Approval Status – Review Checklist

General

Titles
I, II-A and IV-A

Quality
Assurance

General Comments

Approval Status

- ☐ The application is approved on the condition that any issues noted below are addressed through an amendment in a timely manner.

- ☐ The application is being returned for changes. See checklist items below.

- ☐ The application is fully approved.

A general issue needs to be addressed.

☐ Check to add comment.

Save Page



Private School Participation

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

ESSA Overview	ESSA Requirements	ESSA Private School Participation	Allotment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Private School Participation

☒ Yes ☐ No Are private, nonprofit schools participating in the Title I, Title II-A and/or Title IV grant program? * If yes, complete this page. If no, save page and continue to next page.

Nonpublic School Consultation Participation

LEAs must consult with private school officials to identify the needs of the eligible private school students and teachers consistent with the requirements in Section 8501 of the ESEA of 1965 as Amended. If funds are transferred from Title II or IV after the consultation occurred, a new consultation must take place and a new form completed and uploaded.

☐ Check here if the consultation occurred AFTER the transfer of funds.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

[FY19 Nonpublic School Consultation Participation Form](#)

Name each document with the individual school name if submitted individually, or with the overall document name if several forms are combined into a single document. See examples below.

01-001-001X-00 - 1PRIVATE SCHOOL NAME SIGNATURES
OR
01-001-001Y-00 - 2PRIVATE SCHOOL NAME SIGNATURES
01-001-001Z-00 - COMBINED PRIVATE SCHOOLS SIGNATURES

How to Upload a File: Browse your files to locate the required document. Double-click to display it in the Browse window. Click on the Upload button. The name of the uploaded document will display in the area below. Repeat as needed to upload additional documents.

[St.PetersLutheran.pdf](#)
[St. Boniface.pdf](#)
[St.PaulLutheran.pdf](#)
[MetroEastLutheranHighSchool.pdf](#)
[st peters title grant.pdf](#)
[St.Marys.pdf](#)

Any uploaded files will appear to the left.

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

St. Peter's declined services even though they have 5 low-income students. This reduces the total number of students from participating parochial schools to 5. You will see that St. Peter's is listed twice. The first sign-off sheet shows that they have 5 students, but St. Peter's wrote a letter (on file) that said that they no longer wanted to participate. The second document is uploaded directly under the first document.



Assurances

ESSA Overview	Approval Status	Allotment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Program Assurances			GATA Assurances			Assurances	

Assurances

[Instructions](#)

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 or otherwise by the approval of the Illinois State Board of Education. 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 Grant Application Certifications and Assurances 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. (v2.1.2018)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

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

☐ Assurances for ESSA, including Title I-A, Title II-A and Title IV-A

☐ GATA Assurances

Refer to the Consolidated District Plan for the assurances listed below:

Grant Application Certifications and Assurances (State Assurances)

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion

Certification Regarding Lobbying

☐

[Not calling IWAS Web S](#)

Signature of School District Superintendent / Agency Administrator

☐

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



Title I District Plan - Removed

Title I Overview	Title I Applicant Information	Title I Amendments	Title I Specific Pages	Budget Pages	PRA - Program Risk Assessment	GATA Pages	Page Lock Control
Title I Plan	Targeting Step 1	Targeting Step 2	Targeting Step 3-A	Targeting Step 3-B	Targeting Step 4	Targeting Step 5	

Title I Plan

[Instructions](#)

Below are responses from the Title I plan submitted separately to the Illinois State Board of Education (ISBE). No changes can be made here. If changes are required, amend the Title I District Plan application and resubmit to ISBE.

Information provided in the Plan and below should drive Title I programming and distribution of funding. A comment box is also provided for any additional detail needed to describe activities for the grant year. Major changes from the information below should be provided via an amendment to the Plan as noted above.

☒ Check here to confirm that the Title I District Plan aligns with the grant application.

Use the Comment Box at the bottom of the page to provide any explanations or additional information that will assist in reviewing the application.

1. Describe the measures the LEA will take to monitor student progress in meeting the challenging State academic standards in the text areas below.

(A) Describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.

District 7 is comprised of 10 elementary buildings, two middle schools and a high school with three campuses. The District spans 180 square miles and includes, rural and suburban communities. Because of the expansiveness of the District, consistency among and between all buildings is paramount, therefore, the process for determining the instructional program is identical regardless of the school a child might attend. District 7 has a Board approved curriculum review process that is implemented in the development of the instructional program. This thirty five step process has proven to be successful in developing, implementing and evaluating the core curriculum to ensure that our students receive a quality education. The process which includes developing a strong understanding of grade level/content standards, course-taking patterns, post-secondary options available to our students, analysis of local, state and national assessments, and strong articulation between grade levels and buildings is implemented with a team of teachers representing every grade level and every

5. (D) Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.*

The goal of District 7 targeted and school-wide programs is to close the achievement gap for students not performing as expected. The following schools in District 7 will provide school-wide assistance this year: LeClaire Elementary School (K-2), NO Nelson Elementary School (K-2), Kanel Elementary School (K-2), Woodland Elementary School(3-5), Worden Elementary School (3-5), and Columbus Elementary School (3-5), while the following schools will provide targeted assistance programs: Gosholt Elementary (PK-2) Midway Elementary School (K-2).

Students in both targeted assistance and school-wide programs are identified for intervention services using District-approved measures. Once identified, students receive support services in either reading or math as part

6. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the [McKinney-Vento Homeless Assistance Act](#) (42 U.S.C. 11301 et seq.)

District 7 follows all laws under the McKinney-Vento Homeless Assistance Act. The District has appointed a liaison to work with building administrators in identifying homeless children and youth and to develop an action plan to support these families. Children who are homeless are enrolled immediately regardless of lack of residency documentation. All identified children are mainstreamed into the school environment and are not separated for any reason. Identified children do not pay any required school fees and are given equal access to school clubs, programs, athletics, etc. All identified children receive ongoing support including, but not limited to: clothing, toiletries, school supplies, and building support services such as counseling/social work services and remediation services. All building collaborative teams are required to expedite any evaluation for special education service so that a complete IEP can be put in place as soon as possible. This is important as many of our students who are homeless may stay within the district a short time. Parents of homeless children are offered the

7. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations.

District 7 uses a variety of methods to include parents and family members in providing input into District initiatives and LEA plans. For example, the District 7 Citizens Advisory Council, a cross-section of parents and family members of varied populations across all buildings, meet on a monthly basis to discuss and give input into the development of District 7 initiatives. Each meeting begins with an informational presentation by the administration, followed by an opportunity for participants to ask questions and provide feedback. In addition, all District 7 parents are surveyed annually (paper and online) and asked to provide input and suggestions for program implementation. There are multiple opportunities for all parents to be involved through annual parent orientations, parent-teacher conferences, and informal meetings with teachers and administration. During the development of District initiatives and programs, all populations are considered. District 7 maintains a written parental involvement policy that is monitored during the annual Title I audit.



Program Risk Assessment (Top)

Title I Overview	Title I Applicant Information	Title I Amendments	Title I FFATA	Program Specific Pages	Budget Pages	PRA - Program Risk Assessment
<div>Title I PRA - ISBE Specific</div>						
ISBE portion of Program Risk Assessment						
Quality of Management Systems:						
1.1 How many years of experience does the project leader have managing the scope of services required under this program?						
<input type="radio"/> More than five years						
<input type="radio"/> One to five years						
<input type="radio"/> Less than one year						
Quality of Management Systems score from their 4 questions should be hidden here for calculations purposes						
History of Performance						
2.1 How many years of experience does your organization have with grants of comparable scope and/or capacity?						
<input type="radio"/> More than five years						
<input type="radio"/> One to five years						
<input type="radio"/> Less than one year						
<input type="radio"/> No experience						
2.2 Will a sub-grantee/sub-recipient/sub-award be utilized to manage, administer or complete a project?						
<input type="radio"/> Yes <input type="radio"/> No						
If NO, select N/A for 2.3, and 2.4						
2.3 What responsibilities does the sub-grantee/sub-recipient/sub-award perform?						
a. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A Participant eligibility determination						
b. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A Case management						
c. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A Performance reporting						
d. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A Financial reporting at the grant level						
e. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A Invoicing						
f. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A Other (specify) <input type="text"/>						
2.4 What percentage of grant funds does the organization pass on to sub-grantees/sub-recipients/sub-awards?						
<input type="radio"/> Less than 10%						
<input type="radio"/> 10-20%						
<input type="radio"/> More than 20%						
<input type="radio"/> N/A (No was selected on 2.2 above)						
History of Performance score from their 2 questions should be hidden here for calculations purposes						
Reports and findings from audits performed						
3.1 Has the organization been cited for corrective action for this program or comparable programs within the last two fiscal years?						
<input type="radio"/> Yes <input type="radio"/> No						
If NO, skip 3.2 and 3.3 and go to 3.4.						



Program Risk Assessment (Bottom)

3.2 Have all corrective actions for this program or comparable programs been implemented in the specified timeframe within the last two fiscal years?

☐ Yes ☐ No

If NO, explain what was delayed and why:

3.3 Are there any corrective actions for this program or comparable programs that remain open within the last two fiscal years?

☐ Yes ☐ No

If YES, explain what remains open and why:

3.4 Have there been findings regarding conflict of interest for this program or comparable programs within the last two fiscal years?

☐ Yes ☐ No

If YES, explain the conflict of interest finding and your response to the finding:

Reports and findings from audits performed score from their 4 questions should be hidden here for calculations purposes

Applicant's ability to effectively implement statutory, regulatory or other requirements

4.1 To what extent is your organization able to comply with all statutory requirements of this program?

☐ Fully able to comply with all statutory requirements

☐ With the following exception(s), the organization is able to comply (specify below):

4.2 Has the organization been out of compliance with any statutory, regulatory or other requirements of this program, or comparable programs, within the last two fiscal years?

☐ Yes - explanation is required below

☐ No

If Yes, explain

Reports and findings from audits performed score from their 4 questions should be hidden here for calculations purposes

Agency Specific Questions

- | | | | | |
|-----|---------------------------|--------------------------|---------------------------|--|
| 5.1 | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A | Compliance with matching, level of effort, earmarking requirements related to program delivery |
| 5.2 | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A | Compliance with program income requirements related to program delivery |
| 5.3 | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A | Compliance with Davis-Bacon or McNamara-O'Hara Service Contract Act
Davis-Bacon Act
McNamara-O'Hara Service Contract Act (SCA) |
| 5.4 | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A | Compliance with equipment and real property management requirements related to program delivery |
| 5.5 | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A | Compliance with real property acquisition related to program delivery |



Title II – Program Specific

The page has not been saved due to the following errors:

Errors:

- Total Proposed Expenditures must equal Total Funds Available, including carryover and transfers

Title II Overview	Title II Applicant Information	Title II Amendments	Title II FFATA	Title II Program Specific	Budget Pages	Program Risk Assessment
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Title II, Part A Program Activities

A. Private School Proportionate Share of Funds - includes current year funds only, including transfers

Indicate whether private, nonprofit schools will be participating in this program.*

☐ Yes ☒ No

NOTE: DUE TO POSSIBLE CHANGES IN THE TOTAL TITLE II-A FUNDS AVAILABLE THROUGHOUT THE YEAR, APPLICANTS MUST SELECT YES OR NO EACH TIME A GRANT/AMENDMENT IS CREATED.

- | | | |
|-----|----------|--|
| 1a. | 999999 | Current Year Title II-A Allocation |
| 1b. | 0 | Plus any funds transferred into the Title II-A program |
| 1c. | 0 | Minus any funds transferred out of the Title II-A program |
| 1d. | 999999 | Total current year Title II-A Funds |
| 2. | | Enter the enrollment of participating private schools from the Private Schools Participation form uploaded in the ESSA section of this application |
| 3. | 520 | Most recently available total K-12 public enrollment from the Fall Enrollment Counts (formerly the Fall Housing Report) data |
| 4. | 520 | Sum of public and participating nonpublic enrollment (Line 2 + Line 3) |
| 5. | 0.000000 | Proportion of participating nonpublic school enrollment compared to total enrollment (Line 2/Line 4) |
| 6. | 0 | Equitable private school share (Line 5 X Line 1d rounded to whole dollar) |

Save Page

B. Indicate the proposed expenditure(s) for this grant by providing amounts in the appropriate boxes below.* NOTE: The total planned expenditures must equal the total funds available, including carryover, as reflected on the Budget Detail page.

Activity	Proposed Expenditure
1. Professional Development - Private Schools Share (calculated above)	0
2. Professional Development for Public Schools	450000
3. Total for Professional Development	450000
4. Class-size Reduction Teachers (salaries and benefits)	250000
5. Recruitment of Highly Qualified Teachers	15000
6. Recruitment of Highly Qualified Principals	10000
7. Retention of Highly Qualified Teachers	
8. Retention of Highly Qualified Principals	
9. Funds Used for REAP Purposes	
10. Administration of the Title II-A Program	10000
11. Other #1 (specify)	
12. Other #2 (specify)	
13. Other #3 (specify)	
14. Other #4 (specify)	
Total Proposed Expenditures	735000
Total Funds Available, including carryover and transfers	999999

Save Page



Title IV – Removed Needs Assessment

Title IV Overview	Title IV Applicant Information	Title IV Amendments	Title IV Needs Assessment	Program Specific	Budget Pages	Program Risk Assessment	GATA Pages
Title IV Private Schools		Title IV Needs Assessment			Title IV Program Allocations		

Title IV-A Needs Assessment

45327 Current Year Title IV-A funds
0 Plus any funds transferred in
0 Minus any funds transferred out

Total Current Year Title IV-A Program Funds Available 45327

COMPLETE THIS PAGE IF THE PROGRAM FUNDS AVAILABLE AMOUNT IS \$30,000 OR GREATER. THIS PAGE IS NOT REQUIRED IF THE CURRENT YEAR ALLOCATION IS LESS THAN \$30,000.

Note: If total current year funds above is blank, return to the Private School page and complete the page.

A. Consultation is required with all involved stakeholders. Indicate with which groups consultation was conducted. Check all that apply.*

- ☒ Parents
- ☒ Teachers
- ☒ Principals
- ☒ Other school leaders
- ☒ Specialized instructional support personnel, students
- ☒ Community-based organizations
- ☒ Local government representatives
- ☐ Other stakeholder #1 (specify) _____
- ☐ Other stakeholder #2 (specify) _____

B. A needs assessment, if required, must be completed every 3 years. Indicate the year in which the last needs assessment was conducted.

2018

C. Indicate which needs assessment instrument was utilized. Check all that apply.*

- ☐ ED School Climate Survey (EDSCLS)
- ☐ CDC School Health Index
- ☐ National School Climate Center
- ☐ ASCD School Improvement Tool
- ☒ Other #1 (specify) Locally developed _____
- ☐ Other #2 (specify) _____

D. Identify specific subjects, activities, and programs necessary to ensure students have access to a well-rounded education. At least one set of data is required.

1. Subject: Math

Activities: Math teachers will meet by course to design common assessments, plan together and study new curriculum materials, learn how to navigate the digital textbook, and ensure consistency across each course. Teachers will be released from class per the following: September teachers will be released by course. Course leaders will lead each meeting. One course each month will meet for a full-day and the other courses will meet for a 1/2 day. This will rotate by course.



Grant Periodic Reporting System Overview

- Purpose
- Report Due Dates
- Checking the Status of Grant Reports
- Completing the Grant Reports



Purpose of Grant Periodic Reports

The purpose of the [Grant Accountability and Transparency Act \(GATA\)](#) is to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both state agencies and grantees.

Grant Periodic Reports are monthly or quarterly reports completed by the LEA and submitted for approval to ISBE to meet the requirements of GATA and to demonstrate the district's accountability and transparency with Title services.




Grant Periodic Report Due Dates

Reporting periods are quarterly, with the exceptions of districts that are required to report monthly.

Report	Reporting Period	Report Available	Due Date
First Quarter	July 1-Sept 30	September 30	October 31
Second Quarter	Oct 1 – Dec 31	December 31	January 30
Third Quarter	Jan 1 – March 31	March 31	April 30
Fourth Quarter	April 1 – June 30	June 30	July 30
**Extended Report	July 1 – Aug 31	August 31	Sept 30
Monthly Reports	Full Month	Last Day of Month	20 days after Month End



**Illinois State Board of Education**

APPLICATION HOME | ISBE HOME | LOGOUT

Grant Periodic Reporting System

SESSION 18:18
TIMEOUT

RCDT: 00010545051 Entity Name: University of Illinois

Fiscal Year

Awaiting RCDT Admin Approval 1

Past Due Reports 7

Ag Ed Incentive Universities-Budget Application (3235-00)

Agricultural Education - GAST (3235-01)

STEM CTE Leadership and Technical Assistance (4720-00)

Math and Science Area Partnerships (4936-7B)

Time Period	Last Update Id	Last Update Date	Due Date
10/31/2017			11/30/2017
12/31/2017			1/30/2018

Coming Due Reports 0



Grant Periodic Reports

General Information

Grantee Name (per Grant Agreement)

Casey-Westfield CUSD 41

Grantee DUNS

183895317

Grantee FEIN

371173045

Project/Grant Period

Start Date

2017-07-01

End Date

2018-06-30

Reporting Period End Date

End Date

2018-06-30

Deliverables

As a result of Title I, Part A: Programs in compliance with the requirements of the grant raise student achievement, increase graduation rates, and close educational achievement gaps. Title I, Part A serves schools implementing: 1) comprehensive support and improvement activities under 1111(d) for the lowest-performing schools identified by the SEA, or 2) target support and improvement activities under 1111(d) for schools with persistent achievement gaps identified by the SEA.

UGA Exhibit B (Briefly convey information regarding the status of the deliverable)

Teachers and title I paraprofessionals are participating in instructional activities and adjusting based on student data to meet academic needs of all students.

Student data has been collected thrice this year on all students, once in August, once in December and once in May. This data and classroom data has been used to identify students at risk. Students at risk have interventions put in place to address deficits. At risk students will continue to be monitored either weekly to monthly depending on the severity of

Due Date Based on UGA

Date Completed 2018-08-30

Performance

Performance Measures

The program is designed to increase the percentage of students who earn a score that meets or exceeds state standards on the PARCC (3-8) or SAT (high school), specifically the academic achievement indicators on the PARCC or SAT. ISBE will revisit the baseline data once three years of data is available. ISBE will collect and report data through grade 12 for former English Learners (ELs) and children formally identified with a disability, in addition to the subgroups required in ESSA, in order to ensure equity.

UGA Exhibit E

Performance Standard / Frequency

ISBE used a three-year benchmarking process and identified a baseline from which three-year interim goals have been set. A baseline has been established from no less than the most recent three years of academic achievement assessment data compiled from academic indicators in the accountability system required in ESSA. The baseline was established for all students in each subgroup. The State Board established three years interim goals by back mapping from the 90 percent targets. The long-term goals are as follows: a) Ninety percent or more of third-grade students are reading at or above grade level. b) Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics. c) Ninety percent or more of ninth-grade students are on track to graduate with their cohort. d) Ninety percent or more of students graduate from high school ready for college and career. ISBE through the accountability system requires that districts demonstrate that they have no underperforming subgroups and, through their programming that supports the development of the whole child, will share their knowledge with other districts.

UGA Exhibit F

Results / Accomplishments in Reporting Period

Assessments were conducted in August, December and May. Star 360 Reading Assessment results from August 2017 K-6th average of 51% meeting or exceeding. December K-6th average of 68.4% meeting or exceeding. May K-6th average of 70.3% meeting or exceeding. Students gained knowledge and achievement, and closing progress made. Star

Required or Inform Only

- ☒ Required
☐ Inform Only

Bottom

Top



Deliverables

Deliverables

As a result of Title I, Part A: Programs in compliance with the requirements of the grant raise student achievement, increase graduation rates, and close educational achievement gaps. Title I, Part A serves schools implementing: 1) comprehensive support and improvement activities under 1111(d) (for the lowest-performing schools identified by the SEA), or 2) target support and improvement activities under 1111(d) (for schools with persistent achievement gaps identified by the SEA).

UGA Exhibit B (Briefly convey information regarding the status of the deliverable)

Due Date

Based on UGA

Date Completed

yyyy-MM-dd

Write a report about the Title services delivered during the reporting period in the UGA Exhibit B text box.

Deliverables: What has been paid out of and/or provided through the grant during this reporting period based upon your Title budget? [Deliverables may consist of all services, goods, products, work product, items, materials and property to be created, developed, produced, delivered, performed, or provided by or on behalf of, or made available through, the grantee in connection with the UGA.]



Results

Performance

Performance Measures

The program is designed to increase the percentage of students who earn a score that meets or exceeds state standards on the PARCC (3-8) or SAT (high school), specifically the academic achievement indicators on the PARCC or SAT. ISBE will revisit the baseline data once three years of data is available. ISBE will collect and report data through grade 12 for former English Learners (ELs) and children formally identified with a disability, in addition to the subgroups required in ESSA, in order to ensure equity.

UGA Exhibit E

Performance Standard / Frequency

ISBE used a three-year benchmarking process and identified a baseline from which three-year interim goals have been set. A baseline has been established from no less than the most recent three years of academic achievement assessment data compiled from academic indicators in the accountability system required in ESSA. The baseline was established for all students in each subgroup. The State Board established three years interim goals by back mapping from the 90 percent targets. The long-term goals are as follows: a) Ninety percent or more of third-grade students are reading at or above grade level. b) Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics. c) Ninety percent or more of ninth-grade students are on track to graduate with their cohort. d) Ninety percent or more of students graduate from high school ready for college and career. ISBE through the accountability system requires that districts demonstrate that they have no underperforming subgroups and, through their programming that supports the development of the whole child, will share their knowledge with other districts.

UGA Exhibit F

Results / Accomplishments in Reporting Period

Required or Inform Only

☒ Required
☐ Inform Only

Report the results of the services delivered in the Results/
Accomplishments in Reporting Period text box.

Performance Measures: The measurable outcomes from what was rendered and listed in the Deliverables section. [Performance measures are target levels of performance expressed as a tangible, measurable objective against which actual achievement can be compared, including a goal expressed as a quantitative standard, value, or rate.]



RCDT: 09010545051

Entity Name: University of Illinois

Math and Science Area Partnerships (4936-7B)

General Information

Grantee Name (per Grant Agreement)

University of Illinois

Grantee DUNS

041544081

Grantee FEIN

376000511

Project/Grant Period

Start Date

2017-09-01

End Date

2018-08-31

Reporting Period End Date

End Date

2017-10-31

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Supporting information to the below sections can be included in this file.

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[SupportingInformationforQuarterlyReport1-21183.pdf](#)

delete

Please click here to upload your file(s)

Upload File

Optional upload feature: LEA may choose to include documents to support deliverables or results.



Performance Explanation - Award to Date

- ☐ All performance accomplishments are on schedule with performance standards.
- ☐ Not all performance accomplishments are on schedule with performance standards.

If not, please explain below:

Performance Accomplishments Correlated to Reported Expenses

- ☐ Performance is consistent with grant-to-date expected services and expenditures/earnings.
- ☐ Performance is not consistent with grant-to-date expected services and expenditures/earnings.

If not, please explain below:

Submit

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- Complete the last two statements by indicating the status of your grant. If necessary, comment in the text box provided.
- Submit your report to RCDT/ISBE for approval.



Disapproved Reports

- A report that is disapproved will be returned to the district with notes on areas that need to be revised. Please revise reports and resubmit them within 10 days of the disapproval to comply with grant requirements.
- Contact your principal consultant with any questions or concerns.

