

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 *
<input type="text" value="Mohip"/>	<input type="text" value="Krish"/>	<input type="text"/>	<input type="text" value="Mr."/> ▼
Position Title *			
<input type="text" value="Chief"/>			
Address 1*			
<input type="text" value="2651 West Washington"/>			
Address 2			
<input type="text"/>			
City*	State*	Zip +4 *	
<input type="text" value="Chicago"/>	<input type="text" value="IL"/>	<input type="text" value="60612"/> <input type="text" value="2055"/>	
Phone*	Extension Fax		
<input type="text" value="773"/> <input type="text" value="553"/> <input type="text" value="3515"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		
NCES # *			
<input type="text" value="1709930"/>			
Summer Phone	Extension Email		
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text" value="ksmohip@cps.edu"/>		

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)

*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)

SIG FY16 Cohort 3 Sustainability funds; year four (4).

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)

The Office of Strategic School Support Services (OS4) worked aggressively to assist schools in reaching the goals of their schools as outlined in their SIG applications. In SY14-15, Cohort 3 schools worked diligently with OS4 to learn best practices in progress monitoring and evaluating their Lead Partner Providers work, with a focus on the gaps that endured in their schools as well as how the school would be sustainable after the Lead Partner Providers exit. Through regular onsite visits, use of the Lead Partner Provider Effectiveness Tool, and coaching by the Deputy Chief, the leaders of the schools increased their capacity to lead whole-school reform without the reliance on outside organizations. OS4 also worked with school teams to review data on an ongoing basis to view trends in the school that is negatively impacting their success of their goals. Once these challenges were uncovered the schools could then work with their Lead Partner Provider and OS4 to course correct throughout the year to maximize the use of their SIG funds and Lead Partner Provider. In SY14-15, our Cohort three schools performed accordingly overall in the key LEA Goals: Student Attendance, an average increase of 7.3 percentage points Freshman on Track, an average increase of 17.4 percentage points Graduation Rate, an average increase of 15.8 percentage points Drop out, an average decrease of 8.5 percentage points with Clemente and Bogan. We also saw decreased discipline for CVCA, Clemente and Bogan. College access and enrollment increased for Bowen and Al Raby; ACT increases at Clement and Al Raby and IB Curriculum option at Clemente and AP enrollment increase at Bowen rounds out our some of successes. Additionally, Principal Incentives were awarded to four of our principals for their unceasing diligence and commitment to their SIG schools over the course of the 2013-2014 school year. All four principal's received a Proficient or higher on Professional Practice Component and Overall performance on their Principal Evaluation and also lowered their Drop-Out Rate by 5%. In addition to a Proficient Principal Evaluation and a lowered Drop-Out rate, three of the four principals also increase their Freshman On-Track Rate by 95%. There was also a 90% increase in School Attendance Rate from two of the four principals awarded. And all five Cohort 3 principals received a retention bonus for their work in the SIG school over three years. Our most notable challenges were chronic absences and truancy. A number of schools were suspending many students. We have been developing a more robust monitoring system for more accurately assigning student code of conduct codes to behavior incidents to ensure we are more accurately identifying behaviors and assigning appropriate consequences. The data gathered during this process also helped us to look at teacher ratings and we realize many of our schools rated teachers highly on student engagement which should be an indicator that Principals need more support on effective teacher evaluations along with support to teachers on student engagement.

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

([count] of 7800 maximum characters used)

Through the use of SIG funds for sustainability purposes with the Cohort 3 schools, schools will be better prepared to re-enter the district without SIG funding than many of the previous schools that have transitioned in the past. There has been time and efforts for identifying gaps and creating strategies for the appropriate program continuation. Our focus is on building human capacity and creating systems and structures that can continue once there is zero SIG funding. We have focused on what needs to continue to exist in the school as well as how OS4 can work with schools to find new or different funding; look at district and neighborhood networks to find new or different supports to help schools continue to close these gaps. OS4 will work collaboratively with the schools to continue to review the progress made on their 4 SIG goals. We will continue to support schools in their sustainability planning by assisting them in ongoing review and assessment on how to: Re-purposing staff through coaching and building capacity to continue the work of the LPP, Allocate resources away from SIG and back into traditional funding sources Monitoring school improvement efforts, Governance of the school and Data Driven Decision Making, Social Emotional Learning, Diverse learners, Parent and community engagement, Academic improvement in core subjects such as Literacy and Math; Professional development. OS4 will also prepare the schools throughout this school year so that a seamless transition back to traditional governance occurs for the 2015-2016 school year.; ensuring they are aware of District resources , including professional development opportunities for both principals, teachers, and staff. The goal of this plan is to further develop a clear road-map that shifts schools from their reliance of the SIG grant, while continuing the work that has brought them success. The plan will detail how the schools will build the needed capacity with-in their staff members, taking on the work that the LPP and OS4 had provided them in the past. They will also understand how to best utilize the district supports available to them to continue their goals.

* 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)

Increase Student Achievement in Reading: Over the three years of full implementation and the final year of sustainability, awarded schools will reduce by 10% annually the number of students not meeting proficiency benchmarks, as measured annually by district-administered assessments (e.g., PARCC and ACT/other college readiness assessment), overall, by grade level cohort, and by subgroup.

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)

1.1: Implement a coherent literacy instructional program in which the ELA Common Core State Standards, curriculum, assessments, and instructional strategies are aligned to English Language Arts and across all content areas.1.2: Develop and implement a comprehensive professional development model designed to provide teachers an in-depth understanding of the ELA Common Core State Standards1.3: Develop and implement a multi-tiered system of supports that integrates academic and behavior instruction and intervention into one system to support all students in meeting the ELA learning expectations1.4: Institute a systematic process for identifying and providing structured literacy intervention and support for at-risk 9th grade students.1.5: Institute a systematic process for reviewing and using quantitative and qualitative data to inform decisions regarding teacher instructional practice and student learning needs.

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

1.2.1: 10% annual reduction in the number of students not meeting proficiency benchmarks, as measured by...1.2.2: Increased % of literacy activity observed in instructional rounds and coaching sessions1.3.1: 10% annual reduction in the number of students not meeting proficiency benchmarks, as measured by...1.3.2: Increase proper pacing and completion of identified students on supplemental programs1.4.1: 10% annual reduction in 9th grade students off-track1.4.2: Increase instructional time on task for identified students1.4.3: Increase proper pacing and completion of identified students on supplemental programs1.5.1: 10% annual reduction in the number of students not meeting proficiency benchmarks...1.5.2: 10% annual reduction in off-track rate for all students1.5.3: Increased %of time on data inquiry and analysis

Evidence of Improvement or Progress

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

([count] of 1000 maximum characters used)

1.2.1: 10% annual reduction in the number of students not meeting proficiency benchmarks, as measured by district-administered assessments (e.g., PARCC and ACT)1.2.2: Whole-year professional development plan1.3.1: 10% annual reduction in the number of students not meeting proficiency benchmarks...1.3.2: Progress monitoring of supplemental programs1.4.1: 10% annual reduction in 9th grade students off-track1.4.2: Programmatic evidence of increased instructional time1.4.3: Progress monitoring of supplemental programs1.5.1: 10% annual reduction in the number of students not meeting proficiency benchmarks...1.5.2: 10% annual reduction in off-track rate for all students1.5.3: Grade-level and content-level team meeting artifacts, including, but not limited to, agendas, minutes, and action items

Target Date of Completion

06/30/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principal, Lead Partner, OS4

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)

Increase Student Achievement in Mathematics: Over the three years of full implementation and the final year of sustainability, awarded schools will reduce by 10% annually the number of students not meeting proficiency benchmarks, as measured annually by district-administered assessments (e.g., PARCC and ACT), overall, by grade level cohort, and by subgroup.

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)

2.1: Implement a coherent math instructional program in which Math CCSS, curriculum, assessments, and instructional strategies align and guide the core work of instruction and learning
 2.2: Develop and implement a comprehensive professional development program designed to support teachers in developing in-depth understanding of Math CCSS, content and pedagogical content knowledge required to improve instructional practice and student achievement
 2.3: Develop and implement MTSS framework that integrates academic and behavior instruction and intervention into a single system to support students in meeting the math learning expectations defined by the Math CCSS
 2.4: Institute a systematic process for identifying and providing structured Mathematics intervention and support for at risk 9th grade students
 2.5: Institute a systematic process for reviewing and using quantitative and qualitative data to inform decisions regarding teacher instructional practice and student learning needs

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

2.1.1: 10% reduction in # of students not meeting proficiency benchmarks, as measured by district-administered assessments...
 2.2.1: 10% reduction in students not meeting proficiency benchmarks, as measured by district assessments...
 2.2.2: Increased % of literacy activity observed in instructional rounds and coaching sessions
 2.3.1: 10% reduction in students not meeting proficiency benchmarks, as measured by district assessments...
 2.3.2: Increase pacing and completion of identified students in supplemental programs
 2.4.1: 10% reduction in 9th grade off-track
 2.4.2: Increase instructional time on task for identified students
 2.4.3: Increase proper pacing and completion of identified students on supplemental programs
 2.5.1: 10% reduction in students not meeting proficiency benchmarks, as measured by district assessments...
 2.5.2: 10% reduction in off-track rate
 2.5.3: Increased % of time on data inquiry, quality of data analysis taking place during planning time

Evidence of Improvement or Progress

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

([count] of 1000 maximum characters used)

2.1.1: 10% reduction in students not meeting proficiency benchmarks, as measured by district assessments...
 2.2.1: 10% reduction in students not meeting proficiency benchmarks, as measured by district assessments...
 2.2.2: Whole-year professional development plan
 2.3.1: 10% reduction in # of students not meeting proficiency benchmarks, as measured by district assessments...
 2.3.2: Progress monitoring of supplemental programs
 2.4.1: 10% reduction in 9th grade students off-track
 2.4.2: Programmatic evidence of increased instructional time
 2.4.3: Progress monitoring of supplemental programs
 2.5.1: 10% reduction in the number of students not meeting proficiency benchmarks, as measured by district assessments...
 2.5.2: 10% reduction in off-track rate for all students
 2.5.3: Grade-level and content-level team meeting artifacts, including, but not limited to, agendas, minutes, and action items

Target Date of Completion

06/30/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principal, Lead Partner, OS4

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 Student Graduation Rate: Over the 3 years of full implementation and the final year of sustainability, awarded schools will reduce by 10 percentage points the # of students not graduating

Objective

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

([count] of 1000 maximum characters used)

3.1: Increase opportunities, participation levels, and success rates in higher-level coursework for 9-12 grade students
3.2.1: Develop systems to monitor if students are on track for graduation and provide academic and/or social/emotional interventions
3.3: Establish credit recovery opportunities
3.4: Build academic culture that fosters and promotes college and career readiness
3.5: Expand alternative learning opportunities for at risk students

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

3.1.1: Increase # of higher-level courses 3.1.2: Increase enrollment in higher-level courses
3.1.3: Increase % of all w/3.00+ GPA in higher-level courses
3.1.4: Increase % of all scoring 3+ on AP test
3.1.5: Increase % of IB certifications completed
3.1.6: Increase % of Dual Enrollment completed
3.2.1: Reduce by 10% # of all not meeting proficiency benchmarks
3.2.2: Reduce by 10% off-track
3.2.3: Increase % of time on data inquiry and data analysis during planning
3.3.1: Reduce drop-out
3.3.2: Increase 5yr graduation
3.3.3: Reduce by 10% off-track
3.4.1: Set comprehensive 9-12 college preparation/readiness plan
3.4.2: 100% of 12th gr completes 3+ college apps
3.4.3: 90% of eligible 12th graders complete FAFSA
3.4.4: 100% of 12th gr w/post-secondary plan
3.4.5: 3% increase in college enrollment
3.5.1: Reduce by 3% 1yr drop-out
3.5.2: Increase PASS/external partner graduation
3.5.3: Increase 5yr graduation
3.5.4: Reduce by 10% off-track

Evidence of Improvement or Progress

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

([count] of 1000 maximum characters used)

3.1.1: Schedule of higher-level courses
3.1.2: Yr-to-Yr enrollment #s in higher-level courses
3.1.3: Yr-to-Yr enrollment % of all w/3.00+GPA in higher-level courses
3.1.4: Yr-to-Yr comparison of all scoring 3+ on AP test
3.1.5: Yr-to-Yr of completed IB certifications
3.1.6: Semester-to-semester/yr-to-yr comparison of Dual Enrollment completed
3.2.1: Reduce by 10% # not meeting benchmarks
3.2.2: Reduce by 10% off-track
3.2.3: Grade/content level mtg agendas, mins, action items
3.3.1: Reduce by 10% # not meeting benchmarks
3.3.2: Reduce by 10% off-track
3.3.3: Grade/content level mtg agendas, mins, action items
3.3.1: Dashboard
3.3.2: Dashboard
3.3.3: Reduce by 10% off-track
3.4.1: School college readiness plan
3.4.2: Postsecondary tracking
3.4.3: Chooseyourfuture.com report
3.4.4: Complete ILPs
3.4.5: National Clearinghouse report
3.5.1: Dashboard
3.5.2: PASS and external partner completion/success report
3.5.3: Dashboard
3.5.4: Reduce by 10% off-track

Target Date of Completion

06/30/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principal, Lead Partner, OS4

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)

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

Objective

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

([count] of 1000 maximum characters used)

4.1: Establish systems for monitoring and improving student attendance at all grade levels4.2: Establish student enrichment and academic reinforcement opportunities at all grade levels4.3: Establish an 8th grade transition program to prepare incoming freshmen for high school4.4: Develop process that allows schools to monitor essential of 5 essentials and develop plans to maintain or improve each essential as levers for impacting academic performance in reading and/or math

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

4.1.1: Increased annual attendance rate overall, by grade level, and by subgroups4.1.2: Decreased truancy by grade level, and by subgroups4.1.3: Decreased tardiness by grade level4.1.4: 3.0% decrease in 1-year drop-out rate4.2.1: Increased % participation of students in after school enrichment and/or academic reinforcement4.2.2: Increased on-track percentage of students involved in enrichment and/or academic reinforcement4.2.3: Increased attendance by grade and by subgroups4.2.4: Decreased truancy by grade and by subgroups4.2.5: Decreased tardiness by grade4.2.6: Decreased drop-out4.3.1: School has a comprehensive 8th-9th grade transition plan that includes feeder school engagement4.3.2: 10% annual reduction in 9th grade students off-track4.4.4: Supportive Environment rating increase4.4.5: Ambitious Instruction rating increase

Evidence of Improvement or Progress

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

([count] of 1000 maximum characters used)

4.1.1: Higher of 10% reduction in absence rate or 95% attendance for schools below 95%; 10% reduction in absence rate for schools between 95% and 98%; 98% attendance for schools at/above 98%4.1.2: District dashboard4.1.3: District dashboard4.1.4: District dashboard4.2.1: Internal tracking4.2.2: District report4.2.3: Higher of 10% reduction in absence rate or 95% attendance for schools below 95%; 10% reduction in absence rate for schools between 95% and 98%; 98% attendance for schools at/above 98%4.2.4: District dashboard4.2.5: District dashboard4.2.6: District dashboard4.3.1: School-wide transition plan4.3.2: 10% reduction in off-track rate for 9th graders4.4.5: Performance level increase per year in Ambitious Instruction category

Target Date of Completion

06/30/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principal, Lead Partner, OS4

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](#)

- FY 16 SIG Individual School Strategies - Horace Mann.pdf
- FY16 SIG Individual School Strategies - Hirsch.pdf
- FY16 SIG Individual School Strategies Form BURKE.pdf
- FY16 SIG Individual School Strategies Form UPDATED v Rev.pdf
- FY16 SIG Individual School Strategies Form_revised_jd.pdf
- Kelly - 12.15.15FY16 SIG Individual School Strategies Form (1) (1).pdf
- 12.15.15FY16 SIG Individual School Strategies Form BRONZEVILLE 121515 (1).pdf
- CVCASchoolImprovementGrantSustainabilityTemplateFinal.docx.pdf
- ClementeSY16SchoolImprovementGrantSustainabilityTemplateFinal.doc.pdf
- Raby Theory of Action SIG continuation FINAL.pdf
- BowenHSSIGSustainabilityTemplateFinal.docx.pdf
- BoganSchoolImprovementGrantSustainabilityFinal.docx.pdf
- RabyPrograms.2015-2016.pdf
- 20150909 - Kelly - FY16 SIG Individual School Strategies Form (2).pdf
- FY16 SIG Individual School Strategies Form BRONZEVILLE updated (1).pdf

Any uploaded files will appear to the left.

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

Chicago Public Schools - FY16 School Improvement Grant (SIG) 1003(g)Program Sustainability Plans for:Al Raby HSBogan HSBowen HSClemente HSCVCA HS

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

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

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
-

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
-

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

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 (+)	\$2,500,000
PrePayment (+)	0
SUB TOTAL	\$2,500,000
Multi-District	
Transfer In (+)	0
Transfer Out (-)	0
Administrative Agent	
ADJUSTED SUB TOTAL	\$2,500,000
TOTAL AVAILABLE	\$2,500,000
	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	125000
School 1 Name	Al Raby High School	475000
School 2 Name	Chicago Vocational Career Academy	475000
School 3 Name	Bowen High School	475000
School 4 Name	Bogan High School	475000
School 5 Name	Clemente High School	475000
School 6 Name		
School 7 Name		
School 8 Name		
	TOTAL Distribution (must equal Total Award Amount below)	2500000
	Total Award amount - Total Award Breakout (difference):	0
	Total Award Amount	2500000

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	CLEMENTE: Extended time for Summer Connection program for incoming Freshmen (Est. 3 teachers x 50 hrs x \$50/hr)	7500	<input type="checkbox"/>
1000	100	CLEMENTE: Teacher extended time for credit recovery (Est. 10 teachers x 30 hrs x \$50/hr)	15000	<input type="checkbox"/>
1000	100	BOWEN: Teachers will work with students to improve student academic outcomes after-school and during the summer. (Est. 10 teachers x \$50/hr x 170hrs)	80000	<input type="checkbox"/>
1000	100	CVCA: Summer Freshmen Connection: 7 Teachers, 2 counselors, (7 Teachers x 5 days x 5 hours x 6 weeks x \$50p/h =52,500) (2 counselor x 5 days x 5 hours x 6 weeks x \$50p/h) = \$15,000)	67500	<input type="checkbox"/>
1000	100	CVCA: Extended day pay for staff providing students with credit recovery opportunities (est. 10 teachers x 5 days/week x 1 hr/day x 25 weeks x \$50/hr)	62500	<input type="checkbox"/>
1000	100	RABY: Extended pay for teachers providing targeted literacy and math interventions for incoming freshman students. (Est. 5 teachers x 10 hours x 4 weeks x \$40/hr)	8000	<input type="checkbox"/>
1000	100	RABY: 1.0 FTE 1.0 Interventionist to support the implementation and program support and instruction in intervention lab	44000	<input type="checkbox"/>
1000	200	CLEMENTE: Medicare @ 1.45% for extended time for Summer Connection program	109	<input type="checkbox"/>
1000	200	CLEMENTE: Medicare @ 1.45% for extended time for credit recovery	218	<input type="checkbox"/>
1000	200	BOWEN: Medicare @ 1.45% for teachers to work with students to improve student academic outcomes	1160	<input type="checkbox"/>
1000	200	CVCA: Medicare @1.45% for extended time for Summer Connection	761	<input type="checkbox"/>
1000	200	CVCA: Medicare @1.45% for extended time for staff providing students with credit recovery opportunities	906	<input type="checkbox"/>
1000	200	RABY: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Teacher Pension @ 18.16% for 1.0 Interventionist	18791	<input type="checkbox"/>
1000	200	RABY: Medicare @1.45% for Extended day for teachers for Extended pay for teachers providing targeted literacy and math interventions for incoming freshman students.	116	<input type="checkbox"/>
1000	300	RABY: Discovery Education TechBooks - Supplemental Instructional Curriculum for Math/Science/Literacy - Licenses for Science and Math	19000	<input type="checkbox"/>
1000	300	BOWEN: ACHIEVE 3000 and ALEKS: web-based intervention and extension software (Est. \$10,000 per vendor)	20000	<input type="checkbox"/>
1000	300	RABY: Unemployment and Workers Compensation @ 1.31% for 1.0 FTE Interventionist	576	<input type="checkbox"/>
1000	400	BOWEN:44 Raspberry pi kits at \$70 each; 45 HP Thin Clients @ \$429 each; 1 CPU server upgrade @ \$300	32050	<input type="checkbox"/>
1000	400	CVCA: Supplies for writing lab (copy paper and toner for printer)	11000	<input type="checkbox"/>
1000	400	CVCA: Supplies for Freshmen Connection Summer 2016 (Paper, pens, composition notebook paper, easel pads, art supplies, calculators, glue etc.)	4199	<input type="checkbox"/>
1000	500	CVCA: Writing Labs - These labs will provide computers and software in order to provide student writers with individual assistance in all aspects of the composing process (30 computers x \$1,088 percomputer), site license for computer software (5,000), 2printers for lab (2x3000per printer).	43640	<input type="checkbox"/>
1000	500	RABY: Intervention Lab to provide computers and software to students in order to provide students with individual literacy, writing and math instruction (30 computers x \$1088) (2 printers x \$2000)	36640	<input type="checkbox"/>
2110	100	RABY: 1.0 FTE Social Worker to train teachers and staff on SEL interventions. Provide SEL counseling supports for tier 2 and tier 3 students. Facilitate the implementation of MTSS to focus on academic and SEL Interventions.	59744	<input type="checkbox"/>
2110	100	CVCA: Extended day pay for student advocates to provide intervention for truancy and social emotional behaviors to prevent students from dropping out of school (Est. 4staff x 1 hrs x 4 days x\$35/hr x 30weeks)	16800	<input type="checkbox"/>
2110	200	RABY: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Teacher Pension @ 18.16% for 1.0 FTE Social Worker	21879	<input type="checkbox"/>
2110	200	CVCA: Medicare @1.45% for extended time for student advocates	244	<input type="checkbox"/>
2110	300	RABY: Contract with Umoja to provide support to targeted at-risk students through attendance, social work, mentoring and social-emotional supports	15000	<input type="checkbox"/>
2110	300	RABY: Unemployment and Workers Compensation @ 1.31% for 1.0 FTE Social Worker	783	<input type="checkbox"/>
2110	300	CLEMENTE: Good Life mentoring for at-risk students. Provides social-emotional supports for students and assists with development sustainable leadership practice for at-risk youth with a focus on young men	25000	<input type="checkbox"/>

2110	300	CLEMENTE: SGA Youth and Family Services providing SEL and counseling services for Tier II and Tier III students in order to increase graduation rate and post secondary enrollment for at risk students. Mikva Challenge to work with students to develop youth voice and leadership in order to address social, behavioral, and academic issues facing our school and our community.	34000	<input type="checkbox"/>
2110	300	BOWEN:SGA will provide one-to-one mental health support for students and training for BHS faculty to provide future small group counseling to students.	35000	<input type="checkbox"/>
2110	300	BOWEN: Mikva Challenge -This curriculum provides a framework and structure for implementing a youth governance body at your school to institute changes within the school.	18000	<input type="checkbox"/>
2110	300	RABY: Polished Pebbles to develop youth voice, leadership, and speaking skills to address social, behavioral, and academic issues. Teaching problem solving skills and self advocacy skills in tier 2 and 3 girls	13000	<input type="checkbox"/>
2120	100	CLEMENTE: Extended time for staff to perform additional course scheduling/programming over the summer (est. 2 staff x 100 hrs x \$50/hr)	10000	<input type="checkbox"/>
2120	100	CLEMENTE: Extended time for Summer Transition Counselor to provide support for incoming freshmen and outgoing seniors (est. 2 staff x 50 hrs x \$50/hr)	5000	<input type="checkbox"/>
2120	100	BOWEN: Non-teaching faculty will work with counselor and college and career coach to support seniors' through the college application, selection and enrollment process. (Est. \$25 per hour x 8 faculty x 10 hours per week x 5 weeks)	10000	<input type="checkbox"/>
2120	100	BOWEN: College and career interns will work with counselor and college and career coach to support seniors' through the college application, selection and enrollment process.(Est. 4 interns x \$10 an hour x 10 hours per week x 25 weeks)	10000	<input type="checkbox"/>
2120	100	CVCA: Extended day pay for school counselor to assist students with post secondary opportunities, college fairs, and on-track success (est. 2 staff x 5 days/week x 1.5 hr/day x 10 wks x \$50/hr	7500	<input type="checkbox"/>
2120	100	CVCA: Extended day for coaching positions to support training around post secondary support and college and career readiness (Ext. 5 teachers x \$50/hr x 50 hours)	12500	<input type="checkbox"/>
2120	200	CLEMENTE: Medicare @ 1.45% for extended time for scheduling for summer	145	<input type="checkbox"/>
2120	200	CLEMENTE: Medicare @ 1.45% for extended time for Summer Transition Counselor	73	<input type="checkbox"/>
2120	200	BOWEN: Medicare @1.45% for Counselor and College and Career Coach to support seniors	145	<input type="checkbox"/>
2120	200	BOWEN: Medicare @1.45%, FICA @6.2% for College and Career interns	765	<input type="checkbox"/>
2120	200	CVCA: Medicare @1.45% for extended time for school counselor	109	<input type="checkbox"/>
2120	200	CVCA: Medicare @1.45% for coaching positions to support training for post secondary support	181	<input type="checkbox"/>
2120	300	CLEMENTE: Contract with Puerto Rican Cultural Center (PRCC) Pipeline to work with 30 - 40 middle-to-low-performing seniors on college application process	35000	<input type="checkbox"/>
2120	300	BOWEN: College Possible high school graduates are coached through the transition to college and are supported all the way through college graduation. Their coaches, serving as AmeriCorps members, prepare them to be financially literate students with great study skills, ready to face the common obstacles to graduation.	10000	<input type="checkbox"/>
2210	100	RABY: Extended pay for teachers attending weekly professional development focused on instructional practices and improving the teaching practices throughout the building (est. 25 teachers x 50 hours x \$40/hr)	50410	<input type="checkbox"/>
2210	100	BOGAN: Substitutes for teachers participating in professional development during the school day (est. 93.5 days x \$150/day)	9025	<input type="checkbox"/>
2210	100	BOGAN: 3.0 FTE freed grade level/special education leads who will provide direct coaching support in ELA, Math, Science and Social Science for respective grade level teachers	245383	<input type="checkbox"/>
2210	100	CLEMENTE: Instructional Leadership Team (ILT) extended time for collaboration and professional development (Est. 20 teachers x 20 hrs x \$50/hr)	20000	<input type="checkbox"/>
2210	100	CLEMENTE: Staff extended time for collaboration and professional development, including data analysis and planning and development for the culture and climate team [est. (20 staff x 40 hrs x \$25/hr)	20000	<input type="checkbox"/>
2210	100	CLEMENTE: Teacher extended time for collaboration and professional development, including curriculum development, IB implementation, CCSS implementation, and data analysis (est. 50 teachers x 34 hrs x \$50/hr)	85000	<input type="checkbox"/>
2210	100	CLEMENTE: Teacher extended time for data analysis from off site data strategist to monitor KPI's bi-weekly (est. 2 teachers x 75 hours x \$40 per hour)	6000	<input type="checkbox"/>
2210	100	BOWEN: Extended time for teachers to collaborate to implement and improve common assessment, lesson study and student shadowing protocols. (Est. 20 teachers x \$45 a hour x 10 weeks x 2 hours per week)	38500	<input type="checkbox"/>
2210	100	BOWEN: .50 FTE Curriculum Coordinator to assist in developing quality curriculum maps and assessments, analyzing the quality of existing maps, and coaching teachers on map-making process	37000	<input type="checkbox"/>
2210	100	CVCA: Extended time to support Teacher school wide teaching and learning professional development to focus on curriculum alignment, and differentiated instruction professional development around producing Common Core,PARCC,CRSS, Reach, Teacher Leadership training, and 21st Century lessons for improved student achievement. (20 teachersx39.11x2daysx1hoursx35weeks)	54754	<input type="checkbox"/>
2210	100	CVCA: In house Data strategist to support all programs with data interpretation in instructional practices, data training sessions for staff, design all performance management for teacher use for department and grade level teams, data decks for all ISBE and SIG reports, and performs professional development to all staff (26250	<input type="checkbox"/>

		2personx\$50p/hx1.5hr/perdayx5daysx35 weeks)		
2210	100	CVCA: Coach to provide literacy support to provide training of teaching staff for tutoring and writing labs, will work with students assist with writing, literacy skills, provide supports to parents for resumes, job applications, professional development and training in interview execution. This position will also seek out potential grants to support the schools existing programs and will train and support staff as they seek out and identify additional partnerships and grants for long term sustainability (1 coaches x \$50p/hx3daysx5hoursx35weeks)	26500	<input type="checkbox"/>
2210	100	CVCA: Substitute teachers for in house and outside professional development opportunities (Est. 20 subs X \$150/day x 10 days)	30000	<input type="checkbox"/>
2210	100	CVCA: Extended day for coaching positions to support training and professional development of teachers around writing labs. (Est. 2 teachers X \$50/hr x 125 hours)	12500	<input type="checkbox"/>
2210	200	RABY: Medicare @ 1.45% for Extended day for teachers attending weekly professional development focused on instructional practices	731	<input type="checkbox"/>
2210	200	BOGAN: Medicare @ 1.45% and Pension @18.16% for Substitutes for teachers participating in professional development	1770	<input type="checkbox"/>
2210	200	BOGAN: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Teacher Pension @ 18.16% for 3.0 FTE Freed grade level/special education leads	78609	<input type="checkbox"/>
2210	200	CLEMENTE: Medicare @ 1.45% for extended time for Instructional Leadership Team	290	<input type="checkbox"/>
2210	200	CLEMENTE: Medicare @ 1.45% for extended time for collaboration and professional development for culture and climate team	290	<input type="checkbox"/>
2210	200	CLEMENTE: Medicare @ 1.45% for extended time for collaboration and professional development for curriculum development	1233	<input type="checkbox"/>
2210	200	CLEMENTE: Medicare @ 1.45% for extended time for data analysis	73	<input type="checkbox"/>
2210	200	BOWEN: Medicare @1.45% for Extended day for teachers to collaborate to implement and improve common assessment	558	<input type="checkbox"/>
2210	200	BOWEN: Medicare @1.45%, Hospitalization @ \$10,163/FTE, Teacher Pension @ 18.16% for .50 FTE Curriculum Coordinator	12337	<input type="checkbox"/>
2210	200	CVCA: Medicare @1.45% for coaching positions to support training and professional development	181	<input type="checkbox"/>
2210	200	CVCA: Medicare @1.45% for extended time to support teacher school wide teaching and learning professional development	794	<input type="checkbox"/>
2210	200	CVCA: Medicare @1.45% for extended time for In house Data Strategist to support all programs with data interpretation	381	<input type="checkbox"/>
2210	200	CVCA: Medicare @ 1.45% , FICA @6.2% for coaching position for tutoring and writing labs	2027	<input type="checkbox"/>
2210	200	CVCA: Medicare @1.45%, Pension @18.16% for substitutes for professional development	5883	<input type="checkbox"/>
2210	300	RABY: Partnership with Discovery Education to provide professional development to support the integration of technology in the classroom.	11687	<input type="checkbox"/>
2210	300	"BOGAN: Contract with Argument Centered Education to build common argument structures to support Common Core implementation in classrooms. Argument Centered Education provides direct professional development to teachers. The consultant focuses on developing argumentation in classroom instruction and assignments. This aligns to the Common Core, which requires teachers to be able to develop argumentation skills with students. The consultant plans with teachers, co-teaches, observes, helps teachers to identify materials and provides materials for teachers to use. The purpose of this work is to develop teacher's capacity. The consultant also supports teachers in providing professional development to other teachers on what they have learned. ACE works with all departments; he has been building capacity in each department and working with individual teachers. This is a continuation of previous grant work we have done."	56998	<input type="checkbox"/>
2210	300	BOGAN: Unemployment and Workers Compensation @ 1.31% for 3.0 FTE Freed grade level/special education leads	3215	<input type="checkbox"/>
2210	300	"CLEMENTE: ""Vendors to facilitate all-staff professional development. Topics include CCSS Literacy across the curriculum, Leadership Development and Digital Media integration into curriculum and instruction.	20000	<input type="checkbox"/>
2210	300	CLEMENTE: Good Life training for teachers and staff. Provides teachers and staff with professional development for the social-emotional needs of students.	10000	<input type="checkbox"/>
2210	300	BOWEN: Network for College Success will provide one instructional coach to support the development of the Reading Apprenticeship framework in all core classes.	12000	<input type="checkbox"/>
2210	300	BOWEN: Administrators and teachers will attend annual STEM conference to support the development of STEM initiatives within the school.	5000	<input type="checkbox"/>
2210	300	BOWEN: Unemployment and Workers Compensation @ 1.31% for .50 FTE Curriculum Coordinator	485	<input type="checkbox"/>
2210	300	LEA: Conference Fees to support professional development	1149	<input type="checkbox"/>
2220	100	RABY: 1.0 FTE Technology Coordinator to support Chromebook 1:1 in computer labs and through classroom technology use for teachers and students to improve core instruction.	74000	<input type="checkbox"/>
2220	200	RABY: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Teacher Pension @ 18.16% for 1.0 Technology Coordinator	24674	<input type="checkbox"/>
2220	300	RABY: Unemployment and Workers Compensation @ 1.31% for 1.0 FTE Technology Coordinator	969	<input type="checkbox"/>
2300	100	LEA: .75 SIG Director to provide leadership and counsel to SIG Principals in the strategy and management of grant funds, personnel and vendor partners, as well as managing the district's ongoing compliance with all state and federal SIG requirements and guidelines	78750	<input type="checkbox"/>

2300	100	LEA: .16 FTE Project Manager to provide direct support to school/lead partner level monitoring including ownership of project timelines and deliverables and stakeholder engagement	16720	<input type="checkbox"/>
2300	200	LEA: Medicare @1.45%, Hospitalization @10,163/FTE, Pension @ 17.625% for .75 FTE SIG Director	22150	<input type="checkbox"/>
2300	200	LEA: Medicare @1.45%, Hospitalization @10,163/FTE, Pension @ 17.625% for .16 FTE SIG Project Manager	4815	<input type="checkbox"/>
2300	300	LEA: Unemployment and Workers Compensation @ 1.31% for .75 SIG Director	1197	<input type="checkbox"/>
2300	300	LEA: Unemployment and Workers Compensation @ 1.31% for .16 FTE SIG Project Manager	219	<input type="checkbox"/>
2540	100	CVCA: Extended day to increase student and staff safety after school during credit recovery, homework network, parent academic training ,after school tutoring, and community supports (est. 4 staff x 4 days/week x 1 hr/day x 30 wks x \$25/hr and during Freshmen connection (Est. 2 Security X 5 days x 5 hours x 6 weeks x\$25/hr)	19500	<input type="checkbox"/>
2540	200	CVCA: Medicare @1.45% for extended time for security	283	<input type="checkbox"/>
2550	300	BOWEN: Student Transportation for College Tours for 9th - 12th graders	9000	<input type="checkbox"/>
2550	300	CVCA: Transportation to expose and encourage students to attend colleges/universities and for job shadowing/internships; also strengthens relationship-building with community and alumni resources to provide a range of cultural, academic, internship and job opportunities for students.	7070	<input type="checkbox"/>
2610	300	RABY: Contract with Atlantic Research Partners for Lead Partner supports and interventions; services include: Senior Leadership planning, Common Core aligned coaching, professional development, comprehensive transition support vision, positive school engagement support, Leadership coaching, partnership with leadership team, and coaching for school Family and Community Engagement Coordinator for sustainability	75000	<input type="checkbox"/>
2610	300	"CLEMENTE: ""Contract with Atlantic Research Partners for Lead Partner supports and interventions; services include: - Instructional coaching across all seven major departments at the school; content area specialists and instructional specialists will work with each department to ensure all curriculum is aligned to Common Core and develop an instructional plan for each area- Overall project management- Program manager services to support SIG""	180069	<input type="checkbox"/>
2610	300	BOWEN: Contract with Atlantic Research Partners for Lead Partner supports and services, including providing support with classroom instructional and content supports for teachers	143000	<input type="checkbox"/>
2610	300	BOGAN: Contract with Atlantic Research Partners to provide direct support to teachers and to provide data coaching and assessment development.	80000	<input type="checkbox"/>
2610	300	CVCA: Contract with Atlantic Research Partners to assist in the development and implementation of systems and structures to build foundation for continual improvement and sustainability. ARP will provide assistance in SIG resource allocation, budget monitoring, research planning, grants management and reporting.	55171	<input type="checkbox"/>
3000	300	CVCA: Parent Academy - on site job training, offering professional resume creation, interview technical skills and oral presentation skills.... Parentst will also attend workshops to assist in the home school connection with student attendance, social emotional behaviors, conflict resolution, sanitation classes and student academic performance. (work shop for parents 25 parents x 208 per workshop = 5,200)	5200	<input type="checkbox"/>
3000	400	CVCA: Supplies for job training for parents in Parent Academy (toner, copy paper, pens, folders)	666	<input type="checkbox"/>

Total Direct Costs	2500000
- Capital Outlay Costs	80280
Allowable Direct Costs	2419720
Indirect Cost Rate %	1.02
Maximum Indirect Cost *	24681

Indirect Cost 0

Total Allotment 2500000

Grand Total 2500000
Allotment Remaining 0

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	284,500	22,061	39,576	47,249	80,280			473,666	
2	2110	Attendance & Social Work Services	76,544	22,123	140,783					239,450	
3	2120	Guidance Services	55,000	1,418	45,000					101,418	
7	2210	Improvement of Instruction Services	661,322	105,157	120,534					887,013	
8	2220	Educational Media Services	74,000	24,674	969					99,643	
9	2230	Assessment & Testing									
10	2300	General Administration	95,470	26,965	1,416					123,851	
11	2400	School Administration									
13	2520	Fiscal Services*									
15	2540	Operation & Maintenance of Plant Services	19,500	283						19,783	
16	2550	Pupil Transportation Services			16,070					16,070	
18	2570	Internal Services*									
19	2610	Direction of Central Support Services			533,240					533,240	
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			5,200	666				5,866	
27	4000	Payment to Other Districts and Governmental Units									
37											
29	Total Direct Costs		1,266,336	202,681	902,788	47,915	80,280			2,500,000	
30	Approved Indirect Costs X 1.02%										
31	Total Budget										2,500,000

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

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

Superintendent Name: Not calling IWAS Web Service

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

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

Federal Program Assurances

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

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

State Program Assurances

1. Implement a new evaluation system for teachers and principals incorporating student growth as a significant factor along with other factors as described in Public Act 096-0861 Section 24A-7 no later than the start of the current school year. The evaluation system should fairly and accurately differentiate teachers, identify and reward effective performance, and identify and address ineffective performance.
2. Participate in any program related evaluations or studies required for participation in this grant.
3. Report other program information required by the Illinois State Board of Education (ISBE) or the U. S. Department of Education (ED).
4. Submit quarterly financial expenditure reports as of September 30, December 31, March 31 and June 30 to ISBE within 20 calendar days after the last day of each quarter.
5. No subcontracting is allowed without prior written approval of the State Superintendent of Education. See item 6 of the State Assurances tab for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.
6. Contact ISBE for prior approval to discontinue a contract with a Lead Partner or other approved subcontractor.
7. Contact ISBE for approval to add a new or different Lead Partner.
8. Limit administrative costs to 5 percent of the total budget. Administrative costs include: General Administration - function 2300, 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

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Signature of School District Superintendent / Agency Administrator

FORREST CLAYPOOL

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

Agreed to on this Date: 09/29/2015
RCDT when agreed to: 15-016-2990-25