

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="Clarke"/>	<input type="text" value="Fred"/>	<input type="text"/>	<input type="text" value="Mr."/> ▾

Position Title *

Address 1*

Address 2

City*	State*	Zip +4 *
<input type="text" value="East St louis"/>	<input type="text" value="IL"/>	<input type="text" value="62201"/> <input type="text" value="1907"/>

Phone*	Extension Fax
<input type="text" value="618"/> <input type="text" value="646"/> <input type="text" value="3312"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

NCES # *

Summer Phone	Extension Email
<input type="text" value="618"/> <input type="text" value="646"/> <input type="text" value="3312"/>	<input type="text"/> <input type="text"/>

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)

Funds will be used to increase student achievement in mathematics and reading through compliance with the federal requirements associated with the transformation intervention model.

Agency DUNS Number *:

[Click here for additional DUNS information](#)

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

Agency's Annual Gross Revenues*:

- Yes No In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 80 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;
- AND**
- (b) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.

Select the Yes button ONLY if both (a) and (b) are true.

* Required field
v2.28.14

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)

Culture and ClimateSome of the successes enjoyed by both middle schools relating to Culture and Climate this past school year (2014-15) were: Open House, Staff Lunch Dates, Staff of the Month, Student of the Month, Monthly Staff In-Put meetings, Staff suggestion boxes, Student/Teacher council, Donuts with Dads, Bring your Parents to School, Bring your Dad to School, Career Day, Moms with Muffins, Staff Choir, Fitness Club, Courtesy Committee, College Day for Staff and Students, Honor Roll parties, Building wide skate parties and Honor Roll parties.LincolnChallengesStaff morale was down due to Mr. Harris and Ms. Green having being the third Administrative team at Lincoln Middle School in as many years.Teacher Attendance, as well as teachers (4) off work with FLMAPedagogy/Best practicesSuccesses Attendance Rate increased from 85% to 88%Discipline Rate decreasedMore Efficient functioning RTI, Child study and School Improvement TeamGetting more parents involved (see Culture and Climate)There were math gains in 2014-2015 NWEA overall RIT scores for the fall, winter and spring combined assessment exams. Six grade average was 3.4; 7th grade 3.7, and 8th grade 2 points. The reading RIT scores are as follows: Sixth grade 0.4; 7th grade 2.7, and 8th grade 1.6. For the 2015-16 school year the main focus will be on three goals. Goal 1: .Attendance Rate of 90% or better for the 2015-2016 school year, Goal 2: NWEA Scores will grow the same as the national norms, which is two standard deviation points across each grade level, Goal Three: To bring down the suspension rate by 12% across each grade level. A strategy for improving the attendance rate will be by implementing the 90/90 program. Students who are identified with attendance between 83-85% will be put in the program. Students who are below 83% will be given to the truancy officers to target. Both groups of these students receive intense monitoring of their attendance. Goal 3: NWEA scores will move with the national norms, which is two mean growth points per test. They will continue with the gradual release and the Teach Like a Champion strategies model in the ELA and Math intervention classes, which will give struggling students an extra hour of needed support and practice outside of their regular ELA and Math classes. In order to better serve struggling students, the program Champs will be implemented during the 8th hour for thirty minutes.Mason-ClarkChallenges-Mason-ClarkTeacher Buy-In was a challenge due to Mr. Spencer and Ms. Clemons, having being the third Administrative team at Mason-Clark in as many years.Student attendance and Tardiness at schoolRTI- having appropriate systems in place and teachers following guidelines and timelines.Successes -Mason-ClarkCommunications- Weekly newsletters are sent out to the staff; Monthly newsletters are sent out to parents as well as within the community.Implementation of instructional practices to improve learning by building RTI capacity.Getting more parents involved (see Culture and Climate)There were math gains in 2014-2015 NWEA overall RIT scores for the fall, winter and spring combined assessment exams. Six grade average was 4.5; 7th grade 4.4, and 8th grade 2.4 points. The reading RIT scores are as follows: Sixth grade 3 points; 7th grade 2.7points, and 8th grade 1.3. Goals for the next school year will focus on attendance and increasing student achievement on NWEA. The attendance rate for the 2015-2016 school year will be at 90%. Weekly meetings will be held with the school's attendance officer to review students that have fallen below 80%. These student's parents will be contacted and contracts will be created and monitored. Incentives will be given to students that meet the goals that have been established during the planning meeting. Charts will be posted to show monthly attendance rates for all grade levels. These charts will be posted throughout the building. The attendance rate for the 2016-2017 school year will increase to 92%. Goal 2 will focus on moving students between tiers based on their NWEA scores. Teachers will disaggregate NWEA scores from the previous year to create SMART GOALS for the 2015-2016 school year. After goals have been created, teachers will identify learning standards and strategies that will be taught, reviewed and discussed during weekly PLC meetings. Charts will be created to provide a visual of student progress based on learning standards. The Teacher Development Dialogue (TDD) will be used to determine the areas for improvement, which will be the driving force for the 2015-2016 professional development calendar for teachers. Teachers will be tiered according to their previous year's evaluation. Administrators will identify areas of concern or improvement and work collaboratively with coaches to ensure that all teachers receive assistance based on their needs. Weekly assessments will be created to inform the attainment of skills that have been taught for the week; which will lead to bi-weekly data discussions with administrators to determine student progress and identify instructional action plans to monitor progress. Teachers will collaborate weekly during PLC meetings and disaggregate data from NWEA, weekly formative assessments and common unit assessments.

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

([count] of 7800 maximum characters used)

These are programs that are being implemented for the school year 2015-16.Advancement Via Individual Determination (AVID) AVID is a system designed to enhance student retention and graduate rates. It permeates campus culture and breaks down traditional barriers between Academics and Student Life. AVID cultivates the habits of mind and the skills students need to be successful at the university level and beyond. Teen Outreach Program (TOP)TOP is an evidence-based best practice program specifically designed for teens in 6th to 12th grade. Guided by an engaging and relevant nine-month curriculum, TOP reduces the risk of problem behavior while promoting healthy choices and empowering teens to lead successful lives and build strong communities. There are three essential goals that every teen in our program can build a foundation of success from: healthy behaviors, life skills, and a sense of purpose.Behavior, Attendance and Grades Program (BAG)This is a new initiative designed to help our students maximize their success. We will focus on developing strategies and systems to address those core components (Behavior, Attendance, and Grades) directly associated with student achievement. BAG members consist of: School Improvement Specialist, 1 Administrator, Social Worker, Counselor, Truant Officer and PBIS coordinator. The BAG team meets once a week.School Improvement Specialist (SIS)The SIS primary goal is to oversee the BAG program. Their duties are to: identify students that fall under the BAG initiative; review and track weekly/quarterly behavior, attendance and academic progress of students that have been identified, and to determine progress and the need for adjustments.

* 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)

In FY16, students will increase their mean score on the NWEA by 4.8 in grade 6; 3.8 in grade 7, and 2.9 in grade 8, with 100% of the students completing the test. Increase by 20% in level 4 and 5 attainment for each grade level on the PARCC Reading assessment.

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 Increase student outcomes through instruction that is based on the completed ELA curriculum, which is aligned to the state standards, and integrates reading instruction across disciplines.

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

1.1 Classroom walkthroughs (15 per administrator, weekly across the disciplines) 1.1 Review of weekly lesson plans will show that 75% of the teachers are teaching the expected content and skills as prescribed by the curriculum. 1.1 80% of the students at each grade level will receive passing grades on the common assessments developed to progress monitor student growth 1.1 97% Weekly collaboration agendas PLC's 1.1 97% of Curriculum is complete and on-line. 1.1 80% Evidence of monitoring instructional delivery 1.1 80% Lesson Plans will reflect curriculum implementation 1.1 97% Teachers will use an Early Release Days to design a process for student performance data assessment. 1.1 80% PLC meeting agenda will reflect data 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)

1.1 80% of the students will increase their mean score to the expected level or above on the NWEA exam. 1.1 Increase of teacher skill level as observe during classroom observations and lesson plan reviews. 1.1 Increase the number of teachers noting differentiated instructional strategies in their lesson plans 1.1 Lesson plans, revised curriculum documents 1.1 Increase in differentiated instruction strategies observed by building administrators during weekly walkthroughs 1.1 PLC minutes, Data meetings 1.1 PD agendas, meeting notes

Target Date of Completion

05/30/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Instructional Coaches District Content Specialists Teachers Principal Lead Partner

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)

1.2 Increase student achievement by increasing and improving classroom differentiated instruction strategies and student engagement through teacher professional development, coaching and peer collaboration.

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 Professional development agendas specifying instructional strategies for differentiating instruction 1.2 70% of coaching observation forms indicating the presence of differentiated instruction 1.2 Record of data analysis in PLC meetings

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 Increase in the number of teachers noting differentiated instructional strategies in their lesson plans 1.2 Increase in differentiated instruction strategies observed by building administrators during weekly walkthroughs. 1.2 Increase in differentiated instruction strategies observed during monthly instructional rounds by the SLT. 1.2 PD Agendas, sign in sheets and meeting notes 1.2 Lesson plans, revised curriculum documents 1.2 Agendas, Consultants, Workshops, Conferences

Target Date of Completion

05/30/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

PrincipalLead PartnerTeachers

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

Goal Example --

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

Goal Statement

([count] of 500 maximum characters used)

2. In FY16, students will increase their mean score on the NWEA by 7.7 in grade 6; 5.9 in grade 7; and 4.6 in grade 8, with 100% of the students completing the test. Increase by 20% in level 4 and 5 attainment for each grade level on the PARCC Math assessment.

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 Increase student outcomes through instruction that is based on the completed Math curriculum, which is aligned to the state standards, and integrates reading instruction across disciplines.

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 Classroom walkthroughs (15 per administrator, weekly across the disciplines) 2.1 Review of weekly lesson plans will show that 75% of the teachers are teaching the expected content and skills as prescribed by the curriculum. 2.1 80% of the students at each grade level will receive passing grades on the common assessments developed to progress monitor student growth

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 80% of the students will increase their mean score to the expected level or above on the NWEA exam. 2.1 Increase of teacher skill level as observe during classroom observations and lesson plan reviews.

Target Date of Completion

06/01/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Instructional Coaches District Content Specialists Teachers Principal Lead Partner

Objective

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

([count] of 1000 maximum characters used)

2.2 Teachers will work collaboratively in interdisciplinary teams to implement with fidelity a comprehensive and cohesive curriculum that prepares students for college and careers.

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

2.2 Professional development agendas specifying instructional strategies for college and careers 2.2 70% of coaching observation forms indicating the presence of college and career activities

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)

2.2 PD agendas, sign in sheets and meeting notes 2.2 Lesson plans, revised curriculum documents 2.2 Agendas, Consultants, Workshops, Conferences

Target Date of Completion

06/01/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Instructional Coaches District Content Specialists Teachers Principal Lead Partner

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)

During the 2012-13 school year 50% of students promoted from 8th grade to 9th grade had one or more failing grades. The percentage of students in 8th grade with one or more failing grades will decrease to 25% in 2015, 10% in 2016 and 0% in 2017.

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)

Lincoln and Mason Clark MS will promote and provide a positive learning environment and promote student success and parental involvement through improved engagement.

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 Monthly activities calendar for students, staff and parents
3.1 Honor Roll lists, agendas for teambuilding activities, lesson plans,
3.1 Recognition of Student Achievement through ceremonies, bulletin board displays , 3.1 ILP Process using Career Cruising for college and career readiness goalsetting
3.1 Student and Internet Safety for Students
3.1 Parent engagement focus including parent engagement activities, Resource Room, training for Skyward Access, technology for increasing parental involvement, and opportunities for parents to learn about college and career advancement,

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 Sign In Sheets and agendas/programs
3.1 Bulletin Boards, Lesson Plans, Sign ins sheets, Calendar of Activities, Career inventory results. 5 Essentials Survey. Parent Surveys, Resource speakers, consultants, University staff

Target Date of Completion

06/01/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principal Parent and Student Coordinator Interventionist Teachers Lead Partner Counselor AP

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)

Lincoln and Mason Clark MS will establish and implement an effective school-home partnership and communication plan that will improve students' grades, truancy and attendance

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

3.2 Establish grading policy, attendance expectations, student data folders, agenda books, Tiger Times' expectations
3.2 Establish communication plan for students, parents and staff
3.2 Develop and implement a parent orientation program during transition week
3.2 Design and implement Academic Saturday School for student support
3.2 Design and implement newsletters for increased communication, skyward alerts for attendance and red alert and positive telephone calls to parents, parent/ teacher conferences restructured

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)

3.2 District grading policy, student cod of conduct for attendance and discipline, data folders, sign in sheets
3.2 copies of newsletters, parent communication logs, parent orientation sign in sheets, parent communication plan

Target Date of Completion

06/01/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principal Coaches Asst Principals Lead Partner Parent and Student Coordinator Teachers

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)

Lincoln MS will establish a positive learning environment by decreasing the number of discipline incidents using the early warning system and PBIS as frameworks for our student and staff support systems.

Measureable Outcome(s)

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.
([count] of 1000 maximum characters used)

3.3 Implement an early warning system tracking attendance, discipline and grades to provide early intervention for students
3.3 Implement a PBIS framework for behavioral interventions and consistent student support
3.3 Implement student and staff activities to increase engagement in the school, promote college and career awareness and increase student involvement in curricular and extracurricular activities

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)

3.3 Early Warning System identified, PBIS training materials, PBIS tools displayed, Check and Connect System, Activities calendar, Career Cruising Information, Co Curricular/Extracurricular schedule of events, RTI framework chart

Target Date of Completion

06/01/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

ParentsPrincipalCoachesAsst PrincipalsLead PartnerParent and Student CoordinatorTeachers

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](#)

- Lincoln School Strategies - 2015-16.pdf
- Mason Clark School Strategies - 2015-16.pdf
- !School Improvement Grant Sustainability - ESTL189 High School.docx
- !Lincoln FY16 SIG Individual School Strategies Form A.pdf
- !Mason Clark FY16 SIG Individual School Strategies Form A.pdf

Any uploaded files will appear to the left.

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

School Contact Information[Instructions](#)**School Name *****NCES # *****School Principal**

Last Name *

First Name *

Middle Initial

Address 1 *

Address 2

City *

State *

Zip +4 *

Phone *

Extension Fax

Summer Phone

Extension Email

Individual School Information

School Federal Academic Status * School State Academic Status *

Selected Intervention Model *

Individual School On-Site Lead Partner

Name of Lead Partner *

Lead Contact Last Name *

First Name *

Middle Initial

Address 1 *

Address 2

City *

State *

Zip +4 *

Phone *

Extension

Fax

Email

ISBE Approved Lead Partner *

 Yes No

* Denotes required fields

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 (+)	\$4,914,522
PrePayment (+)	0
SUB TOTAL	\$4,914,522
Multi-District	
Transfer In (+)	0
Transfer Out (-)	0
Administrative Agent	
ADJUSTED SUB TOTAL	\$4,914,522
TOTAL AVAILABLE	\$4,914,522
	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	197500
School 1 Name	Lincoln Middle School	1651250
School 2 Name	Mason Clarke Middle School	1651250
School 3 Name		
School 4 Name		
School 5 Name		
School 6 Name		
School 7 Name		
School 8 Name		
	TOTAL Distribution (must equal Total Award Amount below)	3500000
	Total Award amount - Total Award Breakout (difference):	0
	Total Award Amount	4914522

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	Lincoln - Math Intervention Teacher to provide additional support for students who are struggling with math concepts.	43500	<input type="checkbox"/>
1000	100	Mason Clark - Math Intervention Teacher to provide additional support for students who are struggling with math concepts.	65000	<input type="checkbox"/>
1000	100	Lincoln - Extended learning time for teaching staff (35 teachers @ \$31/hr. x .5 hour/day, 180 days). In accordance with individual school strategies 2.4 and 2.5, struggling learners provided summer extended learning opportunity (5 teachers X \$25/hr X 5hr X 25 days; .5 administrator stipend \$6250, .5 clerk X \$15/hr X 5hr X 25 days)	107677	<input type="checkbox"/>
1000	100	Mason Clark- Extended learning time for teaching staff (35 teachers @ \$31/hr. x .5 hour/day, 180 days). In accordance with individual school strategies 2.4 and 2.5, struggling learners provided summer extended learning opportunity (5 teachers X \$25/hr X 5hr X 25 days; .5 administrator stipend \$6250, .5 clerk X \$15/hr X 5hr X 25 days)	107677	<input type="checkbox"/>
1000	100	Lincoln - Staff Stipends for student transition for 5th graders (1 day, 10 staff @ \$100/day). To provide enriching activities to help students transition to the middle school environment. In addition, assessments will be used to identify support structure needed.	1000	<input type="checkbox"/>
1000	100	Mason Clark - Staff Stipends for student transition for 5th graders (1 day, 10 staff @ \$100/day). To provide enriching activities to help students transition to the middle school environment. In addition, assessments will be used to identify support structure needed.	1000	<input type="checkbox"/>
1000	100	Lincoln - Academic Intervention Tutors Stipends - before school/lunch tutoring (2 tutors, 1 days/week for 33 weeks @ \$25.00 for 2 hour/day)	3000	<input type="checkbox"/>
1000	100	Mason Clark - Academic Intervention Tutors Stipends - before school/lunch tutoring (2 tutors, 1 days/week for 33 weeks @ \$25.00 for 2 hour/day)	3000	<input type="checkbox"/>
1000	100	Lincoln - ELA Intervention Teacher to provide additional support for students who are struggling with literacy.	54740	<input type="checkbox"/>
1000	100	Mason Clark - ELA Intervention Teacher to provide additional support for students who are struggling with literacy.	42787	<input type="checkbox"/>
1000	100	Lincoln - Academic Saturday School implementation to serve students identified as needing additional academic support. Students will be identified via the EWS or the Response to Intervention system. (5 certified staff @ \$25.00/hr, 4 hours for 29 Saturdays)	14500	<input type="checkbox"/>
1000	100	Mason Clark - Academic Saturday School implementation to serve students identified as needing additional academic support. Students will be identified via the EWS or the Response to Intervention system. (5 certified staff @ \$25.00/hr, 4 hours for 29 Saturdays)	14500	<input type="checkbox"/>
1000	100	Lincoln - Academic After School Lab for Math and ELA interventions (1.5 hrs/day X 2 days/week X 15 weeks X 2 teachers X \$25/hr) + one teacher oversight X 1 hr/week	3000	<input type="checkbox"/>
1000	100	Mason Clark - Academic After School Lab for Math and ELA interventions (1.5 hrs/day X 2 days/week X 15 weeks X 2 teachers X \$25/hr) + one teacher oversight X 1 hr/week	3000	<input type="checkbox"/>
1000	100	Lincoln - AVID Teacher for 7th and 8th students who are enrolled in the Advancement Via Individual Determination (AVID) elective class.	42786	<input type="checkbox"/>
1000	100	Mason Clark - AVID Teacher for 7th and 8th students who are enrolled in the Advancement Via Individual Determination (AVID) elective class.	42786	<input type="checkbox"/>
1000	100	Lincoln - Extended learning time for non-certified staff (12 staff @ \$1000 stipend for 180 days).	12000	<input type="checkbox"/>
1000	100	Mason Clark - Extended learning time for non-certified staff (12 staff @ \$1000 stipend for 180 days).	12000	<input type="checkbox"/>
1000	200	Lincoln - Math Intervention Teacher - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	21750	<input type="checkbox"/>
1000	200	Mason Clark - Math Intervention Teacher - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	31000	<input type="checkbox"/>
1000	200	Lincoln - ELA Intervention Teacher - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	21093	<input type="checkbox"/>
1000	200	Mason Clark - ELA Intervention Teacher - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	21098	<input type="checkbox"/>
1000	200	Lincoln - Extended learning time for certified staff - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	31950	<input type="checkbox"/>
1000	200	Mason Clark - Extended learning time for certified staff - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	31950	<input type="checkbox"/>
1000	200	Lincoln - Academic Intervention Tutors Stipends - before school/lunch tutoring - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	1100	<input type="checkbox"/>
1000	200	Mason Clark - Academic Intervention Tutors Stipends - before school/lunch tutoring - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	1100	<input type="checkbox"/>
1000	200	Lincoln - Academic Saturday School - benefits (Health Insurance, TRS, THIS, Medicare,	0000	<input type="checkbox"/>

11000	1200	Medical, Life)	2000	<input type="checkbox"/>
1000	200	Mason Clark - Academic Saturday School - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	2000	<input type="checkbox"/>
1000	200	Lincoln - Staff Stipends for student transition for 5th graders - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	750	<input type="checkbox"/>
1000	200	Mason Clark - Staff Stipends for student transition for 5th graders - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	750	<input type="checkbox"/>
1000	200	Lincoln - Extended learning time for non-certified staff - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	2000	<input type="checkbox"/>
1000	200	Mason Clark - Extended learning time for non-certified staff - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	2000	<input type="checkbox"/>
1000	400	Lincoln - Supplies and Materials - Read 180 consumables (paper, pens, folders, etc.)	4200	<input type="checkbox"/>
1000	400	Mason Clark - Supplies and Materials - Read 180 consumables (paper, pens, folders, etc.)	4200	<input type="checkbox"/>
1000	400	Lincoln - Document cameras for classroom instruction (10 cameras X\$128)	1280	<input type="checkbox"/>
1000	400	Mason Clark - Document cameras for classroom instruction (10 cameras X\$128)	1280	<input type="checkbox"/>
1000	400	Lincoln - Supplies and Materials - Spanish (paper, pens, folders, MS curriculum materials, etc.)	5000	<input type="checkbox"/>
1000	400	Mason Clark - Supplies and Materials - Spanish (paper, pens, folders, MS curriculum materials, etc.)	5000	<input type="checkbox"/>
1000	400	Lincoln - Wonderworks reading workbooks for ELA (240 books)	2234	<input type="checkbox"/>
1000	400	Mason Clark - Wonderworks reading workbooks for ELA (240 books)	2234	<input type="checkbox"/>
1000	400	Lincoln - Additional Vernier probes for science classes for sustainability of science instructional reform efforts by providing advanced applications of science instruction in alignment with the newly adopted curriculum. (approx. 6 interfaces X \$643/each + 5 accessories X \$1357/each)	10000	<input type="checkbox"/>
1000	400	Mason Clark - Additional Vernier probes for science classes for sustainability of science instructional reform efforts by providing advanced applications of science instruction in alignment with the newly adopted curriculum. (approx. 6 interfaces X \$643/each + 5 accessories X \$1357/each)	10000	<input type="checkbox"/>
2110	100	Lincoln - Student Interventionist providing PBIS and PBF coaching for administrators, teachers, and support staff to implement positive behavioral practices and provide intervention services.	54226	<input type="checkbox"/>
2110	100	Mason Clark - Student Interventionist providing PBIS and PBF coaching for administrators, teachers, and support staff to implement positive behavioral practices and provide intervention services.	54226	<input type="checkbox"/>
2110	100	Lincoln - School Improvement Specialist to provide additional interventions to improve culture and climate. In addition, this person will work with the Early Warning System - Check and Connect monitoring and serve as an additional liaison to parents.	35000	<input type="checkbox"/>
2110	100	Mason Clark - School Improvement Specialist to provide additional interventions to improve culture and climate. In addition, this person will work with the Early Warning System - Check and Connect monitoring and serve as an additional liaison to parents.	35000	<input type="checkbox"/>
2110	100	Lincoln - Check and Connect mentor stipends to provide support and monitoring for the EWS Check and Connect system implementation. (10 staff X \$500)	5000	<input type="checkbox"/>
2110	100	Mason Clark - Check and Connect mentor stipends to provide support and monitoring for the EWS Check and Connect system implementation. (10 staff X \$500)	5000	<input type="checkbox"/>
2110	100	Lincoln - Check and Connect Team mentor stipends to meet bi-monthly to implement the EWS Check and Connect , referring students appropriately. (5 staff X 20 days X 2 hr X \$25/hr)	5000	<input type="checkbox"/>
2110	100	Mason Clark - Check and Connect Team mentor stipends to meet bi-monthly to implement the EWS Check and Connect , referring students appropriately. (5 staff X 20 days X 2 hr X \$25/hr)	5000	<input type="checkbox"/>
2110	200	Lincoln - Student Interventionist - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	25364	<input type="checkbox"/>
2110	200	Mason Clark - Student Interventionist - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	25364	<input type="checkbox"/>
2110	200	Lincoln - School Improvement Specialist - benefits (Health Insurance, IMRF, FICA, SS, Medicare)	1671	<input type="checkbox"/>
2110	200	Mason Clark - School Improvement Specialist - benefits (Health Insurance, IMRF, FICA, SS, Medicare)	1671	<input type="checkbox"/>
2110	200	Lincoln - Check and Connect Mentor - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	1000	<input type="checkbox"/>
2110	200	Mason Clark - Check and Connect Mentor - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	1000	<input type="checkbox"/>
2110	200	Lincoln - Check and Connect Team Member - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	5000	<input type="checkbox"/>
2110	200	Mason Clark - Check and Connect Team Member - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	5000	<input type="checkbox"/>
2110	300	Lincoln - Teen Outreach Program (TOP) a best practice program designed for teens. Curriculum to reduce the risk of problem behavior while promoting healthy choices.	500	<input type="checkbox"/>
2110	300	Mason Clark - Teen Outreach Program (TOP) a best practice program designed for teens. Curriculum to reduce the risk of problem behavior while promoting healthy choices.	500	<input type="checkbox"/>

2120	100	Lincoln - College and Career Support Specialist (1 FTE) to provide guidance to students, parents and families for Pathways initiatives and AVID implementation.	60474	<input type="checkbox"/>
2120	100	Mason Clark - College and Career Support Specialist (1 FTE) to provide guidance to students, parents and families for Pathways initiatives and AVID implementation.	45780	<input type="checkbox"/>
2120	200	Lincoln - College and Career Support Specialist - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	26938	<input type="checkbox"/>
2120	200	Mason Clark - College and Career Support Specialist - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	23054	<input type="checkbox"/>
2120	300	Lincoln - Career Cruising. Springboard an interactive Living Portfolio, Matchmaker assessment tool, multimedia occupational profiles, detailed career information, and more. Bundled cost includes program fees and professional development.	20000	<input type="checkbox"/>
2120	300	Mason Clark - Career Cruising. Springboard an interactive Living Portfolio, Matchmaker assessment tool, multimedia occupational profiles, detailed career information, and more. Bundled cost includes program fees and professional development.	20000	<input type="checkbox"/>
2210	100	Lincoln - ELA Instructional Coach for pedagogy and instructional leadership. Will work with teachers and administrators to increase instructional effectiveness.	65000	<input type="checkbox"/>
2210	100	Mason Clark - ELA Instructional Coach for pedagogy and instructional leadership. Will work with teachers and administrators to increase instructional effectiveness.	65000	<input type="checkbox"/>
2210	100	Lincoln - Math Instructional Coach for pedagogy and instructional leadership. Will work with teachers and administrators to increase instructional effectiveness.	65000	<input type="checkbox"/>
2210	100	Mason Clark - Math Instructional Coach for pedagogy and instructional leadership. Will work with teachers and administrators to increase instructional effectiveness.	65000	<input type="checkbox"/>
2210	100	Lincoln - Substitute teacher ELA and Math sessions of capacity building training. 1 substitute X 7 days at \$85	600	<input type="checkbox"/>
2210	100	Mason Clark - Substitute teacher ELA and Math sessions of capacity building training. 1 substitute X 7 days at \$85	600	<input type="checkbox"/>
2210	100	Lincoln - Positive Behavior Facilitation (PBF) training to provide necessary skills for a systemic approach to pro actively change student behavior an improve culture and climate. Includes one 36 hour session 22 staff members to build capacity (6 days X \$150 stipend/day)	19000	<input type="checkbox"/>
2210	100	Mason Clark - Positive Behavior Facilitation (PBF) training to provide necessary skills for a systemic approach to pro actively change student behavior an improve culture and climate. Includes one 36 hour session 22 staff members to build capacity (6 days X \$150 stipend/day)	19000	<input type="checkbox"/>
2210	100	Lincoln - Positive Behavior Facilitation (PBF) trainers - \$300 stipend/tool taught X 6 tools X 3 trainers X 2 sessions	10800	<input type="checkbox"/>
2210	100	Mason Clark - Positive Behavior Facilitation (PBF) trainers - \$300 stipend/tool taught X 6 tools X 3 trainers X 2 sessions	10800	<input type="checkbox"/>
2210	100	Lincoln - Instructional Technology Coach (.5) providing instructional technology support for teachers through modeling and mentoring in order to integrate technology into the curriculum.	27500	<input type="checkbox"/>
2210	100	Mason Clark - Instructional Technology Coach (.5) providing instructional technology support for teachers through modeling and mentoring in order to integrate technology into the curriculum.	27500	<input type="checkbox"/>
2210	100	Lincoln - Summer Symposium - Curriculum planning ELA, Math, Science, Social Studies, Technology (32 staff X 3 days X \$100/day)	9500	<input type="checkbox"/>
2210	100	Mason Clark - Summer Symposium - Curriculum planning ELA, Math, Science, Social Studies, Technology (32 staff X 3 days X \$100/day)	9500	<input type="checkbox"/>
2210	200	Lincoln - ELA Instructional Coach - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	24500	<input type="checkbox"/>
2210	200	Mason Clark - ELA Instructional Coach - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	24500	<input type="checkbox"/>
2210	200	Lincoln - Math Instructional Coach - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	24500	<input type="checkbox"/>
2210	200	Mason Clark - Math Instructional Coach - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	24500	<input type="checkbox"/>
2210	200	Lincoln - PBF Training for staff - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	8950	<input type="checkbox"/>
2210	200	Mason Clark - PBF Training for staff - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	8950	<input type="checkbox"/>
2210	200	Lincoln - PBF Trainers - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	10100	<input type="checkbox"/>
2210	200	Mason Clark - PBF Trainers - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	10100	<input type="checkbox"/>
2210	200	Lincoln - Instructional Technology Coach (.5) - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	5158	<input type="checkbox"/>
2210	200	Mason Clark - Instructional Technology Coach (.5) - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	5158	<input type="checkbox"/>
2210	200	Lincoln - Summer Symposium - Curriculum planning ELA, Math, Science, Social Studies, Technology - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	2000	<input type="checkbox"/>
2210	200	Mason Clark - Summer Symposium - Curriculum planning ELA, Math, Science, Social Studies, Technology - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	2000	<input type="checkbox"/>
2210	300	Lincoln - ELA and Social Studies Consultant to assist with ELA strategies, PLC Facilitation, Instructional Leadership, Wonderworks ELA and Fusion POP.	20000	<input type="checkbox"/>

2210	300	Mason Clark - ELA and Social Studies Consultant to assist with ELA strategies, PLC Facilitation, Instructional Leadership, Wonderworks ELA and Fusion POP.	20000	<input type="checkbox"/>
2210	300	Lincoln - Math, Science and Technology Consultant to assist with Math strategies, PLC Facilitation, Instructional Leadership and TeacherFeast.	20000	<input type="checkbox"/>
2210	300	Mason Clark - Math, Science and Technology Consultant to assist with Math strategies, PLC Facilitation, Instructional Leadership and TeacherFeast.	20000	<input type="checkbox"/>
2210	300	Lincoln - Professional Development training to improve skills, learning best practices, keep teachers up-to-date on new research and provide tools for PreAP implementation. This is the vendor fee.	10000	<input type="checkbox"/>
2210	300	Mason Clark - Professional Development training to improve skills, learning best practices, keep teachers up-to-date on new research and provide tools for PreAP implementation. This is the vendor fee.	10000	<input type="checkbox"/>
2210	300	Lincoln - AVID - Professional learning to support student and teacher success. 30 staff @ \$500 plus membership fees and travel for the AVID team (7 teachers/administrators for summer 2016 institute training, planning and implementation).	10000	<input type="checkbox"/>
2210	300	Mason Clark - AVID - Professional learning to support student and teacher success. 30 staff @ \$500 plus membership fees and travel for the AVID team (7 teachers/administrators for summer 2016 institute training, planning and implementation).	10000	<input type="checkbox"/>
2210	300	Lincoln - WorkKeys training for specialized assessments. Educators identify the appropriate coursework and training for the students based on their pre-testing scores.	6000	<input type="checkbox"/>
2210	300	Mason Clark - WorkKeys training for specialized assessments. Educators identify the appropriate coursework and training for the students based on their pre-testing scores.	6000	<input type="checkbox"/>
2210	300	Lincoln - Resources in Special Education (RISE) Training - Effective development strategies, brainstorming and workshops to enhance students understanding and retention of critical core content.	30000	<input type="checkbox"/>
2210	300	Mason Clark - Resources in Special Education (RISE) Training - Effective development strategies, brainstorming and workshops to enhance students understanding and retention of critical core content.	30000	<input type="checkbox"/>
2210	300	Lincoln - Positive Behavioral Intervention and Supports (PBIS) training and supplies to provide necessary skills for a systemic approach to pro actively change student behavior school-wide based on a RTI model.	18000	<input type="checkbox"/>
2210	300	Mason Clark - Positive Behavioral Intervention and Supports (PBIS) training and supplies to provide necessary skills for a systemic approach to pro actively change student behavior school-wide based on a RTI model.	18000	<input type="checkbox"/>
2210	300	Lincoln - Student Learning Objectives (SLO) training to help teachers focus on measurable instructional goals established for a specific group of students over a set period of time. (Approx. 34 staff X 3 days X \$100/day)	10032	<input type="checkbox"/>
2210	300	Mason Clark - Student Learning Objectives (SLO) training to help teachers focus on measurable instructional goals established for a specific group of students over a set period of time. (Approx. 34 staff X 3 days X \$100/day)	10032	<input type="checkbox"/>
2210	300	Lincoln - Leadership Coaching Consultant (AIR) - to provide Instructional Leadership coaching to principals and school administrators twice a month for 8 months.	52500	<input type="checkbox"/>
2210	300	Mason Clark - Leadership Coaching Consultant (AIR) - to provide Instructional Leadership coaching to principals and school administrators twice a month for 8 months.	52500	<input type="checkbox"/>
2210	300	Lincoln - Assessment Consultant - to provide staff with assistance with SLOs and developing/analyzing common unit assessments (ELA, Math, Social Studies, Science)	1000	<input type="checkbox"/>
2210	300	Mason Clark - Assessment Consultant - to provide staff with assistance with SLOs and developing/analyzing common unit assessments (ELA, Math, Social Studies, Science)	1000	<input type="checkbox"/>
2210	300	Lincoln - Academic learning experiences related to the curriculum increasing relevancy (ELA, Math, Social Studies, Science)	5000	<input type="checkbox"/>
2210	300	Mason Clark - Academic learning experiences related to the curriculum increasing relevancy (ELA, Math, Social Studies, Science)	5000	<input type="checkbox"/>
2230	300	Lincoln - ALEKS online math program that uses response oriented adjustments and open-response questioning to identify precisely what each student knows and doesn't know.	12580	<input type="checkbox"/>
2230	300	Mason Clark - ALEKS online math program that uses response oriented adjustments and open-response questioning to identify precisely what each student knows and doesn't know.	12580	<input type="checkbox"/>
2230	300	Lincoln - Northwest Education Association (NWEA) Tool to track student progress. Educators can identify students getting off track and intervene in a timely fashion.	20000	<input type="checkbox"/>
2230	300	Mason Clark - Northwest Education Association (NWEA) Tool to track student progress. Educators can identify students getting off track and intervene in a timely fashion.	20000	<input type="checkbox"/>
2400	300	Lincoln - Respond-ability Performance Mgmt Sys. Fee includes system cost and 6 consulting, 4 modeling sessions @ 2,000 ea.	20000	<input type="checkbox"/>
2400	300	Mason Clark - Respond-ability Performance Mgmt Sys. Fee includes system cost and 6 consulting, 4 modeling sessions @ 2,000 ea.	20000	<input type="checkbox"/>
2550	300	Lincoln - Academic After School Lab - transportation (3 buses X \$93/week X 17 weeks)	4743	<input type="checkbox"/>
2550	300	Mason Clark - Academic After School Lab - transportation (3 buses X \$93/week X 17 weeks)	4743	<input type="checkbox"/>
2610	100	LEA - Transformation Officer (.5 FTE/school) reports to the Executive Transformation Officer and provides daily oversight in the implementation of SIG components to complete benchmark reports and serve as liaison to ROE and the District.	110000	<input type="checkbox"/>
2610	200	LEA - Transformation Officer - benefits - (Health Insurance, TRS, THIS, Medicare, Medical, Life)	44600	<input type="checkbox"/>
2610	300	LEA - Transformation team travel expenses for visitation to other school districts (Responsability, SIG schools, Fusion POP demo, AVID)	20000	<input type="checkbox"/>

2610	400	LEA - Supplies and Materials - paper, folders, binders, pens, toner, etc. for transformation office	2500	<input type="checkbox"/>
2610	500	LEA - Technology for Transformation Officer - (laptops for classroom walkthroughs and Teachscape, performance monitoring)	3400	<input type="checkbox"/>
2640	100	LEA - District's personnel office for recruiting, retention and hiring incentives.	11000	<input type="checkbox"/>
2640	100	Lincoln - Stipends for Academic Teacher Rewards for student growth. 40 certified staff @ \$125.	5000	<input type="checkbox"/>
2640	100	Mason Clark - Stipends for Academic Teacher Rewards for student growth. 40 certified staff @ \$125.	5000	<input type="checkbox"/>
2640	200	LEA - District's personnel office for recruiting, retention and hiring incentives - benefits - (Health Insurance, TRS, THIS, Medicare, Medical, Life)	6000	<input type="checkbox"/>
2640	200	Lincoln - Stipends for Academic Teacher Rewards for student growth - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)ccc	1000	<input type="checkbox"/>
2640	200	Mason Clark - Stipends for Academic Teacher Rewards for student growth - benefits (Health Insurance, TRS, THIS, Medicare, Medical, Life)	1000	<input type="checkbox"/>
3000	300	Lincoln - Classroom phones to increase parent outreach and improve safety, culture and climate - software and licensing. (37 phones X \$138.97/phone)	5142	<input type="checkbox"/>
3000	300	Mason Clark - Classroom phones to increase parent outreach and improve safety, culture and climate - software and licensing. (37 phones X \$138.97/phone)	5142	<input type="checkbox"/>
3000	400	Lincoln - Classroom phones to increase parent outreach and improve safety, culture and climate. (37 phones X approx. \$48.65/phone)	1800	<input type="checkbox"/>
3000	400	Mason Clark - Classroom phones to increase parent outreach and improve safety, culture and climate. (37 phones X approx. \$48.65/phone)	1800	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Lead partner On-Site Administrator reports to IARSS.	100000	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Lead partner On-Site Administrator reports to IARSS.	100000	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Benefits - Lead partner On-Site Administrator reports to IARSS. FICA, Medicare, Work Comp., Unemploy.	45986	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Benefits - Lead partner On-Site Administrator reports to IARSS. FICA, Medicare, Work Comp., Unemploy.	19602	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Instructional Coach for pedagogy and instructional leadership. Will work with teachers and administrators to increase instructional effectiveness.	75000	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Instructional Coach for pedagogy and instructional leadership. Will work with teachers and administrators to increase instructional effectiveness.	75000	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Benefits - Lead partner Instructional Coach. FICA, Medicare, Work Comp., Unemploy.	35849	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Benefits - Lead partner Instructional Coach. FICA, Medicare, Work Comp., Unemploy.	16335	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Consultants for Math, ELA, Science and Social Studies. To provide on-site professional development to increase instructional effectiveness.	65000	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Consultants for Math, ELA, Science and Social Studies. To provide on-site professional development to increase instructional effectiveness.	65000	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Parent/Community Liaison to provide the development of systems to increase parent engagement and community partnerships.	30000	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Parent/Community Liaison to provide the development of systems to increase parent engagement and community partnerships.	30000	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Benefits - Parent/Community Liaison to provide the development of systems to increase parent engagement and community partnerships. IMRF, FICA, Medicare, Medical/Dental, Work Comp., Unemploy.	17103	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Benefits - Parent/Community Liaison to provide the development of systems to increase parent engagement and community partnerships. IMRF, FICA, Medicare, Medical/Dental, Work Comp., Unemploy.	17103	<input type="checkbox"/>
4000	300	IARSS - Lincoln - (.5) Secretary to provide support for report generation and submission to the Superintendent/Board and ISBE.	30000	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - (.5) Secretary to provide support for report generation and submission to the Superintendent/Board and ISBE.	30000	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Benefits - (.5) Secretary to provide support for report generation and submission to the Superintendent/Board and ISBE. IMRF, FICA, Medicare, Medical/Dental, Work Comp., Unemploy.	14641	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Benefits - (.5) Secretary to provide support for report generation and submission to the Superintendent/Board and ISBE. IMRF, FICA, Medicare, Medical/Dental, Work Comp., Unemploy.	14904	<input type="checkbox"/>
4000	300	IARSS - Lincoln - (.5) Lead Partner Liaison to coordinate with the On-Site Administrator to provide support between the IARSS and the school district.	20000	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - (.5) Lead Partner Liaison to coordinate with the On-Site Administrator to provide support between the IARSS and the school district.	20000	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Benefits - (.5) Lead Partner Liaison to coordinate with the On-Site Administrator to provide support between the IARSS and the school district. Health Insurance, TRS, Medicare, Medical/Dental, Work Comp., Unemploy.	11600	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Benefits - (.5) Lead Partner Liaison to coordinate with the On-Site Administrator to provide support between the IARSS and the school district. Health Insurance, TRS, Medicare, Medical/Dental, Work Comp., Unemploy.	9525	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Consultant - external evaluator to develop systems of performance	10000	<input type="checkbox"/>

4000	300	monitoring.	10000	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Consultant - external evaluator to develop systems of performance monitoring.	10000	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Travel expenses for SIG committee meetings and staff development.	15000	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Travel expenses for SIG committee meetings and staff development.	15000	<input type="checkbox"/>
4000	300	IARSS - Lincoln - University of Minnesota - Check and Connect 2 day training and technical assistance.	5000	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - University of Minnesota - Check and Connect 2 day training and technical assistance.	5000	<input type="checkbox"/>
4000	300	IARSS - Lincoln - IARSS membership fee.	5000	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - IARSS membership fee.	5000	<input type="checkbox"/>
4000	300	IARSS - Lincoln - IARSS Administrative fee at 5%.	25000	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - IARSS Administrative fee at 5%.	25000	<input type="checkbox"/>
4000	300	IARSS - Lincoln - General supplies (paper, flip chart, print cartridges, pens, etc.)	1000	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - General supplies (paper, flip chart, print cartridges, pens, etc.)	1000	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Professional development supplies (paper, markers, card stock, flip chart, print cartridges, pens, etc.)	2500	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Professional development supplies (paper, markers, card stock, flip chart, print cartridges, pens, etc.)	2500	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Technology - Lead partner computers/laptop - (Liaison, On-Site Administrator, Coaches, Parent/Community Liaison, Secretary)	6000	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Technology - Lead partner computers/laptop - (Liaison, On-Site Administrator, Coaches, Parent/Community Liaison, Secretary)	6000	<input type="checkbox"/>
4000	300	IARSS - Lincoln - Parent/Community Liaison meeting expenses.	9176	<input type="checkbox"/>
4000	300	IARSS - Mason Clark - Parent/Community Liaison meeting expenses.	9176	<input type="checkbox"/>

Total Direct Costs	3500000
- Capital Outlay Costs	3400
Allowable Direct Costs	3496600
Indirect Cost Rate %	1.81
Maximum Indirect Cost *	0

Indirect Cost 0

Total Allotment 4914522

Grand Total 3500000
Allotment Remaining 1414522

[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	573,953	170,541		45,428				789,922
2	2110	Attendance & Social Work Services	198,452	66,070	1,000					265,522
3	2120	Guidance Services	106,254	49,992	40,000					196,246
7	2210	Improvement of Instruction Services	394,800	150,416	365,064					910,280
8	2220	Educational Media Services								
9	2230	Assessment & Testing			65,160					65,160
10	2300	General Administration								
11	2400	School Administration			40,000					40,000
13	2520	Fiscal Services*								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services			9,486					9,486
18	2570	Internal Services*								
19	2610	Direction of Central Support Services	110,000	44,600	20,000	2,500	3,400			180,500
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*	21,000	8,000						29,000
23	2660	Data Processing Services*								
24	2900	Other Support Services								
25	3000	Community Services			10,284	3,600				13,884
27	4000	Payment to Other Districts and Governmental Units			1,000,000					1,000,000
37										
29	Total Direct Costs		1,404,459	489,619	1,550,994	51,528	3,400			3,500,000
30	Approved Indirect Costs X 1.81%									
31	Total Budget									3,500,000

* 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

Fred Clarke

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

Agreed to on this Date: 08/02/2015
RCDT when agreed to: 50-082-1890-22