



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

TO: Eligible Applicants
FROM: Tony Smith, Ph.D.
State Superintendent of Education
DATE: December 15, 2015
SUBJECT: REQUEST FOR PROPOSALS (RFP): Educator Equity Program Development Grant

General Information

Purpose of the RFP: The Illinois State Board of Education (ISBE) seeks to provide federal funding via competitive grants to four eligible applicants for programming development and implementation; data collection, analysis and reporting; sharing best or promising practices on program structure, implementation and efficacy, related to educator recruitment and retention; teacher leaders; and family and community engagement, that will ensure that every student has access to highly effective educators.

Eligible Applicants: School districts, public university laboratory schools approved by the Illinois State Board of Education, charter schools, and area vocational centers that meet **all** of the following criteria:

- Receives Title I funds;
- Receives Title II funds;
- **Identified as a Priority District** (a priority district is a district with one or more priority schools). A priority school is persistently in the lowest-performing 5 percent of Title I schools in the state based on a three-year average (i.e., from 2011 to 2013) performance of the "all students group" category for the percentage of students meeting exceeding standards on state tests in reading and mathematics combined, and has a district enrollment of less than 10,000 students;
- Has a 3-year average teacher retention rate of less than 80%;
- Is a Title I participating or eligible secondary school that has an average graduation rate of less than 60 percent over the last three years (i.e., from 2011 to 2013).
- Is in the highest quartile of Illinois school districts for percentage of high poverty students AND the highest quartile for percentage of minority students. A link to the districts and schools is located at: http://www.isbe.net/sos/htmls/state_sys_support.htm.

Grant Award: The total amount of federal funding anticipated in FY 2016 is \$600,000. Annual grant awards to recipients will range from \$100,000 to no more than \$150,000, subject to available funds.

Grant Period: Grants under this RFP will be offered for a three-year period. The initial grant period for planning will begin no sooner than March 1, 2016 and will extend from the execution date of the grant until June 30, 2016. If the LEA's initial planning is approved, then funds for development and implementation will be disbursed no sooner than July 1, 2016 for the period ending June 30, 2017. Successful applicants may reapply via continuing application for up to two additional years. Funding in the subsequent years will be contingent upon a sufficient appropriation for the program **and** satisfactory progress in the preceding grant period.

Application Deadline: Mail the original application plus four additional copies to: Vince Camille, Illinois State Board of Education, Educator Licensure Division, 100 North First Street S-306, Springfield, Illinois 62777-0001, to ensure receipt no later than 4:00 p.m. CDT on February 1, 2016.

Proposals also may be hand-delivered to the following locations, by no later than 4:00 p.m. on February 1, 2016:

Springfield Office
Information Center
1st Floor
100 North First Street

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street

Technical Assistance Webinar: Participation in a technical assistance webinar is encouraged, but is not required in order to submit a proposal. The technical assistance webinar will be held on January 8th, 2016, from 4:00pm to 5:00pm and will provide potential applicants additional information about the RFP. Registration is available

<https://attendee.gotowebinar.com/register/2020324399543984897>

The webinar will be archived after January 8th, 2016 on the ISBE website and can be accessed at <http://www.isbe.net/licensure/html/mentoring.htm>.

Additional Information and Changes to the RFP: Should additional information become available or changes to this RFP be made prior to the application deadline, ISBE will post those changes to its website at <http://www.isbe.net/licensure/html/mentoring.htm>. Applicants are advised to check the site before submitting a proposal.

Contact Person: For more information on this RFP, contact Vince Camille at vcamille@isbe.net.

Background

As part of the *Excellent Educators for All Initiative*, the Illinois State Board of Education (ISBE) collaborated with stakeholders to develop an Educator Equity Plan, which outlines approaches to increase the percentage of experienced, effective educators in high poverty/high minority school districts. Through their work, stakeholder groups identified a central challenge: Students in high poverty/high minority districts are, in general, taught by less experienced/less effective educators than other students. This educator equity gap contributes significantly to student achievement gaps in our school districts.

Three probable causes were identified: 1) Lack of an equitable funding formula for local school districts; 2) Lack of continuity in the recruitment and retention of educators; and 3) Lack of awareness and understanding of community. These three probable causes are viewed as part of a larger constellation that requires work to ensure equity within and between districts.

As to probable cause 1, Illinois continues to work on statutory changes to school district funding.

In order to remedy probable causes 2) and 3), the stakeholder group recommended an approach beginning in the fall of 2015 that would:

1. Utilize current ISBE communication strategies to ensure that teacher candidates and practicing teachers are aware of federal loan forgiveness programming.
2. Utilize current ISBE communication strategies to ensure that districts are aware of how they can use Title II funds to support professional development, including but not limited to: recruitment and retention programming (e.g., induction and mentoring programming), professional development (e.g., pedagogical, content, and the establishment of professional learning communities) and programming that would assist teachers in supporting the academic and social and emotional growth of their students.
3. Develop, with teacher preparation institutions, best practices for preparing individuals who wish to teach in high poverty and/or high minority districts ensuring that these individuals have ample opportunity to engage in regular and prolonged field experiences in these districts.

4. Award competitive grants beginning for FY 2016 to a limited number of eligible high poverty/high minority school districts for the development of programming of best or promising practices focusing on:
 - a) recruitment and retention of educators;
 - b) utilizing teacher leaders in schools; and
 - c) understanding and engaging families and communities.

The following is a brief discussion of the context and other information identified by stakeholders as contributing to the probable causes of the equity gaps.

Probable Cause: Lack of continuity in the recruitment and retention of educators.

Induction and Mentoring programs have not been funded in Illinois since 2011. Due to this lack of funding, the statewide development and implementation of programs for induction and mentoring, as well as other recruitment and retention programs, has been inconsistent. In the 2015 legislative session, ISBE submitted proposed language that would modify statute and extend the use of a funding stream to include recruitment and retention programming and professional development. Recently, funding was approved for FY 2016 for new teacher induction and mentoring programs, and for recruitment and retention.

Additionally, during the summer of 2014, the P-20 subcommittee on teacher and leader effectiveness asked ISBE to release a Request for Information (RFI). The purpose of the RFI was to learn about current recruitment and retention practices in Illinois, as well as to identify organizations interested in developing a diverse educator recruitment pipeline.

Additional data from the 2013-2014 Illinois School Report Card shows that in high poverty and high minority school districts, 20% of the teaching force leaves within three years. Considering the amount of time and resources required to hire teachers as well as lower starting salaries, fewer dollars available for supports, and the importance of a strong instructional leader in the retention of teachers in his or her school, these metrics suggest that the lack of stability in the teaching corps and the higher turnover in district personnel within high poverty and high minority districts may be a result of the availability of programmatic and administrative supports and/or the implementation of targeted and extended supports available to educators new to a district.

Probable Cause: Lack of awareness and understanding of community in a high needs school district.

Stakeholder groups intuitively acknowledged that disparity in funding and lack of recruitment and retention programs could lead to higher levels of attrition from *any* district. So too, stakeholders identified the importance, especially in high poverty and high minority districts, of understanding the community, its practices and values, and its expectations for schooling. Further, any program of support (e.g., induction and mentoring or professional development that would target instructional practices, classroom management, or parental engagement) would need to consider how this programming may be understood and valued by the larger community.

Additional data considered by stakeholders (some of which is from the State Report Card, some from the 5Essentials Survey) shows that, in general, teachers in high poverty and high minority school districts often have less educational attainment and less experience than those in low poverty/low minority districts, and they have to work with a higher percentage of students identified as having limited English proficiency or for special education services. Further, with few exceptions and considering both the 5Essentials Survey data *and* actual student achievement, in low poverty and low minority districts teachers are perceived to be more effective and collaborative; families more involved; the learning environment more supportive; and instruction more

ambitious. This suggests that school districts serving high numbers of minority students and/or students who live in poverty may require additional and targeted professional development encompassing best practices in pedagogy, as well as ways of ensuring that parental talents are used to support the growth of students.

Program Specifications

The purpose of this RFP is to solicit proposals from eligible applicants for pilot programs to develop and implement programming; collect, report, and analyze data for efficacy; and share out strategies, activities, and lessons learned regarding best or promising practices, to establish and maintain effective systems and support for educator equity in high poverty/high minority schools. This includes programs for educator recruitment and retention, teacher leaders, and family and community engagement. Data/information on pilot program structure, implementation, and efficacy will be analyzed and disseminated. Promising practices will spur the implementation of similar evidence-based programming in other districts. The data and results of the pilot programming will also be used to support future ISBE budget requests for induction and mentoring, and other programs.

Applicants should conduct a local **Needs Assessment**, to include the participation of all stakeholders. The needs assessment should consider benchmark data/information for the current and preceding three years related to: district demographics; student achievement; current programs and practices for educator recruitment and retention, teacher leaders, and family and community engagement; data on teacher and administrator retention rates (including job titles, length of service, and reasons for leaving for all those not retained in a school or district); the availability of other resources for the proposed program and/or its sustainability after the grant funding ends; the commitment of stakeholder groups to develop and implement effective, sustainable programs as set forth in this RFP.

There will be a post-award period for **Planning Activities**, to include administering ISBE-designed stakeholder surveys to collect additional benchmark data/information; and to further research and develop planning for necessary personnel, professional development, and other activities.

Grantees must participate in all **Evaluation and Reporting** activities conducted by ISBE that include, but are not limited to:

- Participating in on-site observations and reviews by ISBE;
- Bi-annual (fall and spring) meetings with ISBE;
- Participating in designated technical assistance offered by ISBE;
- Updating annual program goals, objectives, and activities;
- Submitting a revised budget and annual budget summary;
- Submitting quarterly expenditure reports;
- Submitting quarterly performance reports; and
- Administering and submitting ISBE-designed end-of-year stakeholder surveys.

Quarterly performance reports must include data/information on scope and effectiveness of: recruitment and retention activities; professional development; induction and mentoring program activities; teacher leader responsibilities and activities; and parent and community activities. Grantees must report annually on teacher

evaluation ratings for new/inexperienced teachers; principal evaluation ratings; student growth, achievement, and outcomes; and school climate and culture.

Grantees will be required to share-out best or promising practices, and lessons learned to other districts, ROEs, ISBE, and district stakeholders. Proposals should include applicant's plan for such dissemination. ISBE may require dissemination activities in addition to those proposed by applicants.

ISBE will **Monitor** each grantee to ensure effective implementation of the proposed activities and compliance with all requirements of the grant.

Grantees may reapply for continued funding for up to two additional years, contingent upon a sufficient appropriation for the program and satisfactory progress during the preceding grant period.

Resource Information: Applicants are encouraged to review the following resources before preparing a proposal. Illinois Educator Equity Plan <http://www2.ed.gov/programs/titleiparta/equitable/il.html> the Department of Education Equity and Excellence Commission Report, "For Each and Every Child – A Strategy for Education Equity and Excellence" found at <http://www2.ed.gov/about/bdscomm/list/eec/equity-excellence-commission-report.pdf>; the ISBE Family Engagement Framework and resources found at <http://isbe.net/family-engagement/html/overview.htm>; the Illinois New Teacher Collaborative resources page found at <http://intc.education.illinois.edu/resources/>

Fiscal Information

Approximately \$600,000 will be available for grants under the Educator Equity Program Development Grant for FY 2016. Grant funds are projected to be offered for a three-year period, with annual grant awards to each approved applicant ranging from \$100,000 to \$150,000. Successful applicants may reapply via continuing application for up to two additional years. Funding in subsequent years will be contingent upon sufficient appropriation for the program and satisfactory progress in the preceding grant period.

All grant funds disbursed must be used in accordance with, and grantees must fully comply with, the provisions of the State and Federal Grant Administration Policy, Fiscal Requirements and Procedures handbook found at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf and 23 Ill. Adm. Code Part 100, Requirements for Accounting, Budgeting, Financial Reporting, and Auditing found at <http://www.isbe.net/rules/archive/pdfs/100ARK.pdf>.

For purposes of compliance with Section 511 of P.L. 101-166 (the "Stevens Amendment"), applicants are advised that 100 percent of the funds for this program are derived from federal sources. The total amount of federal funding involved is \$600,000 for FY 2016.

Allowable Uses of Funds: Grant funds may be used to provide the types of activities for program development, implementation, evaluation, and reporting as described in this RFP. Accordingly, grant funds may be used for the following activities and costs:

1. **Program Implementation Costs:** Supplies and materials necessary to implement the program should be proposed in the application budget. Other costs related to proposed program activities should be indicated, including recruitment and retention (e.g., mentor stipends, PD for mentors and new teachers, release time); teacher leaders (e.g., training, release time, substitute teachers); family/community engagement activities (e.g., staff compensation for work outside the regular school day or school year);

2. **Improvement of Instructional Services.** Activities which are designed for assisting instructional staff in planning, developing and evaluating the instructional process (release time and the cost of substitute teachers, curriculum and instruction development, stipends, travel).
3. **Administrative Costs:** General administrative costs (i.e., Function 2300), which are direct costs associated with the overall administration of the program, may be proposed. However, these costs must be limited to no more than 5 percent of the total funding request;
4. **Post-award Planning Costs:** Supplies, materials, and other costs necessary for any post-award planning activities identified in the proposal should be listed separately in the application budget;
5. **Professional Development Costs:** The cost of providing necessary professional development directly related to the program and the cost of participating in designated ISBE technical assistance may be proposed. This includes reasonable transportation costs;
6. **Program Evaluation and Reporting Costs:** Supplies, materials, and other costs necessary to collect and evaluate required data, administer required surveys, prepare and submit reports to ISBE and stakeholders, and attend meetings or conferences as may be required by ISBE, may be proposed in the application budget; and
7. **Dissemination Costs:** Supplies, materials, and other costs necessary for activities related to reporting and disseminating best or promising practices and lessons learned to stakeholders, ISBE, ROEs, and other school districts may be proposed in the application budget.

Non-Allowable Uses of Funds: Grant funds may not be used for the following:

1. Proposal preparation costs;
2. Pre-award costs;
3. Food or entertainment;
4. Purchase of equipment such as computers, laptops, tablets, printers, or other similar items unless prior approval is given by ISBE;
5. Furniture or furnishings;
6. Capital improvements such as facility construction, remodeling, or renovation; and
7. Supplanting other federal, state, or local funds. Grant funds may be used to supplement, and not supplant, funds that would otherwise be used for the activities included in the project.

Proposal Narrative Requirements

Applicants must provide narrative responses to each of the following inquiries in the order presented below. The total number of pages for the Proposal Narrative may not exceed twenty-five (25). Please include any charts, tables, or graphs within the narrative, rather than as attachments. Information exceeding the page limit will not be considered as part of the competitive review process. When completing the Proposal Narrative section, applicants should carefully review the requirements presented under the *Background and Program Specifications* and the *Criteria for Review and Approval of Proposals* sections of this RFP.

Eligibility

1. Provide all information necessary to indicate that applicant meets the “Eligible Applicants” criteria on page 1 of this RFP. Also indicate, for the current and preceding three school years: the total district enrollment; school name, grade levels, and enrollment for each school in the district; student mobility rate by school; teacher retention rate by school; student achievement as indicated by the meets/exceeds categories in the “all students” and “subgroups” as reported on the District and individual School Report Cards on the Illinois Interactive Report Card (IIRC).

Planning and Project Goals, Objectives, Activities

2. Explain the planning process for this proposal. Include a description of the comprehensive needs assessment conducted by applicant (i.e. identify the stakeholder groups represented; the process used to determine the current status of the district and the need for the proposed project; the data used to determine the need; and the capacity of applicant to develop and implement the project). Also describe the process, and persons or groups involved, to determine the goals, objectives, and activities of the proposal.
3. Describe in detail the additional Planning Activities that applicant will conduct if awarded a grant, and the need for such activities.
4. Describe the goals, objectives, and strategies/activities of the project, and their rationale grounded in research/best practices or other district level data as they relate to each of the following:
 - a. The development and/or effective previous implementation of educator recruitment and retention programming (including e.g. collaboration with teacher preparation institutions, criteria and process for selection and hiring, induction and mentoring programs, professional development, professional learning communities, incentives, and other processes and supports);
 - b. The development and/or effective previous implementation of teacher leader programming (including e.g. criteria and process for selection, training, scope of responsibilities and activities, incentives and recognition); and
 - c. The development and or/effective previous implementation of programming for understanding the practices and values of the community, and for family and community engagement.
5. Describe how the components of the project will interact and complement each other to address the needs of the district, and to actualize the goals and objectives of the project; and how the proposed activities will be coordinated with other federal, state and/or local efforts and resources.

Management Plan

6. Describe the management plan for the project, including the name and title of the person(s) who will be responsible for each component of the project and for its overall outcome; the time commitment and activities of each component; the procedures for collecting feedback from the staff and other stakeholders; and the processes to ensure the achievement of program goals and objectives.

Project Evaluation

7. Describe the objective performance measures that will be used to assess the progress of the implementation of the programs.
8. Describe the timeline for assessment of progress toward program goals.
9. Describe the data/information to be collected and the methods to be used to determine whether progress is being made in meeting the objectives enumerated in the proposal.
10. Describe the procedures for reviewing and analyzing results; ensuring integrity of the evaluation; and making and implementing recommendations for program improvement.
11. Describe the procedures to be used to communicate the progress of the programs and the evaluation results to all stakeholders (including district and school administration, teachers, staff, families, community, and students) and to ISBE.

Sustainability and Transferability

12. Describe the means and methods by which applicant can continue each aspect of the project (e.g. recruitment and retention; new teacher induction and mentoring; professional development related to program objectives; utilizing teacher leaders; family and community engagement; project management and evaluation; communication; and continuous improvement) after the expiration of the grant. Include such things as district capacity, alignment of other district funds, other state and federal funding and programs, other resources and funds.
13. Describe the applicant's plan for preparing a final report and sharing-out best or promising practices, and lessons learned from this pilot project, to other school districts, ROEs, ISBE, and district stakeholders. This plan may include applicant's suggestions for the participation of ISBE and/or others in the dissemination efforts.

Proposal Format and Sequence

Each proposal must be submitted using the format and sequence outlined below. Incomplete proposals will not be considered.

Proposal Format: Submit an original and four copies of the proposal. Each proposal must be submitted according to the following specifications for format:

- Pages must be 8.5" x 11" with print on one side only and 1" margins on the top, bottom, and both sides of the paper;
- Text in the proposal narrative must be typed and double spaced;

- Font must be 11 points or larger;
- Pages must be consecutively numbered;
- Page headers that identify the applicant (i.e., Region-County-District-Type Code, district name, and school name respectively) on the proposal narratives and appendices must be included;
- Proposals submitted with spiral binding or in binders will not be accepted. Binder clips are accepted; and
- All grant forms must be completed electronically, preferably by utilizing the PDF format that ISBE uses to create grant forms. Handwritten grant forms will not be accepted.

Sequence for Assembling Proposal: Each proposal must be submitted in the sequence outlined below. Please use the following as a checklist in assembling your completed proposal.

- ___ **1. Cover Page (Attachments 1 and 1A):** Must be signed by the school district superintendent or official authorized to submit the proposal. Attachment 1A must include data from District and individual School Report Cards on the Illinois Interactive Report Card (IIRC).
- ___ **2. Proposal Abstract (Attachment 2; not to exceed one page):** Briefly describe the overall scope and nature of the project.
- ___ **3. Proposal Narrative (limit the proposal narrative to no more than 25 pages; include any charts, tables, or graphs within the narrative, rather than as attachments):** Follow the specifications in the *Proposal Narrative Requirements* section of this RFP beginning on page 6.
- ___ **4. Objectives and Activities (Attachment 3):** Use the forms provided to list the objectives and activities of the proposed project in a time-specific format. If you have more than 4 objectives, download and use additional pages of this Attachment 3, as necessary.
- ___ **5. Evaluation Design:** The data and information to be collected, and the method and process to be used to evaluate data specific to implementation of each part of the program should be fully described in the "Program Evaluation" section of the Proposal Narrative. The data, measures, method and process must be specific and consistent with continuous program improvement. Also refer to "Quality of Project Evaluation" section in the Criteria for Review.
- ___ **6. Budget Summary (Attachment 4):** Must be submitted on the form provided and signed by the district superintendent or official authorized to submit the proposal.
- ___ **7. Budget Summary Breakdown (Attachment 5):** Must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. Must include subcontract information, if applicable (see item 6 of the document titled "Certification and Assurances, and Standard Terms of the Grant," Attachment 6). Applicants may refer to the State and Federal Grant Administration Policy and Fiscal Requirements handbook located at: http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf.
- ___ **8. Certifications and Assurances (Attachments 6 and 7):** Each applicant, *including each entity that is participating in a joint application*, is required to submit the certification forms attached ("Certification and Assurances, and Standard Terms of the Grant" and "Program-Specific Terms of the Grant"). These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
- ___ **9. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion – Lower Tier Covered Transactions (Attachment 8).**
- ___ **10. Certificate Regarding Lobbying and Disclosure of Lobbying Activities (Attachments 9, 9A, 9B, and 9C).**

- ___ 11. **General Education Provisions Act (GEPA), Section 442 Assurances (Attachment 10).**
- ___ 12. **General Education Provisions Act (GEPA), Section 427 Notice (Attachment 11).**
- ___ 13. **Federal Funding Accountability and Transparency Act (FFATA) (Attachment 12).**
- ___ 14. **Letters of Support:** Attach as a labeled Appendix.

Criteria for Review and Approval of Proposals

All applications will be read, reviewed, and scored by three impartial readers who have been selected for their expertise and experience with educator recruitment and retention, teacher leadership, family and community engagement, and grants management. Scores will be averaged to ensure inter-rater reliability. Any portions of a proposal that exceed the page limitations specified under “Proposal Format and Sequence” will not be considered in the competitive review process. Proposals will be rank ordered, and recommendations will be made accordingly to the State Superintendent of Education for funding. ISBE staff will negotiate all final budget allocations.

ISBE will consider the following criteria for evaluating proposals. Proposals may receive a maximum of **100** points.

It is the intention of ISBE to award grants equitably to the extent practicable among geographic area within the state, including urban and rural communities.

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting the division responsible for issuing the RFP. (See “Contact Person” under “General Information”.)

1. Eligibility Criteria (10 Points)

Districts applying for the grant must provide all required data and information to demonstrate they meet all of the criteria indicated in the Eligible Applicants section on page 1 of this RFP.

2. Quality of Project Objectives, Measurable Outcomes, and Strategies or Activities (30 Points)

The following factors will be considered:

- A. The quality and extent to which the proposal reflects research based best or promising practices, or other district level data, for the development of – or previous implementation of – effective programs for each of the following:
 - 1. Educator recruitment and retention;
 - 2. Utilizing teacher leaders; and
 - 3. Family and community engagement.

- B. The quality and extent to which the strategies and objectives are likely to achieve the goals and objectives of the proposal.

- C. The planning process is thorough and comprehensive, includes representation of all stakeholder groups (district and school administration, teachers, parents, community groups, and others related to project), and produces a plan that promotes a collaborative approach.

D. The quality and extent to which the various components of the project complement each other, and how the proposed activities will be coordinated with other federal, state and/or local efforts.

Suggestions for Applicants: Reviewers will seek a compelling argument for the linkages among the proposed strategies and activities, the expressed needs of the district, and the project's intended outcomes. Reviewers will not merely consider the enumeration of project activities as adequate support for this criterion. Rather, reviewers will judge the proposed strategies and activities for quality and potential for actualizing project goals and objectives.

3. Quality of the Management Plan (10 Points)

The following factors will be considered:

A. The management plan is practicable and is likely to contribute to the achievement of program goals and objectives. The management plan includes major milestones and a realistic timeline, and proposed activities correlate to the proposed budget.

B. The time commitments of the project director and other key project personnel are appropriate and adequate to meet the goals and objectives of the proposed project.

C. The procedures for collecting and sharing feedback to the staff and the community for the purpose of continuous program improvement are practicable.

Suggestions for Applicants: Reviewers will look for clearly delineated project milestones, activities, staff responsibilities, and time commitments that are likely to contribute to overall program success. Reviewers will also look for how applicants propose to cull information from evaluation data, and how the information will be communicated as feedback to the staff and community and used for continuous program improvement.

4. Quality of the Project Evaluation (30 Points)

The following factors will be considered:

A. Evaluation methods include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.

B. The program evaluation process includes a timeline for assessment of progress toward program goals.

C. The program evaluation process includes procedures for providing performance feedback to the staff and community.

D. The program evaluation process includes procedures for reviewing and analyzing results and making recommendations for program improvement.

E. The program evaluation process includes sufficient controls to ensure that evaluations are administered as proposed.

Suggestions for Applicants: Reviewers will look for an evaluation plan that has the following elements.

- A. Has a compelling rationale for the particular approach which is tied to determining the efficacy of the strategies and activities included in the project.
- B. Is technically sound and includes required data.
- C. Is clearly tied to the project goals and measurable objectives.
- D. Provides methods and means to determine effective practices.
- E. Includes procedures to review the evaluation report, implement recommendations, and disseminate the results of the evaluation annually to program staff and the community, and bi-annually to ISBE at required meetings.

5. Budget and Cost-Effectiveness (10 Points)

The scope of activities is reasonable in light of the amount of funding to be provided. The project is cost-effective relative to the types of activities proposed. The proposed budget sufficiently aligns to the narrative description and the program's goals and objectives.

6. Plan for Sustainability (10 Points)

The following factors will be considered:

- A. Approaches through which the applicant can continue each aspect of the program (recruitment and retention; new teacher induction and mentoring; professional development related to the program objectives; utilizing teacher leaders; family and community engagement) after the expiration of the grant, and that other districts can implement the successful strategies and activities learned.
- B. Written letters of support from stakeholders.
- C. The feasibility of contribution of funds from other sources to sustain the programs after the grant expires.

Suggestions for Applicants:

This grant involves the development, implementation, evaluation, reporting, and sharing-out of objectives, strategies and activities, and lessons learned as to effective and best practices related to establishing and maintaining systems and support for educator equity in Illinois schools. The overarching goals are to ensure that every child has access to highly effective educators in order to increase learning and student achievement; change school culture; increase family and community engagement; and create more effective learning environments and education systems across the state, especially in high poverty - high minority schools. Therefore, reviewers will be looking for a realistic approach to securing long-term, expanded implementation and continuation of programs that effectively promote these goals.

**ILLINOIS STATE BOARD OF EDUCATION
 Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001**

ATTACHMENT 1

**FY 2016
 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION
 COVER PAGE**

DUE DATE: February 1, 2016

Instructions: Submit 1 original and 4 copies. No faxed or electronic submissions will be accepted.

APPLICANT INFORMATION

DISTRICT NAME AND NUMBER		REGION, COUNTY, DISTRICT, TYPE CODE	
NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL		NAME OF PROGRAM CONTACT	
TITLE OF AUTHORIZED OFFICIAL		TITLE OF PROGRAM CONTACT	
ADDRESS (Street, City, State, Zip Code)		ADDRESS (Street, City, State, Zip Code)	
TELEPHONE (Include Area Code)	FAX (Include Area Code)	TELEPHONE (Include Area Code)	FAX (Include Area Code)
E-MAIL		E-MAIL	

Estimated grant awards are preliminary, and payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly. 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.

*I certify that the program administrator/contact person identified above is authorized to act on behalf of the institution with regard to the **FY 2016 Educator Equity Program Development Grant**. The data included in Attachment 1A is accurate.*

Date

Original Signature of Superintendent or Authorized Official

<p>ISBE USE ONLY</p> <p>Date Received</p>
--

*Original Signature of ISBE Division Administrator
 Educator Licensure*

Date

**ILLINOIS STATE BOARD OF EDUCATION
 Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001
 FY 2016**

**EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION
 ELIGIBILITY CRITERIA AND STUDENT PERFORMANCE DATA**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE
--------------------------	-------------------------------------

NAME(S) OF PRIORITY SCHOOLS

DISTRICT INFORMATION	CURRENT	2014-2015	2013-2014	2012-2013
Grade Levels Served				
Received Title I Funds	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Received Title II Funds	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Priority District	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Total District Enrollment				
Teacher Retention Rate				
Receive CSI Services	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Percentage of Low Income Students				
Percentage of Minority Students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC all students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC by subgroups:				
White				
Black				
Hispanic				
Other (Specify) _____				
Low Income/Non-Low				
Male/Female				
IEP/Non-IEP				
LEP/Non-LEP				

**ILLINOIS STATE BOARD OF EDUCATION
 Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001**

**FY 2016
 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION**

Instructions: For each school in the district, provide the following information. Copy and include additional pages, as needed.

NAME OF SCHOOL _____

SCHOOL INFORMATION	CURRENT	2014-2015	2013-2014	2012-2013
Grade Levels				
Enrollment				
Student Mobility Rate				
Teacher Retention Rate				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC all students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC by subgroups:				
White				
Black				
Hispanic				
Other (Specify) _____				
Low Income/Non-Low				
Male/Female				
IEP/Non-IEP				
LEP/Non-LEP				

ILLINOIS STATE BOARD OF EDUCATION

Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001

FY 2016

EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION

NAME OF SCHOOL _____

SCHOOL INFORMATION	CURRENT	2014-2015	2013-2014	2012-2013
Grade Levels				
Enrollment				
Student Mobility Rate				
Teacher Retention Rate				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC all students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC by subgroups:				
White				
Black				
Hispanic				
Other (Specify) _____				
Low Income/Non-Low				
Male/Female				
IEP/Non-IEP				
LEP/Non-LEP				

ILLINOIS STATE BOARD OF EDUCATION

Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001

**FY 2016
 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION**

NAME OF SCHOOL _____

SCHOOL INFORMATION	CURRENT	2014-2015	2013-2014	2012-2013
Grade Levels				
Enrollment				
Student Mobility Rate				
Teacher Retention Rate				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC all students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC by subgroups:				
White				
Black				
Hispanic				
Other (Specify) _____				
Low Income/Non-Low				
Male/Female				
IEP/Non-IEP				
LEP/Non-LEP				

ILLINOIS STATE BOARD OF EDUCATION

Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001

**FY 2016
 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION**

NAME OF SCHOOL _____

SCHOOL INFORMATION	CURRENT	2014-2015	2013-2014	2012-2013
Grade Levels				
Enrollment				
Student Mobility Rate				
Teacher Retention Rate				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC all students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC by subgroups:				
White				
Black				
Hispanic				
Other (Specify) _____				
Low Income/Non-Low				
Male/Female				
IEP/Non-IEP				
LEP/Non-LEP				

ILLINOIS STATE BOARD OF EDUCATION

Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001

**FY 2016
 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION**

NAME OF SCHOOL _____

SCHOOL INFORMATION	CURRENT	2014-2015	2013-2014	2012-2013
Grade Levels				
Enrollment				
Student Mobility Rate				
Teacher Retention Rate				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC all students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC by subgroups:				
White				
Black				
Hispanic				
Other (Specify) _____				
Low Income/Non-Low				
Male/Female				
IEP/Non-IEP				
LEP/Non-LEP				

ILLINOIS STATE BOARD OF EDUCATION

Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001

**FY 2016
 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION**

NAME OF SCHOOL _____

SCHOOL INFORMATION	CURRENT	2014-2015	2013-2014	2012-2013
Grade Levels				
Enrollment				
Student Mobility Rate				
Teacher Retention Rate				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC all students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC by subgroups:				
White				
Black				
Hispanic				
Other (Specify) _____				
Low Income/Non-Low				
Male/Female				
IEP/Non-IEP				
LEP/Non-LEP				

ILLINOIS STATE BOARD OF EDUCATION

Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001

**FY 2016
 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION**

NAME OF SCHOOL _____

SCHOOL INFORMATION	CURRENT	2014-2015	2013-2014	2012-2013
Grade Levels				
Enrollment				
Student Mobility Rate				
Teacher Retention Rate				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC all students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC by subgroups:				
White				
Black				
Hispanic				
Other (Specify) _____				
Low Income/Non-Low				
Male/Female				
IEP/Non-IEP				
LEP/Non-LEP				

ILLINOIS STATE BOARD OF EDUCATION

Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001

FY 2016

EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION

NAME OF SCHOOL _____

SCHOOL INFORMATION	CURRENT	2014-2015	2013-2014	2012-2013
Grade Levels				
Enrollment				
Student Mobility Rate				
Teacher Retention Rate				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC all students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC by subgroups:				
White				
Black				
Hispanic				
Other (Specify) _____				
Low Income/Non-Low				
Male/Female				
IEP/Non-IEP				
LEP/Non-LEP				

ILLINOIS STATE BOARD OF EDUCATION

Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001

**FY 2016
 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION**

NAME OF SCHOOL _____

SCHOOL INFORMATION	CURRENT	2014-2015	2013-2014	2012-2013
Grade Levels				
Enrollment				
Student Mobility Rate				
Teacher Retention Rate				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC all students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC by subgroups:				
White				
Black				
Hispanic				
Other (Specify) _____				
Low Income/Non-Low				
Male/Female				
IEP/Non-IEP				
LEP/Non-LEP				

ILLINOIS STATE BOARD OF EDUCATION

Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001

**FY 2016
 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION**

NAME OF SCHOOL _____

SCHOOL INFORMATION	CURRENT	2014-2015	2013-2014	2012-2013
Grade Levels				
Enrollment				
Student Mobility Rate				
Teacher Retention Rate				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC all students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC by subgroups:				
White				
Black				
Hispanic				
Other (Specify) _____				
Low Income/Non-Low				
Male/Female				
IEP/Non-IEP				
LEP/Non-LEP				

ILLINOIS STATE BOARD OF EDUCATION

Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001

**FY 2016
 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION**

NAME OF SCHOOL _____

SCHOOL INFORMATION	CURRENT	2014-2015	2013-2014	2012-2013
Grade Levels				
Enrollment				
Student Mobility Rate				
Teacher Retention Rate				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC all students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC by subgroups:				
White				
Black				
Hispanic				
Other (Specify) _____				
Low Income/Non-Low				
Male/Female				
IEP/Non-IEP				
LEP/Non-LEP				

ILLINOIS STATE BOARD OF EDUCATION

Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001

**FY 2016
 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION**

NAME OF SCHOOL _____

SCHOOL INFORMATION	CURRENT	2014-2015	2013-2014	2012-2013
Grade Levels				
Enrollment				
Student Mobility Rate				
Teacher Retention Rate				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC all students				
Percentage Meets/Exceeds (Composite Score) ISAT/PSAE/PARCC by subgroups:				
White				
Black				
Hispanic				
Other (Specify) _____				
Low Income/Non-Low				
Male/Female				
IEP/Non-IEP				
LEP/Non-LEP				

ILLINOIS STATE BOARD OF EDUCATION

ATTACHMENT 2

Educator Licensure Division
100 North First Street, S-306
Springfield, Illinois 62777-0001

**FY 2016
EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION
PROPOSAL ABSTRACT**

Instructions: Please describe the overall scope and nature of your project. (Limit to one page.)

ILLINOIS STATE BOARD OF EDUCATION

ATTACHMENT 3

Educator Licensure Division
100 North First Street, S-306
Springfield, Illinois 62777-0001

**FY 2016
EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION
OBJECTIVES AND ACTIVITIES**

DISTRICT NAME AND NUMBER

REGION, COUNTY, DISTRICT, TYPE CODE

Instructions: identify the objectives and activities to be used. (See the Proposal/Narrative requirements and the criteria for review. Use one page for each objective.

OBJECTIVE:

ACTIVITY	TIMELINE		PERSONS RESPONSIBLE	EVALUATION MEASURES
	START	COMPLETION		

ILLINOIS STATE BOARD OF EDUCATION

ATTACHMENT 3

Educator Licensure Division
100 North First Street, S-306
Springfield, Illinois 62777-0001

**FY 2016
EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION
OBJECTIVES AND ACTIVITIES**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE
--------------------------	-------------------------------------

Instructions: identify the objectives and activities to be used. (See the Proposal/Narrative requirements and the criteria for review. Use one page for each objective.

OBJECTIVE:

ACTIVITY	TIMELINE		PERSONS RESPONSIBLE	EVALUATION MEASURES
	START	COMPLETION		

ILLINOIS STATE BOARD OF EDUCATION

ATTACHMENT 3

Educator Licensure Division
100 North First Street, S-306
Springfield, Illinois 62777-0001

**FY 2016
EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION
OBJECTIVES AND ACTIVITIES**

DISTRICT NAME AND NUMBER

REGION, COUNTY, DISTRICT, TYPE CODE

Instructions: identify the objectives and activities to be used. (See the Proposal/Narrative requirements and the criteria for review. Use one page for each objective.

OBJECTIVE:

ACTIVITY	TIMELINE		PERSONS RESPONSIBLE	EVALUATION MEASURES
	START	COMPLETION		

ILLINOIS STATE BOARD OF EDUCATION

ATTACHMENT 3

Educator Licensure Division
100 North First Street, S-306
Springfield, Illinois 62777-0001

**FY 2016
EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION
OBJECTIVES AND ACTIVITIES**

DISTRICT NAME AND NUMBER

REGION, COUNTY, DISTRICT, TYPE CODE

Instructions: identify the objectives and activities to be used. (See the Proposal/Narrative requirements and the criteria for review. Use one page for each objective.

OBJECTIVE:

ACTIVITY	TIMELINE		PERSONS RESPONSIBLE	EVALUATION MEASURES
	START	COMPLETION		

ILLINOIS STATE BOARD OF EDUCATION
 Educator Licensure Division
 100 North First Street, S-306
 Springfield, Illinois 62777-0001

FY 2016
EDUCATOR EQUITY PROGRAM DEVELOPMENT
GRANT APPLICATION

FEDERAL BUDGET SUMMARY

Use whole dollars only. Omit Dollar Signs, Commas, and Decimal Places, e.g., 2536

Initial Budget Amendment No. _____
 Revised Initial Budget Multi-district Application

FISCAL YEAR 16	SOURCE OF FUNDS CODE 4998-EE	REGION, COUNTY, DISTRICT, TYPE CODE	SUBMISSION DATE (mm/dd/yyyy)
DISTRICT NAME AND NUMBER			
CONTACT PERSON		TELEPHONE NUMBER (Include Area Code)	
E-MAIL ADDRESS		FAX NUMBER (Include Area Code)	

ISBE USE ONLY	PROGRAM APPROVAL DATE AND INITIALS	
	TOTAL FUNDS	
	CARRYOVER FUNDS	
	CURRENT FUNDS	
	BEGIN DATE	END DATE

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements and Procedures" handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

LINE	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	TOTAL (11)
1	1000	Instruction					
2	2110	Attendance & Social Work Services					
3	2120	Guidance Services					
7	2210	Improvement of Instruction Services					
8	2220	Educational Media Services					
10	2300	General Administration					
20	2620	Planning, Research, Development & Evaluation Services					
21	2630	Information Services					
22	2640	Staff Services*					
23	2660	Data Processing Services*					
24	2900	Other Support Services					
25	3000	Community Services					
27	4000	Payments to Other Districts or Government Units					
29	Total Direct Costs						
31	TOTAL BUDGET						

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

 Date **Original** Signature of Superintendent or Administrator

 Date **Original** Signature of ISBE Division Administrator

**FY 2016 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION
BUDGET SUMMARY BREAKDOWN**

DISTRICT NAME AND NUMBER	REGION COUNTY DISTRICT TYPE CODE
--------------------------	----------------------------------

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the “State and Federal Grant Administration Policy, Fiscal Requirements and Procedures” handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASES SERVICES (5)	SUPPLIES AND MATERIALS (6)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	
TOTAL						

**FY 2016 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION
BUDGET SUMMARY BREAKDOWN**

DISTRICT NAME AND NUMBER	REGION COUNTY DISTRICT TYPE CODE
--------------------------	----------------------------------

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the “State and Federal Grant Administration Policy, Fiscal Requirements and Procedures” handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASES SERVICES (5)	SUPPLIES AND MATERIALS (6)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	
TOTAL						

**FY 2016 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION
BUDGET SUMMARY BREAKDOWN**

DISTRICT NAME AND NUMBER	REGION COUNTY DISTRICT TYPE CODE
--------------------------	----------------------------------

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the “State and Federal Grant Administration Policy, Fiscal Requirements and Procedures” handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASES SERVICES (5)	SUPPLIES AND MATERIALS (6)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	
TOTAL						

**FY 2016 EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT APPLICATION
BUDGET SUMMARY BREAKDOWN**

DISTRICT NAME AND NUMBER	REGION COUNTY DISTRICT TYPE CODE
--------------------------	----------------------------------

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the “State and Federal Grant Administration Policy, Fiscal Requirements and Procedures” handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASES SERVICES (5)	SUPPLIES AND MATERIALS (6)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	
TOTAL						

Illinois State Board of Education

CERTIFICATIONS AND ASSURANCES, AND STANDARD TERMS OF THE GRANT

(Insert Applicant's Name Here)

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. Applicant is a(n): *(Check one)*

Individual Corporation Partnership Unincorporated association Government entity

Region/County/District/School Code or Federal Employer Identification Number, as applicable. Individuals or other entities with neither of the foregoing, include Social Security Number.

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.

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 \$500 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 and Performance 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. Performance report requirements and due dates are indicated in the *Program-Specific Terms of the Grant* section of the application and Grant Agreement. 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 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.

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.) and 34 CFR part 106, 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.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, 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 certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse 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 the 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.

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.

The undersigned 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 undersigned 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.

Signature of Authorized Official

Title

Date

Name of Authorized Official (Type or Print)

ILLINOIS STATE BOARD OF EDUCATION
 Educator Licensure Division
 100 North First Street, S-306
 Springfield, IL 62777-0001

FY 2016
EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT
PROGRAM-SPECIFIC TERMS OF THE GRANT

1. No subcontracting is allowed without prior written approval of the State Superintendent of Education. See item 6 of the document titled “Certifications and Assurances and Standard Terms of the Grant” for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.
2. Reporting: Each grantee shall submit data and information about its educator equity program development to ISBE in a format specified by and according to the timeline set forth by ISBE. Reports shall include, at a minimum:
 - a review and assessment of the grantee’s planning activities shall be submitted by June 30, 2016;
 - quarterly expenditure reports
 - quarterly performance reports must include data/information on scope and effectiveness of: recruitment and retention activities; professional development; induction and mentoring activities; teacher leader responsibilities and activities; and parent and community activities;
 - annual expenditure and performance reports that relate financial data to performance accomplishments/progress toward established goals;
 - annual reports must include teacher evaluation ratings for new/inexperienced teachers; principal evaluation ratings; an assessment of student growth, achievement and outcomes; and an assessment of school climate and culture;
 - annual administration, reporting and submission of ISBE-designed stakeholder surveys – the survey results should also be considered in grantee’s assessment of program performance/progress, and the assessments included in the annual reports.
3. Evaluation: Each grantee is required to participate in on-site observations and monitoring by ISBE, and bi-annual (fall and spring) review meetings with ISBE staff. Each grantee is required to participate in statewide data collection, as determined by ISBE, to be used to assess the overall effectiveness of the educator equity program development.
4. Each grantee is required to participate in State-provided technical assistance activities offered by ISBE.
5. Each grantee is required to participate in dissemination activities, as determined by ISBE, to share-out best or promising practices and lessons learned to other districts, ROEs, ISBE, and district stakeholders.
6. Funds received under this grant program must be used to supplement, and not supplant, funds that would otherwise be used for authorized activities.
7. Successful applicants will be subject to the provisions of Section 511 of P.L. 101-166 (the “Stevens Amendment”) due to the use of federal funds for this program. All announcements and other materials publicizing this program must include statements as to the amount and proportion of federal funding involved.

 Name of Applicant Entity

 Date

Original Signature of Superintendent/Authorized Official

 Title

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY
EXCLUSION LOWER TIER COVERED TRANSACTIONS**

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS BELOW.

CERTIFICATION

The prospective lower tier participant certifies, by submission of this Certification, 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;
- (5) The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into; and
- (6) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this Certification.

Organization Name

PR/Award Number or Project Name

Name of Authorized Representative

Title

Original Signature of Authorized Representative

Date

Instructions for Certification

1. By signing and submitting this Certification, 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 Government-Wide System for Award Management Exclusions" (SAM Exclusions) at <http://www.sam.gov>.
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.

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street
 Springfield, IL 62777-0001

CERTIFICATE REGARDING LOBBYING

The undersigned 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 undersigned, 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 undersigned shall complete and submit ISBE 85-37, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned 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.

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.

Organization Name

PR/Award Number or Project Name

Name of Authorized Representative

Title

Original Signature of Authorized Representative

Date

DISCLOSURE OF LOBBYING ACTIVITIES

Directions: Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352. (See reverse for public burden disclosure.)

1. TYPE OF FEDERAL ACTION

a. Contract b. Grant c. Cooperative agreement d. Loan e. Loan guarantee f. Loan insurance

2. STATUS OF FEDERAL ACTION

a. Bid/offer/application b. Initial award c. Post-award

3. REPORT TYPE

a. Initial filing b. Material change For material change only: _____ Year _____ Quarter _____ Date of last report

4. NAME AND ADDRESS OF REPORTING ENTITY

Prime Subawardee, Tier _____, if known _____ Congressional District, if known

5. IF REPORTING ENTITY IN NO. 4 IS SUBAWARDEE, ENTER NAME AND ADDRESS OF PRIME

_____ Congressional District, if known

6. FEDERAL DEPARTMENT/AGENCY

7. FEDERAL PROGRAM NAME/DESCRIPTION

_____ CFDA Number, if applicable

8. FEDERAL ACTION NUMBER, if known

9. AWARD AMOUNT, if known

\$ _____

10a. NAME AND ADDRESS OF LOBBYING ENTITY
(If individual, last name, first name, MI)

b. INDIVIDUALS PERFORMING SERVICES
(Including address if different from No. 10a) (last name, first name, MI)

(Attach Continuation Sheet(s) ISBE 85-37A, if necessary)

11. AMOUNT OF PAYMENT (check all that apply)

\$ _____ Actual Planned

12. FORM OF PAYMENT (check all that apply)

a. Cash b. In-kind; specify: nature _____ value _____

13. TYPE OF PAYMENT (check all that apply)

a. Retainer b. One-time fee c. Commission
 d. Contingent fee e. Deferred f. Other, specify _____

14. Brief description of services performed or to be performed and date(s) of service, including officer(s), employee(s), or member(s) contacted, for payment indicated in item 11.

15. YES NO CONTINUATION SHEET(S), ISBE 85-37A ATTACHED

16. Information requested through this form is authorized by title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

ORIGINAL SIGNATURE

PRINT NAME OR TYPE

TITLE

TELEPHONE NUMBER

DATE

**INSTRUCTIONS FOR COMPLETION OF
ISBE 85-37, DISCLOSURE OF LOBBYING ACTIVITIES**

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Use the ISBE 85-37A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001".
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial(MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not an ISBE 85-37A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street
Springfield, Illinois 62777-0001

CONTINUATION SHEET
DISCLOSURE OF LOBBYING ACTIVITIES

REPORTING ENTITY

**NOTICE TO ALL APPLICANTS REGARDING
SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE
--------------------------	-------------------------------------

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with **EDUCATOR EQUITY PROGRAM DEVELOPMENT GRANT** requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs:

FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARENCY ACT (FFATA)

FISCAL/ADMINISTRATIVE AGENT (ROE/ISC)			REGION, COUNTY, DISTRICT, TYPE CODE
FISCAL YEAR	SOURCE OF FUNDS CODE	DUNS (9 digit number)**	PROGRAM NAME

The Federal Funding Accountability and Transparency Act (31 U.S.C. 6102; 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 (also see 2 CFR part 170).

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

Example of project description: Funds will be used for professional development to train teachers in the use of technology to improve instruction and make Adequate Yearly Progress. In addition, funds will be used to recruit and retain highly-qualified teachers.

Project Description*: (255 maximum characters used)

Agency's Annual Gross Revenues*:

Yes No In the previous fiscal year, did your organization (including parent organizations, all branches, and all affiliates worldwide) receive (1) 80 percent or more of your annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements; AND (2) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements? Please select the Yes check box only if both (1) and (2) are answered affirmatively.

If yes, please provide the names and the total compensation package (using the preceding fiscal year's compensations of the top 5 highest paid individuals within your organization, regardless of the funding source*).

NAME	TOTAL COMPENSATION
1.	
2.	
3.	
4.	
5.	

* Required Field ** If you do not have a DUNS number, please contact Dun & Bradstreet at fedgov.dnb.com/webform