

Overview

Program:	School Improvement Grants (SIG) under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) are made available to state education agencies to provide subgrants to local education agencies for use in Title I schools identified for improvement, corrective action, or restructuring so as to enable those schools to make adequate yearly progress (AYP) and exit improvement status.
Purpose:	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.
Program Type:	Continuation of a federal competitive grant
Funding:	Allocations are preliminary, and payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
Legislation and Rules:	Elementary and Secondary Education Act of 1965, as amended, Title I, Part A, Section 1003(g) Federal Register - 2010 Federal Register - 2015
Resources:	U.S.D.E. Guidance for the School Improvement Grant - February 2011 U.S.D.E. Guidance for the School Improvement Grant - March 2015
Background:	Program Specifications
Application Due Date:	June 30, 2015, if a July 1 start date is required
Amendment Due Date:	Prior to obligation of funds and no later than 30 calendar days prior to program end date.
Grant Period:	July 1, 2015 to June 30, 2016
Expenditure Reports:	Cumulative expenditure reports quarterly and a final completion report

Program Contact Person

Last Name* First Name* Middle Initial Title *

Position Title *

Address 1*

Address 2

City* State* Zip +4 *

Phone* Extension Fax

NCES # *

Summer Phone Extension Email

- 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.

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:

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 7000 maximum characters used)

Our regular year has been extended 4 days. In addition, during the summer we have offered a four week extended learning opportunity in summer school. PD in implementing new curriculum, and planning sessions for the upcoming school year with collaboration teams.

*Required field

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

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

Example of project description:

Funds will be used 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)

Funds will be used to increase student academic achievement in the areas of reading and math through compliance with federal requirements associated with the transformation for continuous school improvement.

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
v2.28.14

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)

Brooklyn Elementary School received final approval of the SIG in July, 2014, and signed an MOU with the union in late October. The lead provider is Cambridge Education. The project manager is Dr. Jalilah Dukes: the Cambridge site coordinator is Kay Dimon. Currently, the school is on the Academic Watch list for the state and has been designated "Corrective action" by the federal government. Brooklyn has adopted the SIG transformation model. The grant application provided for an extended day, an extended year, and a summer school program for our students. The extended day, which added 60 minutes to the regular school day began on Jan. 5, 2016. The program focuses on reading and math interventions and enrichment. During the extended day program, students were grouped by lexile score: multi-age groups results. Student attendance during this extra hour was a challenge since many parents had pre-Kindergarten and Kindergarten age students and were inconvenienced by the separate pick-up times. Hopefully, starting the year with the adjusted schedule, attendance will be improve. The attendance rate for the extended day program was 70% average for semester 2. The average daily attendance rate for the year was 86.4 %. In addition to the extended day, the school year was extended by four days and a four week summer program was offered to parents and students. The increased the number of school attendance minutes to 75,320. Increasing reading and math goals were the academic goals of the grant. The school adopted a new math curriculum, Engage New York Math, which is aligned to the CCSS. We are presently in the process of preparing to pilot the Engage New York ELA in the fall of 2015. Evidence of progress in Reading: Teacher Grade Average Increase from BoY to MoY Average Increase from MoY to EoY Chapman K Letter naming fluency +15.61 correct +6.75 Kerns 1 Nonsense word fluency +3.76 words +22.6 1 Phoneme segmentation fluency +6.92 words +31.4 2 Lexile score + 58.18 +140 Cooper 3 Lexile score +100 + 73 4 Lexile score +70 +60 Buckels 5 Lexile score +85 +69 Evidence of progress in Math: Chapman K Letter naming fluency +15.61 correct +6.75 Kerns 1 Math computation +2.4 +12.0 1 Number identification +27.1 +8.7 1 Missing Number +6.8 +3 1 Quantity Discrimination +10 +11.3 1 Oral Counting +16.2 not tested in spring 2 Math Concepts and Application +3.3 +5 2 Math Computation -2.03 +4.8 Cooper 3 Math Concepts and Application +.4 +2.75 3 Math Computation +7.27 +1.25 4 Math Concepts and Application +.57 +6.4 4 Math Computation +10 +11.6 Buckels 5 Math Concepts and Applications +1.75 +1.255 Math Computation +8 +11.2 Scores are showing the continuous improvement in learning. The school has worked to maximize the daily collaboration time by publishing agendas ahead of time, meeting both in teacher only groups and in collaborative groups with the principal. Feedback from daily walk-throughs, data analysis, lesson planning for student centered learning, articulation of curriculum goals, reports from professional conferences, book studies, and using the "Fish Bowl" problem-solving protocol were all a part of the conversations throughout the year. Professional Learning Communities meet once a week. The agenda addresses SIG initiatives. Teachers have used this time to improve teaching and learning through book studies, data analyses conversations, discussion of test prep strategies, work on formative assessments, Engage New York Math and AIMSweb progress monitoring, and planning lessons that increase student engagement, critical thinking and differentiated instruction. Teachers reflected on the school year and agreed that the most effective initiatives were the team collaboration time, PLC meetings, walk-through feedback, PD opportunities, and improved communication tools. A design team is meeting over the summer to create lesson plans for the first week of school. During these lessons both learning and behavior expectations will be taught and practiced. These expectations will be retaught quarterly during the year. The Community Connector is a new part-time position for the school. She has used her time to build community interest and engagement through home visits, a quarterly parent newsletter, monthly family learning nights, and forming a Parent Advisory Board. During the summer months, she and the Social Worker are visiting every home and talking to parents about their student's academic progress, the importance of grade level performance in reading and math, community agencies available for family support, sharing the school calendar for the upcoming school year, and the availability of tutoring and extra services for struggling students.

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

([count] of 7800 maximum characters used)

During the 2015-2016, three teachers will be piloting the Engage New York ELA curriculum. Summer PD will be offered to all of the teachers in getting prepared for delivering the curriculum effectively. The Superintendent/Principal, the Lead Partner, and Instructional Coach will be progress monitoring the newly implemented Engage New York Math curriculum and tracking progress through team collaboration meetings. The Child Study Team has agreed to increase the communication with parents and the number of meetings with parents of tier 2 and tier 3 students. Teachers will be expected to implement several accommodations before referring students to the team for a child study. The team will revise the tiered intervention menu and communicate the expectations to the staff. The PLC Team has agreed that to video tape lessons during the upcoming school year and to use these tapes as a platform for discussions on improvement of instruction. Monthly professional development sessions will continue for the teaching assistants in order to increase professional capacity. The school will invest in an electronic walk-through tool. Have the Leadership Team select a Student of the Month. Plan and schedule dates to teach and review expected behaviors with students. A committee will meet over summer to create the academic and behavioral expectations in every classroom by developing lesson plans for teaching expectations and a school wide classroom behavior expectation plan. Create an improved master schedule and lunch supervision schedule. Develop a system for inputting referrals into data collection system, Information Now.

* 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).

Goal Statement

([count] of 500 maximum characters used)

1.The 2014 ISAT assessment results show 14 percent of the district's ALL students fell in the Meets/Exceeds category in reading. The percent of ALL students in the Meets/Exceeds Category will increase to 24 percent on the 2016 state PARCC assessment(s) in year 2.

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)

1 100% students at Lovejoy will show growth between the BoY, MoY, EoY Aimsweb reading assessments. The number of students performing at or above grade level will increase by 30%.

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

1.1 120-180 minutes per week (60 min/day 2-3x week) additional differentiated instruction in reading-differentiated based on Aimsweb Tier scores and progress. All students are assessed quarterly; Tier III progress monitored weekly, Tier II every two weeks.1.2 4 days (8 hrs) of integrated problem-based instruction provided at the end of the school year for all students, culminating in a summative project.1.3 Incentives in the form of classroom materials for meeting student growth objectives (provided yearly)1.4 Providing small-group instruction, remediation or enrichment for all students based on teacher formative assessment and observation, facilitated by the classroom teacher, paraprofessional and long-term subs.1.5 Teachers will use highly effective instructional strategies, including the effective use of technology and other instructional supports, asking higher DOK questions, and student engagement strategies

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)

Daily Walk Through Feedback, professional development agendas, Teacher Evaluation, Lesson Plan Reviews, and daily collaboration meeting agendas

Target Date of Completion

07/01/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

All elementary teachers , elementary lead teacher, instructional coach, site coord and Principal.

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)

2. Partial implementation of a rigorous standard's aligned ELA curriculum in all classrooms, and piloting of full implementation of the ELA curriculum in 3 of 4 classrooms total.

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 Providing high quality instructional and supplemental materials in all classrooms to enable the implementation and piloting of the identified curriculum.

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)

Daily Walk Through Feedback, professional development agendas, and daily collaboration meeting agendas

Target Date of Completion

07/01/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

All elementary teachers, elementary lead teacher, instructional coach, site coord. and Principal.

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)

3. All teachers will use highly effective instructional strategies, such as effective use of technology, high asking er DOK question, and engaging students, at least 65% of the time, as evidenced in daily/weekly walkthroughs.

Measureable 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 Teacher observations of high quality instruction and instructional strategies, including the effective use of technology and other instructional supports, asking higher DOK questions, and student engagement strategies.

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)

Daily Walk Through Feedback, professional development agendas, and daily collaboration meeting agendas

Target Date of Completion

07/01/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

All elementary teachers, elementary lead teacher, instructional coach and site coord. and Principal.

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).

Goal Statement

([count] of 500 maximum characters used)

2. The 2014 ISAT assessment results show 17 percent of the district's ALL students fell in the Meets/Exceeds category in math. The percent of ALL students in the Meets/Exceeds Category will increase to 27 percent on the 2016 state PARCC assessment(s) in year 2.

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)

2 100% of students at Lovejoy will show growth between the BoY, MoY, and EoY Aimswebmath assessments. the number of students performing at or above grade level will increase by 30%.

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. - 120-180 min per week (60 min/day 2-3x per week) additional differentiated instruction in math - differentiated based on Aimsweb Tier scores and progress. All Students are assessed quarterly; Tier III progress monitored weekly, Tier II - every 2 weeks.1.2. - 4 days (8 hrs) of integrated problem-based instruction provided at the end of the school year for all students, culminating in a summative project. 1.3. - Incentives in the form of classroom materials for meeting student growth objectives (provided yearly)1.4 - Providing small-group instruction, remediation or enrichment for all students based on teacher formative assessment and observation, facilitated by the classroom teacher, paraprofessional and long-term subs.1.5 Teachers will use highly effective instructional strategies, in order to facilitate their use in the classroom, including the effective use of technology and other instructional supports, asking higher DOK questions, and student engagement strategies.

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)

Daily Walk through feedback, professional development agendas, daily collaboration meeting agendas, and results of BoY, MoY and EoY assessment results.

Target Date of Completion

07/01/2015 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

All elementary teachers, elementary lead teachers, instructional coach, site coord. and Principal.

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)

2.2 - Full implementation in all classrooms of a rigorous standard's aligned mathematics curriculum

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 - Providing high quality instructional and supplemental materials in all classrooms to enable the implementation and piloting of the identified curriculum.2.2 Providing teachers 60 minutes/month of high quality professional collaboration time related to full and effective implementation of the curriculum, review of walkthrough and performance data, and other curriculum improvement activities2.3 Teacher observations of high quality instruction and instructional strategies, in order to facilitate their use in the classroom, including the effective use of technology and other instructional supports, asking higher DOK questions, and student engagement strategies.

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)

Daily Walk Through feedback, professional development agendas, and daily collaboration agendas.

Target Date of Completion

07/01/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

All elementary teachers, elementary lead teachers, instructional coach, site coord. and Principal.

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)

3. - All teachers will use highly effective instructional strategies, such as effective use of technology, asking higher DOK question, and engaging students, at least 65% of the time, as evidenced in daily/weekly walkthroughs.

Measureable 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- Teacher observations of high quality instruction and instructional strategies, including the effective use of technology and other instructional supports, asking higher DOK questions, and student engagement strategies.3.2 - Providing small-group instruction, remediation or enrichment for all students based on teacher formative assessment and observation, facilitated by the classroom teacher, paraprofessional and long-term subs.

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)

Daily Walk Through feedback, professional development agendas, and daily collaboration agendas.

Target Date of Completion

07/01/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

All elementary teachers, elementary lead teacher, instructional coach, site coord. and Principal.

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).

Goal Statement

([count] of 500 maximum characters used)

Increase family engagement in reading and math improvement.

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)

Increase opportunities for parent contact/involvement in student progress.

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 Add a second parent conference day to second semester calendar..3.2 Schedule monthly Family Learning events that focus on specific common core goals in reading and math.3.3 Social Work and Community Connector will visit each student's home during the summer and early fall to have conversations with parents and to share academic and behavior interventions, community services, and school policies.

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)

Track parent attendance and number of home visits.

Target Date of Completion

May 2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Social Worker, Community Connector, teachers, and Principal.

Download the form hyperlinked below and save to your hard drive. Complete and upload a completed form for every SIG 1003(g) funded school in this Cohort using the Browse and Upload file buttons below. Please include the School Name and Date when naming the forms for easy identification.

[Individual School Strategies](#)

Choose File

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

- Brooklyn 188. 06.22.2015 SIGSchoolStrategies 2 pgs.pdf
- SIGSchoolStrategies.pdf
- FY16 SIG Individual School Strategies Form Aug 6.2015.pdf
- SIGSchoolStrategiesmath.parent engagement8.6.15.pdf
- Student Attendance -p. 1 001.jpg
- Student Attendance p. 2 001.jpg
- Student Attendance p. 3 001.jpg
- Student Attendance p. 4 001.jpg
- student attendance p. 5 001.jpg
- Elementary Teacher Attendance.docx
- Discipline-Grade 1 001.jpg
- Discipline-grade 2 001.jpg
- Discipline-grade 3 001.jpg
- Discipline-grade 4, p. 1 001.jpg
- Discipline grade 4, p. 2 001.jpg
- Discipline grade 5 001.jpg

Any uploaded files will appear to the left.

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

School Contact Information[Instructions](#)**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

* Denotes required fields

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

	SIG1003g-4339
Current Year Allotment	\$0
Reallotted Funds (+)	
Released Funds (-)	
Carryover (+)	\$662,440
PrePayment (+)	0
SUB TOTAL	\$662,440
Multi-District	
Transfer In (+)	0
Transfer Out (-)	0
Administrative Agent	
ADJUSTED SUB TOTAL	\$662,440
TOTAL AVAILABLE	\$662,440
	SIG1003g-4339

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.

		Award
	Amount Reserved for District	4800
School 1 Name	Brooklyn Elementary School	657640
School 2 Name		
School 3 Name		
School 4 Name		
School 5 Name		
School 6 Name		
School 7 Name		
School 8 Name		
	TOTAL Distribution (must equal Total Award Amount below)	662440
	Total Award amount - Total Award Breakout (difference):	0
	Total Award Amount	662440

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	Extended day pay for additional instruction 1 hour per day X \$65 per hour x 5 teachers x 176 days= \$57200 for teachers.	57200	<input type="checkbox"/>
1000	100	Extended year 4 additional school days x 5 teachers x \$65 hr per hourx 4 days = 10,400	10400	<input type="checkbox"/>
1000	100	2 long-term subs to cover classes during collaboration, lesson plan reviews and to provide extra individual support to teachers. 2 subs x 180 days \$100/day= \$ 36,000	36000	<input type="checkbox"/>
1000	200	Fringe benefits teachers-Extended Day (THIS, TRS NEC, Medicare, TRS Federal) 10,818	10818	<input type="checkbox"/>
1000	200	Fringe benefits for Extended Year for teachers: (THIS, TRS NEC, Medicare, Federal)-3,722.16	3722	<input type="checkbox"/>
1000	200	Fringe benefits for 2 longterm Subs (THIS, TRS NEC, Medicare, TRS Federal)	12634	<input type="checkbox"/>
1000	300	Purchased services for computer maintenance and upgrades. Students will improve their skills in math and reading by completing online lessons based on their skill deficits using computers located in their classrooms.	25000	<input type="checkbox"/>
1000	400	Classroom supplies such as books, paper goods, writing utensils, printer cartridges, copy paper, flip charts, maps and other materials for learning as needed.	3082	<input type="checkbox"/>
1000	400	Money to purchase classroom materials based on teacher incentives for meeting student achievement goals. \$ 500 X 5 teachers; 250X 4 teaching assistants	3533	<input type="checkbox"/>
2210	100	Teacher PD after school-10 hrs x 5 teachers x \$65 per hour=3250	3250	<input type="checkbox"/>
2210	100	Extended day of instruction for 5 teachers prorated to 10 min/day for 176 days at 10.83/day) \$9747	9747	<input type="checkbox"/>
2210	200	Fringe benefits for teachers to participate in PD after school -\$1186	1186	<input type="checkbox"/>
2210	200	Fringe benefits for 5 teachers working extended day of instruction (prorated at 10 minutes per day for 176 days at \$65 per hour. (THIS, TRS NEC, Medicare, Federal) 3488	3488	<input type="checkbox"/>
2210	300	Mileage for 3 cars: 1 trip to Bloomington(320 RT) , 2 trips to Springfield (200 RT) x3 cars=897	897	<input type="checkbox"/>
2210	300	Instructional Coach to provide direct coaching and support teachers in curriculum development, planning and improving teaching and learning through the integration of best practices. 433.33 per day X 165 days--paid as contractual by Brooklyn UD 188 71499.45	71499	<input type="checkbox"/>
2520	300	Purchased services for Part-Time Business Manager to manage SIG grant and advise on the coordination of educational services offered between other grants to ensure SIG initiatives are maximized.	27883	<input type="checkbox"/>
2520	300	LEA Purchased Fiscal Services, School Bookkeeping Solutions, Inc. for grant reporting and financial review 8 months 6 hours X \$100/hour \$4,800	4800	<input type="checkbox"/>
2540	300	Purchased security for Extended Day for 1 hour per day X \$10.75 per hour X 176 days =15,136	1892	<input type="checkbox"/>
2550	100	Transportation of all students after extended day ends. Bus driver salary 176 X 1/2 hr per day X 36.53 per hour = \$3251	3251	<input type="checkbox"/>
2550	200	Benefits for bus driver (IMRF, Medicare, FICA) \$714	714	<input type="checkbox"/>
2610	300	Lovejoy Elementary School Contract with lead partner, Cambridge Ed. For social worker services 196 day x 410.53	86500	<input type="checkbox"/>
2610	300	Contract with Lead Partner, Cambridge Education, for support and intervention services: job embedded professional development, coaching, of staff, coaching of administrators, development, implementation and analysis of student formative and summative assessments, extended time programming, curriculum alignment and mapping with use of ICCSS, meetings facilitation/ monitoring the implementation plan progress. 12 months X 20000 per month	240000	<input type="checkbox"/>
3000	100	Community Connector to provide services to parents in order to improve attendance , behavior and communication by connecting with families during the school year including summer school. 196 x 188=36848	36848	<input type="checkbox"/>
3000	200	Fringe benefits for Community Connector to provide services to parents in order to improve attendance , behavior and communication by connecting with families during the school year FICA and Medicare(196 days)	8096	<input type="checkbox"/>

Total Direct Costs	662440
- Capital Outlay Costs	0
Allowable Direct Costs	662440

Indirect Cost Rate %
Maximum Indirect Cost *

Indirect Cost

Total Allotment

Grand Total

Allotment Remaining

[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	103,600	27,174	25,000	6,615				162,389
2	2110	Attendance & Social Work Services								
3	2120	Guidance Services								
7	2210	Improvement of Instruction Services	12,997	4,674	72,396					90,067
8	2220	Educational Media Services								
9	2230	Assessment & Testing								
10	2300	General Administration								
11	2400	School Administration								
13	2520	Fiscal Services*			32,683					32,683
15	2540	Operation & Maintenance of Plant Services			1,892					1,892
16	2550	Pupil Transportation Services	3,251	714						3,965
18	2570	Internal Services*								
19	2610	Direction of Central Support Services			326,500					326,500
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	36,848	8,096						44,944
27	4000	Payment to Other Districts and Governmental Units								
37										
29	Total Direct Costs		156,696	40,658	458,471	6,615				662,440
30	Approved Indirect Costs X 13.20%									
31	Total Budget									662,440

* 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, Fiscal Services - function 2520, and Payments to Other Districts or Governmental Units - function code 4000.
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.

This certification is required by 2 CFR 3485 which was last updated by Federal Register dated 3.28.12. Part 3485 satisfies the requirements in section 3 of Executive Order 12549, Debarment and Suspension (3 CFR part 1986 Comp., p. 189), Executive Order 12689, Debarment and Suspension (3 CFR part 1989 Comp., p. 235) and 31 U.S.C. 6101 note (Section 2455, Pub. L. 103355, 108 Stat. 3327). The regulations can be located on line at:

[Code of Federal Registers](#)

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 Excluded Parties List System](#)
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 \$100 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.
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 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), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;
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. An 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

HENRIETTA YOUNG

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

Agreed to on this Date: 06/26/2015
RCDT when agreed to: 50-082-1880-22