

Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM):

Each applicant (unless the applicant is an individual or federal or state awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the federal or state awarding agency under 2 CFR § 25.110(d)) is required to:

(i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at www.sam.gov;

(ii) Provide a valid DUNS number in its application <https://fedgov.dnb.com/webform>; and

(iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through or state award or an application or plan under consideration by a federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192:

Guidance is found at <https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf>.

This grant is subject to the provisions of:

- Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

- Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000 <ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

Federal Legislation: [Title V, Part B, Subpart 1 of ESEA as amended \(Section 5201-5211\)](#)

Federal Guidance: [Charter Schools Program, Title V, Part B, Non-Regulatory Guidance](#)

State Legislation: [105 ILCS 5/27A - Charter Schools](#)

State Rules: [See 23 Illinois Administrative Code 650](#)

ISBE Website: [Charter Schools Home Page](#)

Eligible Applicants: Not-for-profit organizations that have submitted a charter proposal to the appropriate school district(s) or the Illinois State Charter Commission upon appeal and existing charter schools that are fully ISBE-certified within the first two years of operation are eligible to apply. Charter school agreements must be authorized by local boards of education or by the Illinois State Charter Commission upon appeal. Applicants interested in applying for more than one campus must complete the Multiple Schools Decision Worklist linked below.

NOTE: Proof of not-for-profit designation is required and must be uploaded to this application.

Replicating Charters: A charter school operator that has multiple charter campuses that are merely extensions of each other (i.e., one charter school with multiple campuses) must complete the Multiple Schools Decision Worklist and upload it as an attachment on the Charter Proposal Status tab of this application.

[Click here to access Multiple Schools Decision Worklist.](#)

Funding Note: **Payment under this grant is subject to passage of a sufficient appropriation by the General Assembly for the program. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient funds (i.e., state, federal, or other) for this program.**

Receiving continuation funding is contingent upon federal appropriation to ISBE as well as meeting substantial progress requirements. Implementation funding

will not be awarded until a progress report is provided for Program Design activities, if appropriate.

In the event the grantee's proposal is delayed or the charter school does not open, no additional funding will be disbursed after the official Authorizer notification to the grantee. Immediately contact Projects Supervisor David Turovets for next steps at dturovet@isbe.net.

Grant Award/Cost Sharing or Matching:

Neither cost sharing nor matching is applicable for this grant. Proposals that score under 72 points will not be funded.

Start Date:

November 1, 2018, or date of Notice of Award, or date of authorizer approval, whichever is later

End Date:

June 30, 2019 (no extended year)

Grant Period:

Program Design activities are eligible for a term of no more than 18 months. Schools opening in fall 2019 should conclude design activities by June 30, 2019. Implementation activities will have a term of no more than 24 months (two 12-month periods). Successful applicants may receive funds in future fiscal years via continuing application (not to exceed 36 months in total). 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:

PROPOSALS MUST BE SUBMITTED ELECTRONICALLY BY 4 P.M. ON THURSDAY, OCTOBER 25, 2018. LATE OR SUBSTANTIVELY INCOMPLETE PROPOSALS MAY NOT BE ELIGIBLE FOR CONSIDERATION.

Grant Award Notice:

It is anticipated that successful applicants will receive a Notice of State Award (NOSA) from the State Superintendent via email or US Postal Service approximately 90 days after the application deadline. The NOSA is NOT an authorization to begin performance or expenditures. Applicants must complete and return an amendment with the NOSA, Uniform Grant Agreement, and amended budget (if applicable). Monies spent prior to programmatic approval are done so at the applicant's own risk.

Expenditure Reports:

Cumulative expenditure reports, submitted quarterly, and a final completion report are required.

Program Performance Reports:

Successful applicants are required to submit all requested ISBE reports in the prescribed format.

Webinars:

A Bidders' webinar titled Guidance on Developing and Submitting the Quality School Options RFP has been recorded and is available on the ISBE charter school website. Other previous webinars may also be found there.

[Click here. https://www.isbe.net/Pages/Charter-Schools.aspx](https://www.isbe.net/Pages/Charter-Schools.aspx) and look under Grants and RFPs

Fiscal Information:

[Requirements for Accounting, Budgeting, Financial Reporting, and Auditing](#)

[State and Federal Grant Administration Policy, Fiscal Requirements and Procedures](#)

Applicant Questions:

For more information on this RFP, contact David Turovets by phone at 312/814-2220 or by email at charter@isbe.net.

Intent to Apply Form:

In order to access the online Request for Proposal, potential applicants must complete and return the Intent to Apply form available at the ISBE Charter Schools home page.

[or directly at this link.](#)

THE DEADLINE TO SUBMIT INTENT TO APPLY FORMS IS 4 P.M. ON MONDAY, OCTOBER 1, 2018.

awards to fund highly qualified programs will vary, depending on the needs addressed in the approved proposals and the total federal award for the program. No more than 50 percent of the total grant award will be awarded to a specific geographical area, as defined by the Regional Area Statewide Map linked on the Overview page, unless there are available funds. Since the beginning of the grant term, ISBE has awarded CPS grants to 7 schools totalling \$2,438,999.

The purpose of charter schools is to:

- A. Improve pupil learning by creating schools with high, rigorous standards for pupil performance;
- B. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for at-risk pupils, consistent, however, with an equal commitment to increase learning opportunities for all other groups of pupils in a manner that does not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services;
- C. Encourage the use of teaching methods that may be different in some respects than others regularly used in the public school system;
- D. Allow the development of new, different, or alternative forms of measuring pupil learning and achievement;
- E. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- F. Provide parents and pupils with expanded choices within the public school system;
- G. Encourage parental and community involvement with public schools; and
- H. Hold charter schools accountable for meeting rigorous school content standards and provide those schools with the opportunity to improve accountability.

Charter schools operate largely free from the requirements imposed by the School Code, ISBE's administrative rules, and local board policies. In return for this degree of flexibility, charter schools are directly accountable for their performance, both to the families that choose them and to the public in general through their charters, which specify the schools' contractual obligations. Charter schools funded with money from the federal public Charter Schools Program are required to demonstrate over time that their students are achieving at the promised levels of performance. If a school fails to deliver on its promises, then families can decide to send their students elsewhere, thus removing financial support for the charter school. The entity issuing the charter can also elect not to renew the charter when the agreement expires.

The Charter Schools Law permits the creation of up to 120 charter schools statewide, including 70 in the City of Chicago and 45 in the remainder of the state. In addition to these charter schools, up to but no more than five charter schools devoted exclusively to re-enrolled high school dropouts may operate in the City of Chicago. Each of these "dropout charters" may operate up to 15 campuses within the city. Any of these dropout charters may have a maximum of 1,875 enrollment seats, with any single attendance center that is part of the charter having a maximum of 165 enrollment seats. Each attendance center of the dropout charter must be operated by the same legal entity as that for which the charter is approved and certified. A charter school operator that has multiple charter campuses that are merely extensions of each other (i.e., one charter school with multiple campuses) must complete the Multiple Schools Decision Worklist (form linked on Overview page) and upload it as an attachment on the Charter Proposal Status tab of this application.

Specific ISBE objectives for the federal public Charter Schools Program are listed below:

- A. Support the development of charter schools, especially in communities outside of Chicago.
- B. Encourage the development of public charter schools designed to assist at-risk and other educationally disadvantaged students, especially these students at the secondary level, to meet the Illinois Learning Standards and to assist these students to remain in school through graduation.
- C. Conduct broad outreach activities to make grant opportunities available to current and potential charter school operators.

In order to encourage the formation of charter schools that accomplish these objectives, ISBE will give priority consideration to those proposals designed to achieve related results. See Application Review subtab under the General Information tab. For instance, a rapidly growing school district might consider a charter school as a way to address infrastructure inadequacies for its expanding student population. Likewise, a school district with a school that is failing to meet state standards

could convert that school into a charter school, thus providing students and their families with a high-quality educational choice.

D. Encourage the development and operation of high-quality charter schools as defined below.

A high-quality charter school shows evidence of strong academic results for the past three years (or over the life of the school, if the school has been open for fewer than three years), based on the following factors:

1. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, educationally disadvantaged students served by the charter school;
2. Either -
 - a. Demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6311(b)(2)(C)(v)(II)) at the charter school; or
 - b. No significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA (20 U.S.C. 6311) at the charter school and significant gains in student academic achievement for all populations of students served by the charter school;
3. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other educationally disadvantaged students served by the charter school that are above the average academic achievement results for such students in the state;
4. Results on a performance framework established by the state or authorized public chartering agency for the purpose of evaluating charter school quality; and
5. No significant compliance issues, particularly in the areas of student safety, financial management, and equitable treatment of students.

Deliverables and Milestones

- A. Expenditure Reports: Cumulative expenditure reports (submitted quarterly, at a minimum) and a final expenditure report are required.
- B. Program Performance Reports: Observations and/or site visits may be conducted. Grantees will be required to report to ISBE's Innovation System Supports Division as described below. Additionally, standard financial reporting is required for reimbursement of subgrant funds throughout the grant period. The reports should be submitted via email to charter@isbe.net.
- C. Brief and standardized quarterly reports (template provided by ISBE) reflecting evidence of progress as it pertains to the completion of the design/implementation plans and target dates, as well as the intended successes identified in the approved goals outlined in the grant proposal.
- D. Completion and submission of a continuing application prior to the conclusion of each grant period, providing evidence of completion for the approved activities and readiness to continue to the next phase or term of the grant.
- E. Within 30 days of the conclusion of the subgrant, recipients must submit a final narrative report. This final report should describe the schools own evaluation of the project outcomes and must provide final overall budget expenditure reports.

Performance Measures

Timely submission of required financial and programmatic reports to ISBE (at least quarterly). Annual submission, at a minimum, of the following information:

- A. Demographic information about the community that the charter school serves or intends to serve;
- B. Student Achievement data, particularly results on the state assessments for reading and mathematics, from the surrounding schools and the existing school;
- C. Rates of attendance, graduation, transfers, and other similar information;
- D. Evidence of all events, meetings, and conferences administered with grant funds;
- E. A description of all activities completed with grant funds and an analysis of the impact on the school and student achievement; and
- F. Additional information as is required by ISBE Rule 650.55(23 Ill Adm Code 650.55) and Section 27A-12 of the School Code.

Targets

Quarterly performance and expenditure reports must include progress toward proposal goals cited in this application as well as proper use of funds as identified in the approved budget.

Performance Standards

- A. Grantee must meet all financial and programmatic reporting requirements as outlined in the program specific terms.
- B. Reports and supporting evidence must indicate progress toward completing activities according to the approved project proposal and timeline.
- C. Lack of sufficient progress towards goals or timely and proper expenditures may result in the implementation of a remediation plan or the revocation of awards.

Links to state and federal legislation and guidance documents (also found on the Overview page):

[Federal Legislation](#)

[Federal Guidance](#)

[State Legislation](#)

[State Rules](#)

[ISBE Charter Schools Home Page](#)

- K. A description of the recruitment and retention strategy that will attract highly qualified staff that represent the diversity of the community being served and will meet the needs of all students.
- L. A description of how a charter school that is considered an LEA under state law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.
- M. A description of proposed Multi-tiered System of Support (MTSS) Strategies, including:
1. The creation of a Leadership Team and other structure(s);
 2. Completion of an MTSS self-assessment;
 3. Participation in foundational systems training (including work with Illinois Center for School Improvement and MTSS Network);
 4. Development of a multi-year MTSS Implementation plan; and
 5. Participation in regular professional development, technical assistance, and coaching to build and sustain capacity for MTSS.
- N. A description of how the charter school is/will be of high quality. A high-quality charter school shows evidence of strong academic results for the past three years (or over the life of the school, if the school has been open for fewer than three years), based on the following factors:
1. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, educationally disadvantaged students served by the charter school;
 2. Either -
 - a. Demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA (20 U.S.C. 6311(b)(2)(C)(v)(II)) at the charter school; or
 - b. No significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA (20 U.S.C. 6311) at the charter school and significant gains in student academic achievement for all populations of students served by the charter school;
 3. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other educationally disadvantaged students served by the charter school that are above the average academic achievement results for such students in the state;
 4. Results on a performance framework established by the state or authorized public chartering agency for the purpose of evaluating charter school quality; and
 5. No significant compliance issues, particularly in the areas of student safety, financial management, and equitable treatment of students.
- O. A description of how the charter school will ensure it will operate as a high-quality charter school as defined in the background section of this Request for Proposal.
- P. A description of the need for the charter school, based on a needs assessment, and how the proposed program will support the identified need(s).
- Q. A description of any private or community-based resources that will be available to support the charter school's programs.
- R. A description of the facility that will house the charter school, including any major renovations or modifications needed to serve all students.
- S. A description of the transportation arrangements that will be available for students attending the charter school.
- T. A description of the mechanisms to be used to assess student achievement (beyond the state-required assessment) and the ongoing plan to respond to data gathered from the student assessments.

The New Uniform Guidance effective December 2014 replaces OMB Circulars. All grantees are required to follow the regulations and the Grant Accountability and Transparency Act (GATA).

[The Uniform Guidance is available here](#)

[The GATA legislation is available here](#)

Key Financial Management Requirements

- A. Maintain proper stewardship of taxpayer dollars.
- B. Maintain effective internal controls and fund accountability procedures.
- C. Expend funds only on activities consistent with the approved application and only during the approved project period.
- D. Follow cost principles. (See Section 200, Subpart E, Cost Principles.)
- E. Follow procurement standards. (See Section 200.318, General procurement standards.)
- F. Costs charged to a federal grant must be:
 1. Allowable - either permitted or not specifically prohibited and necessary for project success.
 2. Allocable - expended for a particular purpose or time period that benefits the grant.
 3. Reasonable - costs that would be incurred by an reasonably prudent person.

Cost Sharing: Not applicable for this grant.

Indirect Cost Rate:

In accordance with a Delegation Agreement between the U.S. Department of Education and the ISB, and pursuant to its authority under the GATA and administrative rules, the Governor's Office of Management and Budget has granted ISBE an exception to the federal Uniform Guidance and GATA regarding the determination of indirect cost rates that may be utilized by all grantees that receive a state award or federal pass-through award for grant programs administered by ISBE. The agreement may be found at

<https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx>.

LEAs may utilize either the indirect cost rate the LEA negotiates annually with ISBE (school districts) or the statewide average indirect cost rate calculated by ISBE (Regional Offices of Education, Intermediate Service Centers, special education cooperatives, area vocational centers, charter schools, and university laboratory schools approved by ISBE). These LEAs will also utilize the ISBE-established indirect cost rates for state and federally funded grant programs administered by other state agencies.

Not-for-profit agencies, community/faith-based organizations, and for-profit entities may utilize the statewide average indirect cost rate calculated by ISBE for all state and federal grant programs administered by ISBE. Colleges and universities will be restricted to a maximum indirect cost rate of 8 percent or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for state and federal grants administered by ISBE. These non-LEA entities may choose to negotiate a separate indirect cost rate to utilize for state and federally funded grant programs administered by other state agencies.

Allowable Expenditures

Program Design Funds: Applicants who have an authorized charter agreement, or who have submitted a charter agreement to an authorizing entity, and have schools that are not yet ready to open for operation may use the funds for activities associated with post-grant award design of the educational program, including the following:

1. Refinement of the desired educational results and of the methods for measuring progress toward achieving those results;
2. Development and refinement of the curriculum; and
3. Professional development for teachers and other staff who will work in the charter school.

Implementation Funds: Applicants who have an authorized charter agreement and have new schools that are open for student attendance may use funds for activities and expenses during the initial start-up of a charter school. In general, the expenditures should be one-time costs that help the charter school achieve the goals outlined in its original application. Following the Uniform Guidance, these costs may include the following:

1. Informing the community about the school;
2. Acquiring necessary equipment and educational materials and supplies;

3. Acquiring or developing curriculum materials; and
4. Other initial operational costs that are necessary to meet the goals of the charter school, such as establishing a media center, computer lab, or cafeteria, and the salary and benefits of the Chief Administrator for start-up activities prior to the opening of the charter school.

Restrictions and guidance on use of CSP funds can be found in the
Charter Schools Program, Title V, Part B, Non-Regulatory Guidance

To assist with the accurate completion of a proposed budget, **and timing of payment reimbursements**, applicants are encouraged to familiarize themselves with the ISBE handbooks:

State and Federal Grant Administration Policy, Fiscal Requirements and Procedures
Requirements for Accounting, Budgeting, Financial Reporting, and Auditing

For purposes of compliance with Section 511 of PL 101-166 (the Stevens Amendment), applicants are advised that 100 percent of the funds for this program are derived from federal sources.

d. A multi-year MTSS implementation plan.

Up to 5 points

v. The proposal clearly details the number of students and populations to be served. Up to 5 points

Budget:

The extent to which the proposed budget is consistent with the proposal's activities and appears to be cost-effective. (15 points possible)

- i. The proposal clearly describes a thorough and specific budget that supports the proposed educational program. Up to 5 points
- ii. The proposal clearly reflects sub-grant expenses that are cost effective and are aligned to support the objectives, program design, and potential significance of the proposed educational program. Up to 5 points
- iii. The proposal clearly describes how the sub-grant funds will be used in conjunction with other federal programs administered by the USDOE. Up to 5 points

Underserved Populations:

The thoroughness of the applicant's approach to attracting at-risk and other educationally disadvantaged students and the plans for meeting the needs of those who may be underserved in more traditional educational environments. (20 points possible)

- i. The proposal describes how the charter school will address low-performing subgroups. 0 to 5 points
- ii. The proposal describes the student lottery process, including:
 - a. How students in the community will be recruited and informed about the charter
 - b. How students in the community will be given an equal opportunity to attend the charter school. Up to 5 points
- iii. The proposal describes the thoroughness of the approach to attract, recruit, enroll, retain, and serve at-risk and other educationally disadvantaged students and the plans for meeting the needs of those who are underserved in more traditional environments. Up to 5 points
- iv. The proposal describes the recruitment and retention strategy that will attract high quality staff that represent the diversity of the community being served and will meet the needs of all students. Up to 5 points

Diversity and Community:

The level of diversity and the degree to which the members of the planning partnership represent the community to be served and the scope and thoroughness of its approach to involving parents and community members in the proposed charter school. (15 points possible)

- i. The proposal describes how parents and other members of the community will be involved in the program design and implementation of the charter school. Up to 5 points
- ii. The proposal describes the need for the charter school, based on a needs assessment, and how the proposed program will support the identified need(s). Up to 5 points
- iii. The proposal describes the recruitment and retention strategy that will attract highly qualified staff that represent the diversity of the community being served and will meet the needs of all students. Up to 5 points

Governance and Finance:

The strength of the proposed governance system and the financial model to ensure that charter school resources are used effectively. (15 points possible)

- i. The proposal describes how the charter school will be managed, including a description of the financial model that will allow for long-term financial solvency. Up to 5 points
- ii. The proposal describes the administrative relationship between the charter school and the authorized public chartering authority, including a description of clear separation of the governance of the charter school from local education agency (LEA) oversight. Up to 5 points

- iii. The proposal describes how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives.
0 to 5 points
-

Bonus Points (10 points maximum)

Applicants proposing, and including evidence of, at least one of the priority activities listed below will receive 10 bonus points in addition to those received under each criterion above.

- 1) Operate a charter school outside of the City of Chicago;
 - 2) Assist students to remain in or, in the case of dropouts, to return to school through grade 12; and/or
 - 3) Serve educationally disadvantaged students in rural areas.
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Merit-Based Review and Selection Process for Competitive Grants

ISBE is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. The full text of the ISBE merit-based review policy can be found at

https://www.isbe.net/Documents/Merit_Based_Review_Policy_after-May1.pdf.

Applicants are advised to refer to the policy document.

Close Printer Friendly Page

Applicant: [REDACTED]

County: State of IL

Charter Schools-QSO - RFP

Application: 2018-2019 Charter Schools Program - QSO - Request for Propos - RF

Cycle: Original Application

[Click to Return to Application Select](#)

Project Number: [REDACTED]

Applicant Information

[Instructions](#)

Applicant Entity Information

Applicant/Organization Name*

School Name*

Administrator Last Name*

Middle Initial

Administrator First Name*

Address 1*

Address 2

City*

State* Zip + 4*

Phone*

Email*

Applicant Entity Website Address

Program Contact Person:

Last Name*

First Name*

Middle Initial

Address 1*

Address 2

City*

State*

Zip + 4*

Phone*

Email*

Budget Contact Person (required fields if different from Program Contact):

Last Name*

First Name*

Middle
Initial

Email

Select the area affected by the project:

 District City County Multiple areas
(list) State-
wide Other

(describe)

Activity Period:*

- Regular Project Year - activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries (involved in start-up activities) for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only nine months).

Grant Period:

Begin Date: November 1, 2018, or the date of Notice of Award, or date of authorizer approval, whichever is later

End Date:

General Education Provisions Act *

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 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.

([count] of 500 characters used)

*Required field

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Applicant: [REDACTED]

County: State of IL

Charter Schools-QSO - RFP

Application: 2018-2019 Charter Schools Program - QSO - Request for Propos - RF

Cycle: Original Application

[Click to Return to Application Select](#)

Project Number: [REDACTED]

Amendments

[Instructions](#)

Use this page to report any amendment details. If this is an Original Application, respond to the first question, save the page and continue to the next page.

Indicate whether this is an original application or an amendment *

Original Application

Amended Application

Amendment Number (if applicable)

Grant Changes

Provide a brief description of the changes as well as the function/object codes that have been amended in this submission.

[[count] of 1,500 maximum characters used)

*Required field

5. Upload a copy of the Multiple Schools Decision Worklist, if applicable.

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

NOTE: DO NOT UPLOAD A COPY OF THE ENTIRE CHARTER PROPOSAL OR CONTRACT.

WHAT TO NAME YOUR DOCUMENTS:

For original submissions, use the applicant's name and/or RCDT, followed by a hyphen, followed by the name of the document being uploaded.

For revised submissions/amendments, use the applicant's name and/or RCDT, followed by a hyphen, followed by the name of the document being uploaded, followed by a hyphen, followed by REV, followed by a hyphen, followed by the revision date without hyphens in MMddyyyy format.

Example: JonesCharterSchool88-888-8888-88-AuthorizerApproval

Example: JonesCharterSchool88-888-8888-88-MultiSchoolWorklist

Example: JonesCharterSchool88-888-8888-88-AuthorizerApproval-REV-01022017

Example: JonesCharterSchool88-888-8888-88-MultiSchoolWorklist-REV-01032017

Any uploaded files will appear to the left.

Files may be deleted before submission to ISBE by clicking in the checkbox next to the file name in the green box above and clicking on the Delete Selected Files button. After submission to ISBE, files cannot be deleted. Only revised, renamed files can be submitted to update information.

* Required field

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Applicant: [REDACTED]

County: State of IL

Charter Schools-QSO - RFP

Application: 2018-2019 Charter Schools Program - QSO - Request for Propos - RF

Cycle: Original Application

[Click to Return to Application Select](#)

Project Number: [REDACTED]

Charter Proposal Status	Abstract	Narrative	Narrative 2	Narrative 3	Narrative 4	Goals
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Proposal Abstract

[Instructions](#)

Describe the general purpose, activities, and major outcomes of the proposal.*

([count] of 7,000 maximum characters used)

*Required field

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Applicant: [REDACTED] County: State of IL

Charter Schools-QSO - RFP

Application: 2018-2019 Charter Schools Program - QSO - Request for Propos - RF
 Cycle: Original Application

[Click to Return to Application Select](#)

Project Number: [REDACTED]

Charter Proposal Status	Abstract	Narrative	Narrative 2	Narrative 3	Narrative 4	Goals
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Goals, Activities, Timelines, and Evaluations

[Instructions](#)

Enter at least one set of Goal Information (Goal, Activity, Timeline, and Evaluation). Click on the Add Additional Entries button to add Goal sets. Up to five additional sets of information may be added, for a total of six.

Goal Number 1

Goal: Describe the intention or purpose to be met.*

([count] of 1,500 maximum characters used)

Activity: List the programs and/or describe the activities that are planned to meet the identified goal.*

([count] of 1,500 maximum characters used)

Timeline: Indicate when activities will take place.*

([count] of 1,500 maximum characters used)

Evaluation: Indicate how the applicant will evaluate the effectiveness of the program in meeting the identified goal. Include measurable outcomes.*

([count] of 1,500 maximum characters used)

Goal Number:

Goal: Describe the intention or purpose to be met.

([count] of 1,500 maximum characters used)

Activity: List the programs and/or describe the activities that are planned to meet the identified goal.

([count] of 1,500 maximum characters used)

Timeline: Indicate when activities will take place.

([count] of 1,500 maximum characters used)

Evaluation: Indicate how the applicant will evaluate the effectiveness of the program in meeting the identified goal. Include measurable outcomes.

([count] of 1,500 maximum characters used)

*Required field

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Applicant: ██████████ SERVICE ██████████

County: State of IL

Charter Schools-QSO - RFP

Application: 2018-2019 Charter Schools Program - QSO -

Request for Propos - RF

Cycle: Original Application

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[Click to Return to Application Select](#)

Project Number: ██████████

Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., \$2536)

Instructions - NOTE that this budget page should have only the FY19 planned expenditures

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: Please review the Instructions link for details that apply to your specific grant regarding teacher's retirement. Contact your program consultant with any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.

Description of Function Codes and Object Codes

Function Code	Object Code	Exclude from MTDC**	Expenditure Description and Itemization		Delete Row
▼	▼	<input type="checkbox"/>		0	<input type="checkbox"/>
▼	▼	<input type="checkbox"/>		0	<input type="checkbox"/>
▼	▼	<input type="checkbox"/>		0	<input type="checkbox"/>
▼	▼	<input type="checkbox"/>		0	<input type="checkbox"/>
▼	▼	<input type="checkbox"/>		0	<input type="checkbox"/>

Total Direct Costs	0
- Function 2530 and Capital Outlay Costs	0
Modified Total Direct Costs	0
Indirect Cost Rate %	0.00
Maximum Indirect Cost *	0

Indirect Cost	0
Total Allotment	0
Grand Total	0
Allotment Remaining	0

NOTE: READ BEFORE IMPORTING - Data Import Instructions

Data Import Template

Browse...

Upload/Validate File

*If expenditures are budgeted in functions 2510, 2520, 2570, 2640, or 2660, the indirect cost rate cannot be used.
 ** Contracts over \$25,000 must be entered in a separate line items and the Exclude from MDTC box selected. (Modified Total Direct Cost)

18	2570	Internal Services*								
19	2610	Direction of Central Support Services								
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*								
23	2660	Data Processing Services*								
24	2900	Other Support Services								
25	3000	Community Services								
27	4000	Payments to Other Governmental Units								
29	Total Direct Costs									
30	Approved Indirect Costs X 0%									
31	Total Budget									

* If expenditures are shown, the indirect cost rate cannot be used
 ** Capital Outlay cannot be included in the indirect cost calculation.

Superintendent Name: Not calling IWAS Web Service

2. 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.
3. 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.

PROJECT

4. 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.
5. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
6. All funds provided shall be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement.
7. 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.

GENERAL CERTIFICATIONS AND ASSURANCES

8. 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)).
9. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee 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.
10. 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.
11. 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.
- 12.

If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.

13. 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).
14. 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.
15. 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 employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, 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.).
16. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee 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 a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
17. 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.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

18. Applicants/grantees 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/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
19. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee 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 Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE 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/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - g) Require joint applicants/grantees 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/ grantees 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/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

20. 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, "applicant," "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
 - 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.

21.

The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement 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.

v02.1.2018

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Applicant: ██████████ County: State of IL

Charter Schools-QSO - RFP

Application: 2018-2019 Charter Schools Program - QSO -

Request for Propos - RF

Cycle: Original Application

[Click to Return to Application Select](#)

Project Number: ██████████

Program Assurances	State Assurances	Debarment	Lobbying	GEPA 442	GATA Assurances	Assurances
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Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion [Instructions](#)
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 this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

- 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;
- 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;
- 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;
- It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
- The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

- By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
- 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.
- 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.
- 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:
<https://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.

v2.23.2017

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Applicant: [REDACTED] County: State of IL

Charter Schools-QSO - RFP

Application: 2018-2019 Charter Schools Program - QSO -

Request for Propos - RF

Cycle: Original Application

[Click to Return to Application Select](#)

Project Number: [REDACTED]

Program Assurances	State Assurances	Debarment	Lobbying	GEPA 442	GATA Assurances	Assurances
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Certification Regarding Lobbying

[Instructions](#)

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37"Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v02.23.2017

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Applicant: [REDACTED] County: State of IL

Charter Schools-QSO - RFP

Application: 2018-2019 Charter Schools Program - QSO -

Request for Propos - RF

Cycle: Original Application

[Click to Return to Application Select](#)

Project Number: [REDACTED]

Program Assurances	State Assurances	Debarment	Lobbying	GEPA 442	GATA Assurances	Assurances
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GEPA 442 Assurances

[Instructions](#)

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which Federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements contained in 2 CFR 200;
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
- 6.

The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;

7. Any application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with State requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v2.23.2017

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Applicant: [REDACTED]

County: State of IL

Charter Schools-QSO - RFP [v]

Application: 2018-2019 Charter Schools Program - QSO - Request for Propos - RF

Cycle: Original Application

[Click to Return to Application Select](#)

Project Number: [REDACTED]

Program Assurances	State Assurances	Debarment	Lobbying	GEPA 442	GATA Assurances	Assurances
------------------------------------	----------------------------------	---------------------------	--------------------------	--------------------------	---------------------------------	----------------------------

GATA Assurances

[Instructions](#)

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that he/she has reviewed the:

1. NOSA Grant Information page
2. Prequalification Status page
3. ICQ Conditions page and assures the conditions have been accepted
4. Program Risk Conditions page and assures the conditions have been accepted
5. Parts One, Two and Three of the Uniform Grant Agreement / Intergovernmental Agreement and confirms the Agreement terms
6. Exhibits to the UGA / IGA
7. UGA / IGA in its entirety

Close Printer Friendly Page

Charter Schools-QSO - RFP

Applicant: [Redacted]

County: State of IL

Application: 2018-2019 Charter Schools Program - QSO - Request for Propos - RF
Cycle: Original Application

Printer-Friendly
Click to Return to Application Select

Project Number: [Redacted]

Spell Check

Program Assurances	State Assurances	Debarment	Lobbying	GEP 442	GATA Assurances	Assurances
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Instructions

Assurances

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the "Budget Detail" tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.1.2018)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for Charter School Program - Quality School Options (QSO)
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying

GEPA 442 Assurances

GATA Assurances

Not calling IWAS Web s

Signature of School District Superintendent /
Agency Administrator

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