

**FY 2026 IDEA
EXCESS COST
PROGRAM INFORMATION
and
eGRANT APPLICATION INSTRUCTION BOOKLET
DUE: March 16, 2026**



**Illinois State Board of Education
Special Education Department**

217-782-5589

FAX (Springfield): 217-782-0372

**IDEA Part B Grant information available
on the [ISBE IDEA Part B Grant Program webpage](#)**

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Application Notes

This instruction booklet provides instructions for completing the Individuals with Disabilities Education Act (IDEA) Excess Cost Application through the eGrant system. Most of the information contained in this booklet is also available in the eGrant Excess Cost Application under links to help or instructions.

- **TIMELINE:** The completed Excess Cost Application must be submitted by **March 16, 2026**. **The application is open and available beginning November 3, 2025**. Districts that do not submit the 2026 IDEA Excess Cost Application by the due date noted on the first page of this instruction booklet are subject to having IDEA Funds frozen.
- Technical assistance on items not covered by the instructions and procedures may be obtained by contacting your grant coordinator: Elroy Reed (ereed@isbe.net); Katanja Cowsen (kcowsen@isbe.net), Kristy Deckard (kdeckard@isbe.net); or Raúl Lemus (rlemus@isbe.net). You also may contact the Special Education Department (N-253), Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777-0001. Telephone the department at 217-782-5589, fax at 217-782-0372, or TTY at 217-782-1900.
- Please also reference the [IDEA Part B Grant Program webpage](#) for additional excess cost resources.
- Assistance related to the technical aspects of the eGrant process may be obtained by contacting the ISBE Help Desk at 217-558-3600 or helpdesk@isbe.net.

Section I

Introduction

These directions should be used to complete the IDEA Part B Excess Cost Application. The instructions and procedures cited in this document represent a condensed compilation of the major federal and state regulations.

Note that compliance with the Illinois State Board of Education (ISBE) instructions and procedures does not relieve the applicant from responsibility for compliance with all applicable federal and state regulations. These instructions have been completed in accordance with the reauthorization of the IDEA Amendments of 2004 and the 34 Code of Federal Regulations 300 and 301, which were issued in July 2018.

IDEA Excess Cost Applications are completed and reviewed online via a secure connection over the internet. Grant applicants can use their ISBE Web Application Security (IWAS) account to access IDEA Excess Cost Applications. Applicants can gain access to IWAS by going to the ISBE [website](#). An IWAS link, where applicants can create a new IWAS account or access an existing account, is located in the System Quick Links dropdown at the top left corner of the ISBE homepage. The Excess Cost Application can be accessed in IWAS by selecting the system listing that corresponds to the grant application.

Section II

Background and Program Specifications

Excess Cost Background

A Local Education Agency (LEA) may only use funds under Part B of the Act for the excess costs of providing special education and related services for children with disabilities.

The excess cost requirement means that the LEA must maintain its local and state fiscal effort for the education of its children with disabilities before federal funds are used. This ensures that children served with federal funds have at least the same average amount spent on them from sources other than federal funds as do the children in the school district.

The minimum amount that must be spent for the education of children with disabilities is computed under a statutory formula. If an LEA can show that it has (on the average) spent the minimum amount for the education of each of its children with disabilities, it has met the excess costs requirement. Part B funds can then be used to pay for these additional costs, subject to the other requirements of Part B (priorities, etc.).

The excess cost requirement prevents an LEA from using funds provided under federal programs to pay for all of the costs directly attributable to the education of a child with a disability.

Each LEA receiving IDEA funds through a flow-through grant must complete the excess cost worksheet annually to demonstrate the district met excess cost in the previous fiscal year as well as identify the new threshold for the current year. Any district in danger of not meeting the excess cost threshold must contact a grant consultant immediately. Failure to meet excess cost will require repayment of federal funds with local funds

Excess Cost Program Specifications

Districts are allowed to use federal IDEA funds for the excess cost of educating students with disabilities, per 34 CFR 300.202. Each district must calculate and verify its excess cost threshold annually. ISBE provides an IDEA Excess Cost Application in IWAS to assist districts in calculating, documenting, and verifying the excess cost of educating students with disabilities in accordance with 34 CFR 300.16 and 300.202, and Appendix A to Part 300.

The IDEA Excess Cost Application in IWAS is used to collect district **expenditures** and student population data to calculate an average annual per pupil expenditure and IDEA excess cost threshold. These instructions and the Excess Cost Application in IWAS will direct districts to the correct data sources by fiscal year.

Data Sources

- FY 2026 IDEA Excess Cost Application is located in [IWAS](#).
- FY 2025 Annual Financial Reports (AFRs) are available via [ISBE's Cerberus FTP Server](#). Click the link, enter "**finread**" in the username, and then click "Sign in." This application **does not** require a password.
- FY 2025 total Student Enrollment (October 2024 Fall Enrollment) is provided on the [IDEA Part B Grant Program webpage](#).
- FY 2025 number of students with Individualized Education Programs (IEPs) is provided on the [IDEA Part B Grant Program webpage](#).
- FY 2025 number of elementary and secondary students with IEPs who are in a regular classroom 80% or more of the day, 40-79% of the day, and 0-39% of the day is provided on the [IDEA Part B Grant Program webpage](#).
- Local records.
- Transportation (Fund 40) may use FY 2026 [Pupil Transportation Claim](#).

Elementary and Secondary Calculations

Preschool – The calculations are based on kindergarten through Grade 12 data.

Exclude the preschool population in calculating excess cost – The application includes prompts to exclude preschool expenditures.

5-year-old kindergartners – IDEA preschool grants are for students ages 3 to 5, including 5-year-old kindergartners with IEPs. When calculating the IDEA excess cost, include any IDEA preschool grant funds that were used to provide special education and related services to 5-year-old students in kindergarten.

Elementary and Secondary – Federal regulations require districts with both elementary and secondary students to separate those expenditures. LEAs may not compute the minimum average amount they must spend on the education of children with disabilities based on a combination of elementary and secondary enrollments.

The application separates all items by elementary (Grades K- 8) and secondary (Grades 9 – 12). A running total column is also provided to assist K-12 unit districts in tracking and matching the total expenditures and student counts. Elementary and secondary districts complete the appropriate column of the application and leave the column that does not apply to their student

population blank.

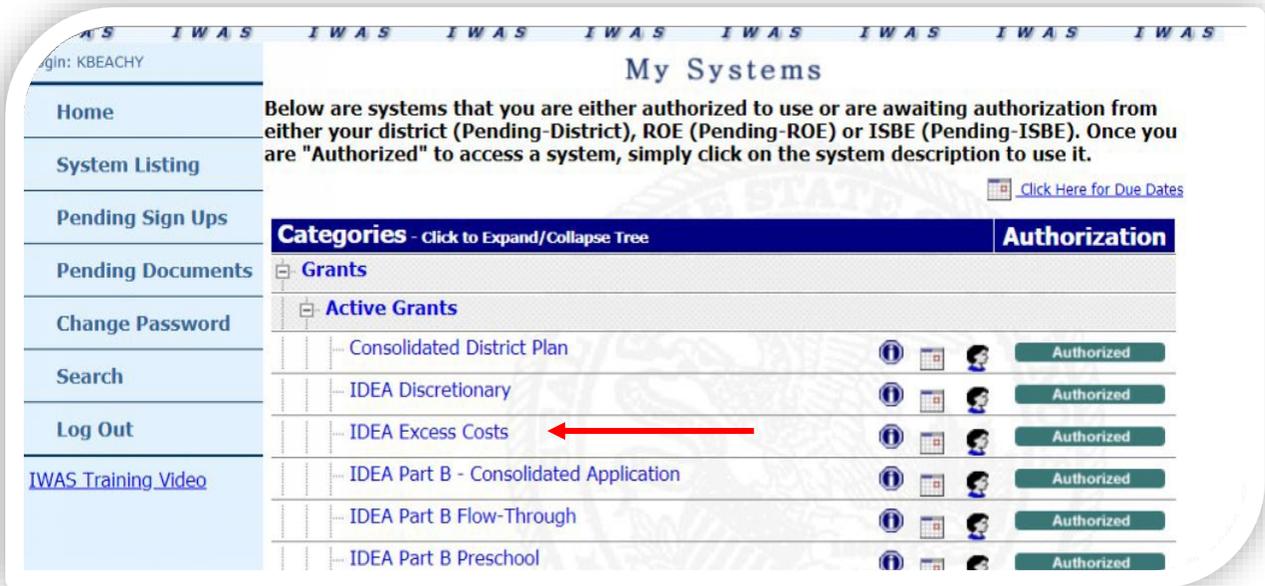
Proration – In the event that an expense cannot be separated by elementary and secondary, the district can prorate those expenses. **When prorating any costs, the districts must keep record of the procedure/method used to determine the proration.**

IDEA Excess Cost Calculation	
<ul style="list-style-type: none"> • Determine an average annual per pupil expenditure (APPE). • The district must spend at least that minimum amount of state/local funds on each student with an IEP. 	
Federal Calculation	Excess Cost Application in IWAS
Calculate the district’s total expenditures.	Section A - Use the AFR.
Subtract capital outlay, non-capitalized equipment, and debt services expenditures.	Section B – Collect capital outlay, non-capitalized equipment, and debt service expenditures. Section C – Subtract those expenditures.
Subtract special population expenditures (Title I, Title III, and special education).	Section D – Collect Title I, Title III, and special education expenditures. Section E – Subtract those expenditures.
Calculate the average APPE.	Section F – Calculate the average APPE.
Multiply the APPE by the FY 2025 special education population for the IDEA excess cost threshold.	Section G - Calculate the FY 2025 IDEA excess cost threshold.
Verify that the district met the IDEA excess cost threshold established in the prior year.	Section H – Compute that the district has met the FY 2025 IDEA excess cost threshold.

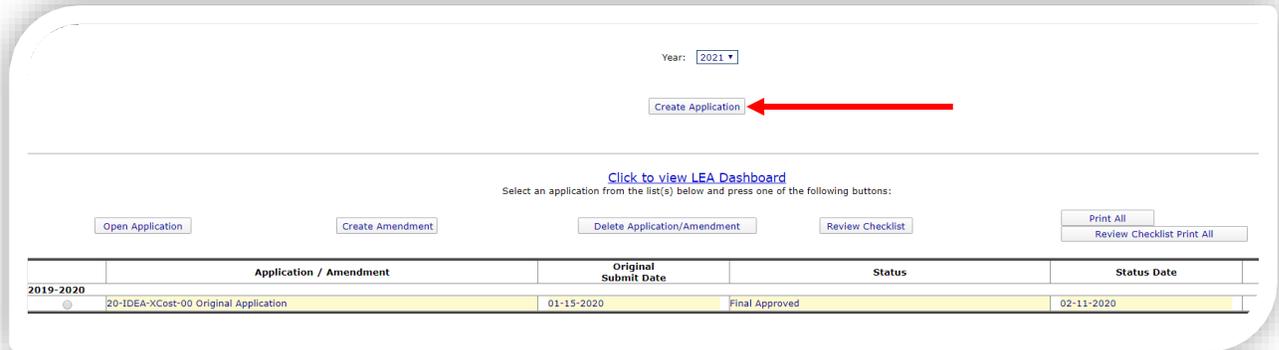
Section III

Creating, Completing, and Submitting an eGrant Excess Cost Application

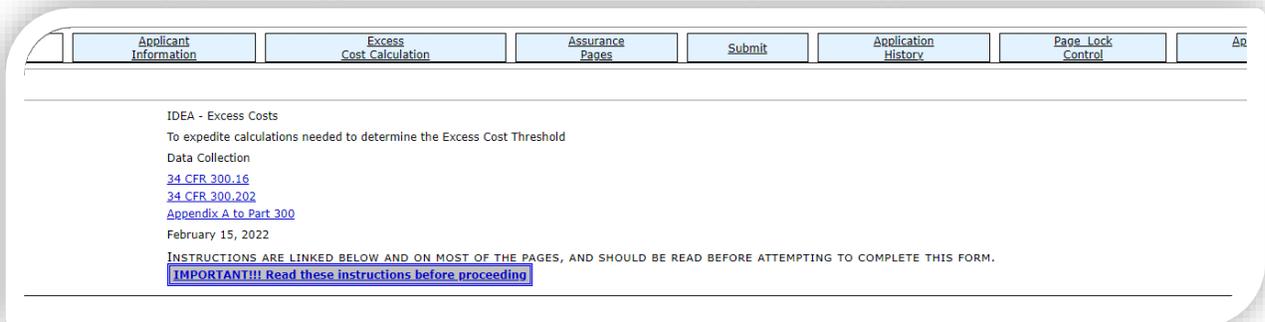
Click on “IDEA Excess Costs” under Active Grants to create an initial application.



Click on “Year 2026,” then on “Create Application” to create an initial application.



This will bring up a new application. Select each tab to complete the application.



Overview Tab - This tab is for informational purposes only; no data needs to be input on this screen.

Applicant Information Tab

The contact listed in this section of the application should be the person most directly responsible for completing the application. The person named here is the individual who will be contacted by grant coordinators if changes to the application are necessary.

Total Expenditures

Section A - Total Expenditures – Section A collects ALL FY 2025 expenditures, less expenditures for prekindergarten. Enter the data from the district’s AFR. The IWAS Excess Cost Application directs the districts to the specific lines and columns of the FY 2025 AFR for the required data.

Educational Fund (10)	AFR Line 116, column K (900) - Less Pre-K from Lines 7K, 9K, 11K, 20K, 23K, and 25K.
Operations & Maintenance Fund (20)	AFR Line 155, column K (900) - Less any appropriate Pre-K.
Transportation Fund (40)	AFR Line 214, column K (900) - Less any appropriate Pre-K.
Municipal Retirements/SS Fund (50)	AFR Line 292, column K (900) - Less Pre-K from Lines 220K, 222K, 224K.
Tort Fund (80)	AFR Line 429, column K (900) - Less Pre-K from Lines 318K, 320K, 322K, 331K, 334K, 336K.

As detailed above, Pre-K expenditures must be subtracted from the applicable lines.

Section A	(All Programs Less PreK)	Less PreK Lines 7K, 9K, 11K, 20K, 23K, 25K	Elementary (K-8)	Secondary (9-12)	Total
1 Section A					
2 FY21 Total Expenditures	AFR Line 117, Column K (900)				
3 Educational Fund (10)	AFR Line 155, Column K (900)	Less any appropriate PreK			
4 Operations and Maint. Fund (20)	AFR Line 214, Column K (900)	Less any appropriate PreK			
5 Transportation Fund (40)	AFR Line 292, Column K (900)	Less PreK Lines 220K, 222K, 224K			
6 Municipal Retirements and SS Fund (50)	AFR Line 422, Column K (900)	Less PreK Lines 318K, 320K, 322K, 331K, 334K, 336K			
7 Tort Fund (80)					
8					
Totals for Section A					

Section B - General Education ONLY Capital Outlay, Non-Capitalized Equipment, and Debt Service

Section B collects FY 2025 general education expenditures for capital outlay, non-capitalized equipment, and debt service. These are a portion of the expenses that were reported in Section A. Total the line items shown below, then subtract capital outlay/non-capitalized equipment from all special populations (Pre-K, Title I Part A and Title III Parts A and B, and special education expenditures) to come up with the total capital outlay for general populations ONLY. The IWAS Excess Cost Application directs the districts to the specific locations in the AFR for the required data.

Educational Fund (10)	- AFR Line 116, columns G (500) and I (700) + Line 114K (900) - Less Special Populations Capital Outlay/Non-Capitalized Equipment from Lines 7G, 7I, 8G, 8I, 9G, 9I, 10G, 10I, 11G, 11I, 18G, 18I.
Operations & Maintenance Fund (20)	- AFR Line 155, columns G (500) & I (700) + Line 153K (900) - Less Special Population Capital Outlay/Non-Capitalized Equipment.
Transportation Fund (40)	- AFR Line 214, columns G (500) and I (700) + Line 212K (900) - Less any Special Population Capital Outlay/Non-Capitalized Equipment.
Municipal Retirements/SS Fund (50)	AFR Line 290, column K (900)
Tort Fund (80)	- AFR Line 429, columns G (500) and I (700) + line 423, column K (900). - Less Special Populations Capital Outlay/Non-Capitalized Equipment (318G, 318I, 319G, 319I, 320G, 320I, 321G, 321I, 322G, 322I, 329G, 329I).

Make sure to exclude all capital outlay, non-capitalized equipment from all special populations (Pre-K, Title I Part A and Title III Parts A and B expenditures from above).

Section B		Elementary (K-8)	Secondary (9-12)	Total
10 P721 General Ed. Capital Outlay - Non-Capital Equipment and Debt Service				
11 Exclude Special Populations Pre-K, Title I Part A, Title III Parts A and B, and Special Education Expenditures				
12 Educational Fund (10)	AFR Line 116 from Columns G (500) and I (700), Line 114 from Column K (900) Less Spec Pop Cap Outlay; Non Cap Equip (7G, 7I, 8G, 8I, 9G, 9I, 10G, 10I, 11G, 11I, 18G, 18I)			
13 Operations and Maint. Fund (20)	AFR Line 155 from Columns G (500) and I (700), Line 153 from Column K (900) Less Any Spec Pop Cap Outlay; Non Cap Equip			
14 Transportation Fund (40)	AFR Line 214 from Columns G (500) and I (700), Line 212 from Column K (900) Less Any Spec Pop Cap Outlay; Non Cap Equip			
15 Municipal Retirement and SS Fund (50)	AFR Line 290, Column K (900)			
16 Tort Fund (80)	AFR Line 429 from Columns G (500) and I (700), Line 420 from Column K (900) Less Spec Pop Cap Outlay; Non Cap Equip (318G, 318I, 319G, 319I, 320G, 320I, 321G, 321I, 322G, 322I, 329G, 329I)			
17				
Totals for Section B				

Section C - Total Expenditures (Adjusted) – Section C subtracts the general education capital outlay, non-capitalized equipment, and debt services expenditures from the total expenditures. The IWAS Excess Cost Application calculates the adjusted total expenditure as data is entered in Sections A and B.

Section C		Elementary (K-8)	Secondary (9-12)	Total
18 P721 Total Expenditures (Section A)				
19				
20 General Ed. Capital Outlay - Non-Capital Equipment and Debt Service (Section B)	(Adjusted Total Expenditures) Totals for Section B			
21				

ESEA Title and IDEA Expenditures

Section D – Elementary and Secondary Education Act (ESEA) Title and Special

Education Expenditures – Section D collects expenditures for special populations -- Title I Part A, Title III Parts A and B, and special education. These are a portion of the costs that were previously entered in Section A as part of the total expenditures.

- Exclude Pre-K expenditures.
- Each district **must** note the FY 2025 AFR location for the Title I Part A, Title III Parts A and B, and special education expenditures. *(See tables below for examples.)*
- The AFR can be referenced in several ways. For example, line/column 8K can also be listed as Fund 10/Function 1200/900. Similarly, 22/900 can be listed as Fund 10/Function 1912/900.

Section D-1: FY 2025 ESEA Title Expenditures

FY 2025 Title I Part A (low-income and school improvement expenditures) All expenditures (state local and federal)	AFR Lines: 10K, 24K, 223K, 321K, 335K <i>“Remedial and Supplemental Programs” lines of the AFR.</i>
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- K – 12 Title I Part A expenditures: Title I Part A grant expenditures **AND** any local funds expended for Title I Part A costs

FY 2025 Title III - Parts A and B (Immigrant education, bilingual education, Transitional Program of Instruction/Transitional Bilingual Education)	AFR Lines: 18K, 31K, 231K, 329K, 342K <i>“Bilingual” lines of the AFR.</i>
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- K – 12 Title III Parts A and B expenditures: Title III Parts A and B grant

22 Section D-1

23 FY21 ESEA Title Expenditures ; Include all Title expenditures, regardless of revenue source

24 FY21 ESEA ; Title I Part A (Low Income and School Improvement ; All Exepnditures (State, Local, Federal)

	Elementary (K-8)	Secondary (9-12)	Total
Enter AFR Lines and Columns			
25			
26 FY21 ESEA ; Title III Parts A and B (LIEP, Immigrant Education, Bilingual Education ; All Expenditures (State, Local Federal) <p>Enter AFR Lines and Columns</p>			
27			

Section D-2: FY 2025 IDEA Part B – (All IDEA federal expenditures, flow-through [including Coordinated Early Intervening Services], and room and board expenditures)

IDEA Part B (Expenditures paid for with IDEA flow-through grant funds)	May be found in FY 2025 Financial Reimbursement Information System or AFR Revenue Lines 215 and 216, less any Pre-K.
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➤ K – age 21 special education expenditures paid with IDEA flow-through grants
 This line is for federal IDEA expenditures only. Do not include state or local expenditures
 Make sure the IDEA special education costs in this section are not duplicated in the state/local special education expenditures in Section D-3.

Section D-2
 FY21 IDEA and Federal Special Education Expenditures

28 FY21 IDEA Part B (Expenditures Paid via IDEA Flowthrough Grant Funds)	Elementary (K-8)	Secondary (9-12)	Total
<small>Enter AFR Lines and Columns</small>	<input type="text"/>	<input type="text"/>	<input type="text"/>

29

Section D-3: All Other FY 2025 Special Education Expenditures (K-12 state and local expenditures only)

For each of the funds listed below, please follow the steps outlined, as applicable.

Step 1: Please total all special education expenditures from the AFR.

Step 2: DONE AUTOMATICALLY (Subtract federal IDEA flow-through expenditures reported in Section D-2.)

Educational Fund (10)	Often AFR Lines: 8K, 22K, 81K, 88K, 96K (Special Education Programs) and AFR Lines 41K, 42K (Support Services).
Operations & Maintenance Fund (20)	Often AFR Line 138K or N/A.
Transportation Fund (40)	Click on FY 2025 Transportation Claim , Select the State Fiscal Year, enter your District Name, then select Display Report. Next, see Page 2, Line 23, Column C (Spec. Ed.) for the monetary value to use for this fund.
Municipal Retirements/SS Fund (50)	Often AFR Lines: 221K, 280K (Special Education Programs) and AFR Lines 239K, 240K (Support Services).
Tort Fund (80)	Often AFR Lines: 319K, 392K, 333K, 350K, 351K, 399K, 407K.

Section D-3
FY21 State and Local Special Education Expenditures

	Elementary (K-8)	Secondary (9-12)	Total
31 Educational Fund (10) ; Often AFR Items 8K, 22K, 41K, 42K, 81K, 88K, 96K <i>Enter AFR Lines and Columns</i>			
32			
33 Operations and Maint. Fund (20) ; Less PreK if applicable, otherwise N/A <i>Enter AFR Lines and Columns</i>			
34			
35 Transportation Fund (40) ; Explain methodology and percentage if using AFR or Transportation claim, use AFR FY22, Page 2, Column C, Less PreK <i>Enter AFR Lines and Columns</i>			
36			
37 Municipal Retirement and SS Fund (50) ; Often AFR Items 221K, 239K, 240K, 280K <i>Enter AFR Lines and Columns</i>			
38			
39 Tort Fund (80) ; Often AFR Items 319K, 333K, 350K, 351K, 391K, 398K, 406K <i>Enter AFR Lines and Columns</i>			
40			
41	(Sum of D1, D2, D3) Totals for Section D		

The AFR does not separate the special education expenditures out by IDEA or state/local funding sources. Districts must use their local records, including IDEA expenditure reports, to identify the state/local special education expenditures.

- Please provide the AFR lines/columns/amounts or source of data for each line item. Enter NA in the description field if no funds were expended in that area.
- Districts can use their AFR with local records for the Transportation Fund (Fund 40) or the Transportation Claim to obtain the amount spent for special education transportation purposes. If using the Transportation Claim, please use the FY 2026 claim (to obtain FY 2025 expenditures) and Page 2, Column C less any Pre-K to obtain special education expenditures.

Section E - Adjusted Total Expenditures less Special Education and ESEA Title Expenditures

- Section E subtracts the special population expenditures (Section D) from the total expenditures. This section calculates the adjusted total expenditure based on the data entered in Sections C and D.

Excess Cost Calculations

Section F- Average Annual per Pupil Expenditure – Section F calculates the annual per pupil expenditure (APPE) based on the FY 2025 expenditures and total student population. The yellow boxes should be prepopulated. The blue boxes populate once all data has been entered and the page is saved.

The National Center for Systemic Improvement (NCSI), a national technical assistance provider funded by the Office of Special Education Programs to provide technical assistance to states, released a statement that informed states that the excess cost calculation should use information from the same fiscal year to determine if excess cost has been met. NCSI released this statement because many states where the calculation contained information from more than one fiscal year were having difficulty meeting excess cost. This has been especially true in years with increased funding for education. This adjustment should make it easier for districts to meet the excess cost requirement during this period of increased funding.

Section G - Minimum District Must Spend Per Pupil with Disabilities – Section G calculates the IDEA excess cost threshold based on the APPE and the FY 2025 special education population. The number of students with IEPs should be prepopulated. The Excess Cost Application in IWAS calculates the final excess cost threshold using the FY 2025’s APPE multiplied by FY 2025 IDEA child count (FY 2025 APPE * FY 2025 IDEA child count = FY 2025 excess cost threshold). **This is the district’s IDEA excess cost threshold for FY 2025. The district must spend at least this amount of FY 2025 local or state/local funds to educate students with disabilities.**

Section H - Excess Cost Calculation – Section H is a tool to verify that the district met the FY 2025 excess cost threshold by comparing the excess cost threshold identified in Section G to actual FY 2025 expenditures. The threshold will be compared to the total of three levels of special education expenditures explained below to determine if a district has met excess costs in FY 2025.

A description of the three levels of expenditures to be used is as follows:

Level One Expenditures - State and Local Special Education Expenditures

These are already identified and totaled in the ESEA Title and IDEA expenditures. They consist of district’s direct expenditures for special education students who are not covered by their IDEA funds. This total will automatically be populated within IWAS.

Level Two Expenditures – Percentage of Non-Direct Education Expenditures for Students with Disabilities

These are expenditures for items that are equally available to all students: (e.g., media, school lunch, school administration, attendance, guidance, etc.). Since they are equally available to all students, multiply the expenditures by the percentage of students with disabilities in the district. The percentage of students that are special education will be calculated based on the number of students with IEPs divided by the total enrollment.

<p>Section H - Line 61 Less Line 5 Direct Instruction (less capital outlay and non-capitalized equipment)</p>	<p>AFR Line 5, column K less capital outlay (5G) and non-capitalized equipment (5I)</p>
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- Total adjusted expenditures, less direct instruction (AFR Line 5, column K) will be multiplied by the percentage of students with disabilities in the district.

Level Three Expenditures - Percentage of General Education Expenditures for Students with Disabilities

These are expenditures for students with disabilities participating in general education. One must look at the percentage of time the students with disabilities spend in general education classrooms to determine the amount of direct instruction (Line 5 less capital outlay and non-capitalized equipment) that can be included.

- ISBE has preloaded the number of elementary and secondary students with IEPs who are in a regular classroom 80% or more of the day, 40-79% of the day, and 0-39% of the day.
- IWAS will calculate the amount of direct instruction that can be included from the number of students with IEPs who are in general education classrooms for each of the three categories.

Other adjustments (usually non-applicable)

There are additional options to add or subtract expenditures from the above calculation. Most districts should meet excess costs using the three tiers previously detailed. If a district needs to use the other adjustments, please include

an explanation indicating the reason for additional expenditures to be added or subtracted. Lines 73 and 74 must have a number.

Section II				Elementary (K-8)	Secondary (9-12)	Total
54	Excess Cost Check					
57	Level 1 Expenditures					
58						
59	Level 2 Expenditures					
60						
61						
62						
63						
64						
65	Level 3 Expenditures					
66						
67						
68	80% or more	Elem/Sec	23			
69	40-79%	Elem/Sec	22			
70	0-39%	Elem/Sec	20			
71						
72	Other Adjustments (Usually N/A):					
73						
74						
75						
76						
77						

FY21 State and Local Spec Ed Expenditures (Total from above)
 (Line 45 Above) Adjusted Total Expenditures
 Less Line 5 Direct Instruction (less CO and Non-Cap Equip)
 Total Remainder of Expenditures (less CO and Non-Cap Equip)
 Percentage of Students with IEPs
 FY21 Spec Ed % Allocated less Direct Instruction
 Line 5 Direct Instruction (less CO and Non Cap Equip)
 IEP Totals by Percentage of Direct Instruction Time
 FY21 % Special Ed Direct Instruction Within Regular Classroom
 Plus: Costs Allocated not identified above
 Less: Costs Deducted not identified above
 Total Level 1, 2, 3 expenditures
 (Line 54 Above) FY21 IDEA Excess Cost Threshold
 (Line 75 minus Line 76) Totals for Section II
 The district met the FY21 IDEA excess cost threshold if the final amount on Line 77 is zero or a positive number.
 A negative amount indicates the district did not meet the FY21 IDEA excess cost threshold.

FY 2026 Excess Cost Check

The total from all three levels of special education expenditures will be added together and compared to the excess cost threshold. A positive amount or a zero means the district met the IDEA excess cost threshold. A negative amount means the district did not meet the IDEA excess cost threshold and may be subject to repayment of the federal funds.

*** Any district with a negative amount must contact its IDEA grant coordinator.**

72	Other Adjustments (Usually N/A):					
73						
74						
75						
76						
77						

Plus: Costs Allocated not identified above
 Less: Costs Deducted not identified above
 Total Level 1, 2, 3 expenditures
 (Line 54 Above) FY21 IDEA Excess Cost Threshold
 (Line 75 minus Line 76) Totals for Section II
 The district met the FY21 IDEA excess cost threshold if the final amount on Line 77 is zero or a positive number.
 A negative amount indicates the district did not meet the FY21 IDEA excess cost threshold.

The district will meet the FY 2026 IDEA excess cost threshold if the final amount on Line 77 is zero or a positive number.

Before You Submit Tab

The calculations of the excess cost system are dependent on accurate totals from previous sections. Therefore, it is imperative that after all final figures have been entered that each page is saved again. The sections that need to be saved:

1. Total Expenditures
2. IDEA and ESEA Title Expenditures
3. Excess Cost Calculations

Once all have been saved, please check the confirmation box and click the “Save Page” button.

Assurance Pages Tab

The assurances can only be completed by the district superintendent or a person with board-certified delegated authority for the superintendent. The assurances must be completed prior to submitting the application.

Two pages are included in the Assurances tab strip:

1. Program Assurances

The screenshot shows the 'Program Assurances' tab selected in a navigation bar. The navigation bar includes tabs for Overview, Applicant Information, Excess Cost Calculation, Assurance Page, Submit, Application History, Page Lock Control, and Application Done. Below the navigation bar, the 'Program Assurances' section is active. It contains a 'Specific Terms of the Grant' section with a checkbox and two numbered items: 1. The administrator has authority to submit this application on behalf of the organization. 2. The statements herein are true, complete and accurate to the best of his/her knowledge. A 'Save Page' button is located at the bottom of the section.

2. Assurances

The screenshot shows the 'Assurances' tab selected in a navigation bar. The navigation bar includes tabs for Overview, Applicant Information, Excess Cost Calculation, Assurance Page, Submit, Application History, Page Lock Control, and Application Done. Below the navigation bar, the 'Assurances' section is active. It contains a 'GRANT AGREEMENT' section with a checkbox and a large block of text detailing the terms of the grant agreement. Below the text, there are two signature lines: one for the 'Signature of School District Superintendent / Agency Administrator' and another for the 'Signature of Board-Certified Delegated Authority for the School District Superintendent'. A 'Save Page' button is located at the bottom of the section.

After you have read and agreed to the assurances on the Program Assurances tab, complete the last tab (which is Assurances) by clicking on the checkbox for each assurance. The district superintendent should click on the first button at the bottom of the Assurances tab to automatically insert his/her name for agreement. A person with board-certified delegated authority (someone other than the superintendent) should click on the second button and type his/her name in the textbox next to the second button to agree to all assurances. Click on the “Save Page” button.

Submit Tab

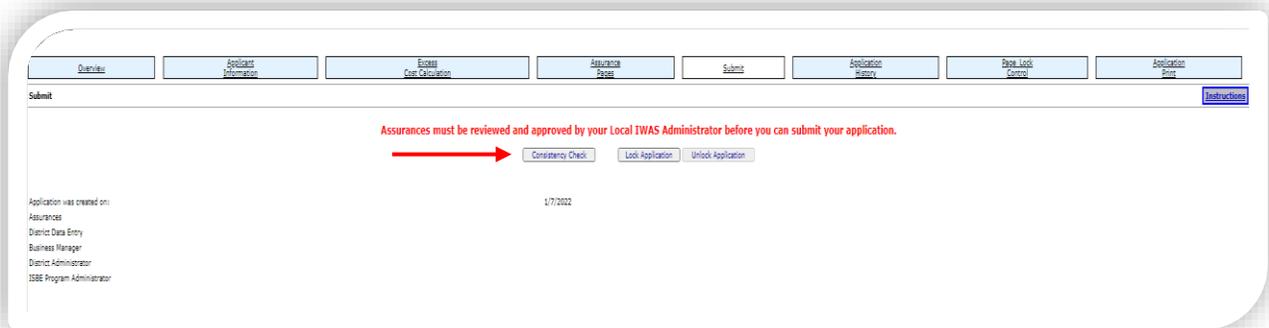
Consistency Check Button

Once you have completed your entire application, you must run a consistency check. *Caution: This check may take a few minutes to run.* Your application can not be submitted until this has been

successfully run. You must click on the “Consistency Check” button to start the process. Once the check has been completed, a message will be displayed indicating that it was either completed successfully (no errors) or not (in which case it will provide a list of errors encountered). After you have corrected any errors, you must run the check again until no errors are detected. If no errors are found, the appropriate button will be displayed so that you can submit the application to the next level. You may need to scroll down the page to see the button(s).

Lock Application Button/Unlock Application Button

Anyone in the district with data entry authority has the ability to freeze the entire application so that no more changes can be made to it prior to submitting an application. Click on the “Lock Application” button to lock the application. This might be appropriate if, for example, there had been some concern about multiple people updating an application when, in fact, this is not desirable at the district level. Therefore, locking the application would not allow anyone to make changes to it. Only the person who locked the application or a person with district administrative access (e.g., district superintendent) can unlock it by clicking the “Unlock Application” button.



Approval Groups

The following list of approval groups appears at the bottom of the administrative agent’s Submit page as appropriate:

- *Assurances were agreed to on (mm/dd/yyyy).* This will be displayed after the district superintendent/cooperative director or board-authorized representative has agreed to all assurances and saved them.
- *Consistency check was run on (mm/dd/yyyy).* This will be displayed after the consistency check has been run successfully. A message will note what must be corrected if the consistency check encounters errors. After you have corrected the errors, run the check again until no errors are detected. If the consistency check does not encounter any errors, the application will remain locked until the district entry person submits it to the business manager or district superintendent. (Refer to Lock Application Button/Unlock Application Button section above).
- *District administrator submitted the application on (mm/dd/yyyy).* The district superintendent or board-authorized personnel are the only people who can submit the application to ISBE. Click on either the “Submit to ISBE” or the “Disapprove” button. The application will be locked and no changes can be made after the application has been submitted to ISBE. If the application is “Disapproved,” it will be returned to the data entry person for changes. It can be resubmitted after changes have been completed.

- *ISBE program administrator approved the application on (mm/dd/yyyy).* An ISBE program administrator will “Approve” or “Disapprove” after the application has been submitted. An “Approved” application will then be forwarded to the ISBE fiscal administrator. If the application is “Disapproved,” it will be returned to the data entry person for changes. It can be resubmitted after changes have been completed.

Application History Tab

The Application History page is a read-only page that lists all steps that occur in the submission and approval of an application or amendment. It will display a statement that the application has not been submitted, during the initial stage of entering the application information.

Applicant: KANKAKEE SD 111 County: Kankakee IDEA - Excess Costs ▾

Application: 2019-2020 IDEA - Excess Costs - 00 Printer-Friendly

Cycle: Original Application Click to Return to Application Select

Project Number: 20-IDEA-XCost-00-32-046-1110-25

Overview Applicant Information Total Expenditures IDEA and ESEA Title Expenditures Excess Cost Calculations Before You Submit Assurance Pages Submit Application History Page Lock Control Application Print

Application History (Read Only) Instructions

Status Change	UserId	Action Date
Submitted to ISBE	fakelogin	01-31-2020 3:08 PM
Consistency Check	fakelogin	01-31-2020 3:08 PM
Returned for Changes	fakelogin	01-31-2020 3:05 PM
Submitted to ISBE	fakelogin	01-31-2020 3:00 PM

The Status Change column lists the status of the application from most recent to oldest. Some typical status entries are:

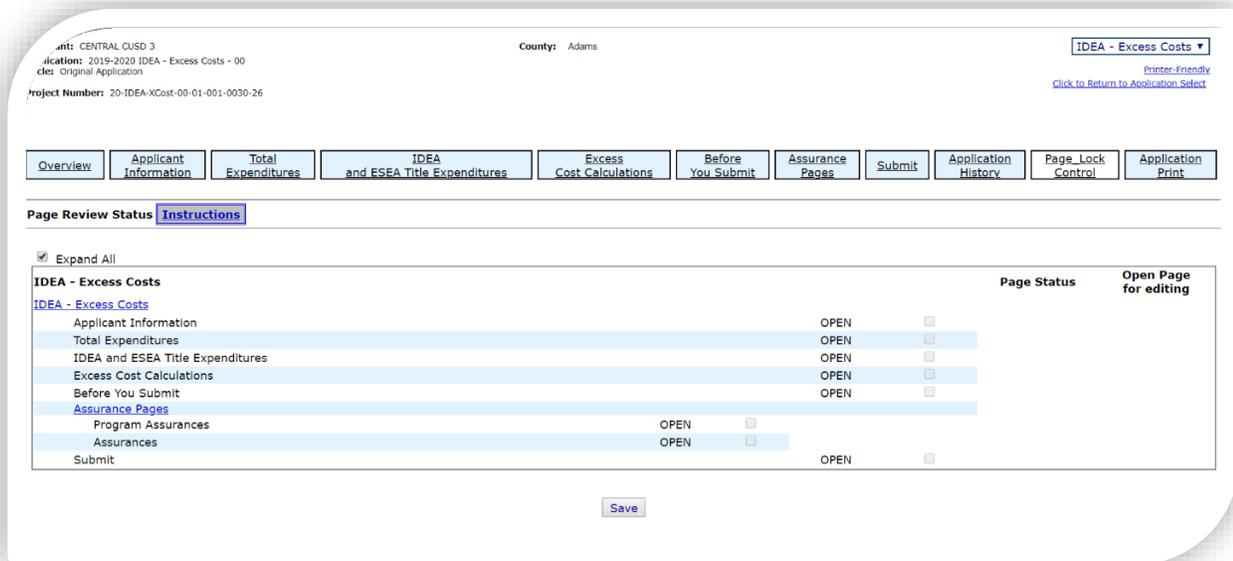
- Submitted to ISBE
- Returned for Changes
- Final Approval

The “UserId” column displays the identification of the person who was responsible for the change in status, (e.g., the ISBE reviewer who approved the application).

The Action Date column displays the date of the change in status. This page is useful in tracking the application throughout the submission and approval process. Districts may use this page at any point in time to determine the approval status of their application.

Page Lock Control Tab

The goal of the page locking process is to expedite the review of applications by identifying which pages have been changed by a grant applicant. Reviewers will only need to review those pages that have been unlocked since the previous review.



What happens when a page is locked?

When a page is locked during the application review process, the “Save” button is no longer available to the applicant, and a message indicates the page has been locked by the agency reviewer. The applicant must go to the Page Lock Control tab, unlock any pages needing revision, and then save the Page Lock Control page. This will cause “Save” buttons to appear on all of the pages the applicant has unlocked.

When will applicants need to unlock pages?

Some or all of the pages may be locked if the application is *returned for changes* by an ISBE reviewer. The applicant should read the comments on the review checklist and unlock only those pages that must be changed.

Page will be locked on all applications that have been returned for changes, so applicants should make it a habit to make sure a “Save” button is available before completing or revising a page. Unlocking pages that will not be modified circumvents the purpose of page locking and slows the review process.

Expand-All and List of Application Pages

Click the Expand-All checkbox to see the list of application pages that are locked or unlocked. Any application page with data that users enter or revise will appear in the list. Some application pages will not appear on the list. The Overview page and the Budget Summary page are read-only pages and will not appear on the list. Other pages, such as the Submit page and the Page Lock Control page, will never be locked because users need access to functions on these pages throughout the application process. These pages will not appear in the list.

The list of application pages will have two or more indented levels. The first item on the list is the name of the grant program. The first indent under the grant program is the list of pages that appear on the main tab strip. The second indent contains pages that appear in a sub-tab strip. For example, Assurance Pages is on the main tab strip and is in the group indented at the first level. The various assurances (Program Assurances, State Assurances, etc.) are indented under Assurance Pages.

Page Status Column

For *applicants*, this column displays the current status of the various pages in the application.

For *ISBE reviewers*, this column reflects the status of the page when the applicant submitted it.

Terms included in this column are –

- **Open:** Page is unlocked and can be modified and saved by the applicant.
- **Locked:** The page is locked and cannot be modified by the applicant until it is unlocked. There will not be a “Save” button on the page, and a message will appear indicating the page has been locked by the agency review
- **Final:** The page has been locked and should not be unlocked by the applicant. Only ISBE staff can unlock a page designated “final.”
- **Unlock Section:** Opens a section for modification. A section can be an entire program or all of the sub-tabs under a main tab. Unlocking pages that will not be changed circumvents the purpose of page locking and slows the review process.

Open Page for Editing Column (applicant column only)

The applicant should check the appropriate box in this column to unlock a page that requires modification. The Page Lock Control page must be saved after checkboxes have been selected.

Review Status of Page Columns (ISBE columns only)

ISBE reviewers will use these columns to unlock pages that require modification or to mark pages as final and locked. After selecting the appropriate radio buttons, the reviewer must save the page.

Unlocking a Page Marked Final

When an applicant determines that a page marked “Final” must be modified, the applicant must contact the ISBE Help Desk and explain why the page requires modification. Only ISBE staff can unlock a locked, final page. The applicant then places the application in Consulting status using the appropriate button on the Submit page. ISBE staff unlocks the page by checking the “Open Page for Editing” checkbox on the Page Lock Control page and saves it.

Review Checklist

The review checklist is used by the ISBE principal consultant to communicate changes needed in the grant submission. When an application is returned for changes, the grantee should review the checklist thoroughly and contact the consultant if questions arise. To view the information in the comment boxes, the grantee must either scroll through the comments in the box or select the “Printer Friendly” hyperlink to fully open all of the comment boxes for viewing or printing.