

**eGrant Management System**

**Printed Copy of Application**

Applicant: ASPIRA INC OF ILLINOIS

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

Cycle: Original Application

Sponsor/District: ASPIRA INC OF ILLINOIS

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## Program Overview

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<b>Program:</b>	Charter School Program - Quality School Options (QSO)
<b>Purpose:</b>	<p>The purpose of this Request for Proposal (RFP) is to solicit from charter school design teams working with a school district, or from charter schools already in operation, proposals that meet the purposes of the federal public Charter Schools Program, which are listed below.</p> <ol style="list-style-type: none"><li>1. Provide financial assistance for the program design and initial implementation of charter schools;</li><li>2. Expand the number of high-quality and educationally diverse charter schools throughout the state by supporting the efforts of charter school design teams and organizers; and</li><li>3. Evaluate the effects of charter schools, including their effects on students (in particular, on student academic achievement), staff, and parents.</li></ol>
<b>Type of Submission:</b>	Application
<b>Application Type:</b>	Federal Competitive Grant
<b>Expected Number of Awards:</b>	Anticipated awards include up to 12 Program Design grants and up to 10 Implementation grants
<b>Total Grant Award:</b>	Estimated total program funding for fiscal year 2017 is \$7,025,000
<b>Award Range:</b>	<p>Funds for Program Design activities can be no more than \$150,000 for a maximum of 18 months. Funds for Implementation activities can be no more than \$400,000 per 12-month period for a maximum of 24 months. Combined, activities cannot exceed 36 months total. Individual grant awards will vary, depending on the needs addressed in the approved proposals and the total appropriation for the program. No more than 50% of the total grant award will be awarded to a specific geographical area, as defined by the Regional Area Statewide Map linked below, unless there are available funds. All grants are awarded based on a competitive process using peer reviewers.</p> <p><a href="#">Regional Area Statewide Map</a></p>
<b>CFDA Number:</b>	84.282A
<b>CSFA Number and Short Name:</b>	586-00-1155 Charter Schools
<b>GATA Requirements:</b>	<p><a href="#">Grant Accountability and Transparency Act (GATA) website</a> <a href="#">GATA Rules</a> <a href="#">GATA Legislation</a></p>
<b>2 CFR Part 200 Requirements:</b>	<a href="#">Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards</a>
<b>Federal Legislation:</b>	<a href="#">Title V, Part B, Subpart 1 of ESEA as amended (Section 5201-5211)</a>
<b>Federal Guidance:</b>	<a href="#">Charter Schools Program, Title V, Part B, Non-Regulatory Guidance</a>
<b>State Legislation:</b>	<a href="#">105 ILCS 5/27A - Charter Schools</a>
<b>State Rules:</b>	<a href="#">See 23 Illinois Administrative Code 650</a>
<b>ISBE Website:</b>	<a href="#">Charter Schools Home Page</a>
<b>Eligible Applicants:</b>	<p>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.</p>
<b>Replicating Charters:</b>	<p>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 submit it to:</p> <p><a href="mailto:charter@isbe.net">charter@isbe.net</a> <a href="#">Click here to access Multiple Schools Decision Worklist</a></p>
<b>Funding Note:</b>	<p><b>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.</b></p> <p>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.</p> <p>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 Project Administrator Claudia Quezada for next steps at <a href="mailto:cquezada@isbe.net">cquezada@isbe.net</a>.</p>
<b>Start Date:</b>	July 6, 2016
<b>End Date:</b>	August 31, 2017
<b>Grant Period:</b>	<p>Program Design activities will have a term of no more than 18 months. Implementation activities will have a term of no more than 24 months. 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</p>

grant period.

**Application Deadline:** Proposals must be submitted electronically by 4:00 p.m. on Tuesday, July 5, 2016. Late or substantively incomplete proposals may not be eligible for consideration.

**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 was held on Friday, April 15, 2016. If you were unable to attend the live webinar, the informational portion was recorded and has been posted on the ISBE charter school website. Other previous webinars may also be found there.

[Go to http://www.isbe.net/charter/](http://www.isbe.net/charter/)

**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 Claudia Quezada by phone at 217/524-4832 or by email at [cquezada@isbe.net](mailto:cquezada@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:  
[Federal Charter School Program Grant section](#)

**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\*    Extension  Fax

Email\*

Applicant Entity Website Address

**Program Contact Person:**

Last Name\*  First Name\*  Middle Initial

Address 1\*

Address 2

City\*  State\*  Zip + 4 \*

Phone\*    Extension  Fax

Summer Phone \*    Extension  Email\*

Check to indicate that the contact person for the budget is the same as the program contact person identified above.

**Budget Contact Person:**

Last Name  First Name  Middle Initial

Address 1

Address 2

City  State  Zip +4

Phone    Extension  Fax

Summer Phone    Extension  Email

Check here to have all IWAS notices sent ONLY to the district administrator. Unless checked, all IWAS notices will be distributed to all the LEA personnel whose name(s) appear on the Application History page.

**Proposal Type (select one):\***

- Program Design and Initial Implementation - provide the name of the district(s) to which the charter proposal has been submitted

- Initial Implementation - provide the name of the district(s) that approved the charter proposal

**Activity Period:\***

- Regular Project Year - activities completed through June 30, 2017. 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 9 months).
- Extended Project Year - activities occurring between project begin date and August 31, 2017.

**Grant Period:**

Begin Date: July 1, 2016

End Date:

(NOTE: To change the end date, select the other activity period above and SAVE the page.)

**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 participate 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)

ASPIRA employs an Equal Opportunity Employer and Anti-Discrimination Policy in the workplace. These policies are periodically reviewed with all staff. In addition, in student recruitment, applications do not identify disabilities and the lottery system is blind. Applications are available in English and Spanish and all students are welcome to this open enrollment charter school. ASPIRA continues to be compliant with ADA and all other federal and local policies.

\*Required field

The Federal Funding Accountability and Transparency Act (31 U.S.C. 6102; P.L. 109-282, as amended by section 6202(a) of P.L. 110-252) requires a Prime Awardee, such as a State agency, to report an award of \$25,000 or more made to a subrecipient as of October 1, 2010 (also see 2 CFR part 170).

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

**Example of project description:**

*Funds will be used to provide professional development for teachers in order to improve academic achievement for students, to make data informed decisions using test scores to close the achievement gap, and for parent and community engagement activities.*

**Project Description (do not use the & symbol):**

([count] of 255 maximum characters used)

Funds will be used to purchase equipment, technology and resources to implement a rigorous blended learning curriculum and impact student outcomes including student achievement, student attendance and student retention.

**Agency DUNS Number \*:**

[Click here for additional DUNS information](#)

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

**Agency's Annual Gross Revenues\*:**

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

**AND**

(b) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.

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

\* Required field  
v8.15

Use this page to report any amendment details. If this is an initial application, you still need to respond to the first question, save the page, and continue to the Budget pages.

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Is this an Original application or Amended application? \*

- Original Application       Amended Application

**Grant Changes**

Provide a brief description of the changes as well as the function/object codes that have been amended in this submission. (Limited to 1,500 characters)

([count] of 1500 maximum characters used)

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\*Required field

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## Background

Article 27A of the Illinois School Code, known as the Charter Schools Law, creates opportunities within the public school system of Illinois for the development of innovative and accountable teaching techniques and educational programs. The U.S. Department of Education (ED) currently makes funding available under Title V, Part B of the No Child Left Behind Act of 2001 for the Charter Schools Program. This funding provides support for the program design and initial implementation of charter schools.

### **The purpose of this Request for Proposal (RFP) is to:**

Solicit from charter school design teams working with a school district, or from charter schools already in operation, proposals that meet the purposes of the federal public Charter Schools Program, which are listed below.

- A. Provide financial assistance for the program design and initial implementation of charter schools;
- B. Expand the number of high-quality and educationally diverse charter schools throughout the state by supporting the efforts of charter school design teams and organizers; and
- C. Evaluate the effects of charter schools, including their effects on students (in particular, on student academic achievement), staff, and parents.

### **Grant award numbers and amounts:**

Funds for Program Design activities can be no more than \$150,000 for a maximum of 18 months. Funds for Implementation activities can be no more than \$400,000 per 12-month period for a maximum of 24 months. Individual grant 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% 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.

### **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, ISBEs 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 who 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 submit it via e-mail to

[charter@isbe.net](mailto:charter@isbe.net)

### **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 Criteria for Review and Approval of Proposals section). 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 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.

**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

## Eligibility Criteria

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Not-for-profit organizations that 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.

To be eligible for program design funding, design teams must have submitted a proposal/application to the authorizer where a new school is to be opened.

To be eligible for Implementation funding, existing schools cannot have been opened longer than two years.

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 (see Overview page) and submit it to

[charter@isbe.net](mailto:charter@isbe.net).

## Required Program Components

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### Each program funded must include the components listed below.

- A. A description of the educational program to be implemented by the proposed charter school, including:
  1. How the program will enable all students to meet challenging state student academic achievement standards;
  2. The curriculum and instructional practices to be used;
  3. Educational innovations and rigorous accountability mechanisms; and
  4. How the curriculum will be aligned to the Illinois Learning Standards.
- B. A description of how the charter school will be managed, including a description of the financial model that will allow for long-term financial solvency.
- C. A description of:
  1. The objectives of the charter school;
  2. The methods by which the charter school will determine its progress toward achieving those objectives; and
  3. How the charter school will address low-performing subgroups.
- D. A description of the administrative relationship between the charter school and the authorized public chartering agency, including a description of clear separation of the governance of the charter school from local educational agency (LEA) oversight.
- E. A description of how parents and other members of the community will be involved in the program design and implementation of the charter school.
- F. A description of 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 the objectives described in C.1. above.
- G. A request and justification for waivers of any federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that will be waived for or otherwise not apply to the school.
- H. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other federal programs administered by the Secretary.
- I. A description of the student lottery (if applicable) and how students in the community will be:
  1. Recruited and informed about the charter school; and
  2. Given an equal opportunity to attend the charter school.
- J. A description of the thoroughness of the approach to attract, recruit, admit, enroll, retain, and serve at-risk and other educationally disadvantaged students and the plans for meeting the needs of those who may be underserved in more traditional environments, including the number of students to be served by the school.
- 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 CSI 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 the need for the charter school, based on a needs assessment, and how the proposed program will

support the identified need(s).

## Fiscal Information

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The total amount of available funding in FY2017 for grant awards under this RFP is \$7,025,000. Of this amount, it is anticipated that up to 12 Program Design and 10 Implementation awards will be funded.

Eligible applicants may receive up to 36 months of funding under the federal public Charter Schools Program, contingent upon available funds. The program includes two different types of funding - Program Design and Implementation. Up to 18 months may be devoted to the Program Design activities of the charter school, and not more than 24 months to its Implementation activities (36 months maximum for both Program Design and Implementation). Grantees will receive an initial Program Design award or initial Implementation award. Funding beyond the 18-month maximum of an initial Program Design award would be considered an Implementation award. Funding for the final 12 months of any Implementation award may be made available to selected grantees via a continuation application. Continuation funding after the grant term of either type of award will be contingent upon satisfactory progress on activities funded with the preceding grant award and upon available federal funding.

Charter schools in Illinois draw their funding from the school districts in which their students reside, receiving between 75 percent and 125 percent of the respective district's average per-capita tuition for each student enrolled, plus a proportionate share of any state and federal categorical resources for which their students may be eligible. They have no taxing authority similar to that exercised by school districts, and the relatively short term of an initial charter (five to 10 years) may make obtaining financial loans difficult. The experience of charter school operators in other states has shown that the absence of a funding source for planning and initial implementation makes it very difficult to bring the development of a charter school to fruition.

The federal public Charter Schools Program has been structured to address this problem by providing a source of initial funding. Grant funds are available for Program Design and/or initial Implementation to assist with expenses that a charter school cannot meet from other state or local sources. The following conditions apply:

1. Funds may only be used for costs associated with the Program Design and initial Implementation of a charter school.
2. In general, grantees may not use grant funds for normal operating costs. Under certain circumstances, written approval from ISBE based on justification may be entertained.
3. Grant funds may not be used for the administrative fees or expenses of the school district with which the applicant is working unless the applicant voluntarily enters into a mutually agreed upon arrangement with the school district for the provision of administrative services.
4. Grant funds may not be used for ADA compliance, building construction or renovation, or for related salaries and benefits.
5. In all cases, normal operating expenses including, but not limited to, salaries, benefits, postage, ADA compliance and utilities, are not allowable grant expenditures. The Implementation grant, however, does contain a short-term provision for salaries and benefits as detailed below.
6. 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 Project Administrator Claudia Quezada for next steps at [cquezada@isbe.net](mailto:cquezada@isbe.net).

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.

### 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.

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.

**NOTE: General administrative costs, which are any costs in function 2300, General Administration and 2520 Fiscal, are limited to 5% of the total approved budget.**

## Review Criteria

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Applicants should select on the Applicant Information page which funding they are applying for: Program Design or Implementation. Each proposal will be reviewed and evaluated according to the criteria listed below for each grant category. Final selection for grant awards will be made by the State Superintendent of Education and will be based upon recommendations resulting from the review process used to determine the extent to which each proposal meets the criteria listed below. Reviewers may include proven charter school operators, staff of Illinois charter school organizations, and ISBE program staff.

### **Program Design/Implementation Proposals (100 Points)**

- Educational Program:** The quality of the charter school's proposed educational program, including accountability mechanisms, alignment to the Illinois Learning Standards, and the number of students to be served. (25 points possible)
- Budget:** The extent to which the proposed budget is consistent with the proposal's activities and appears to be cost-effective. (25 points possible)
- 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. (25 points possible)
- 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)
- Governance and Finance:** The strength of the proposed governance system and the financial model to ensure that charter school resources are used effectively. (10 points possible)
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### **Implementation ONLY Proposals (100 Points)**

- Educational Program:** The quality of the charter school's educational program, including accountability mechanisms and alignment to the Illinois Learning Standards, the applicant's approach to attracting and serving students who may be at risk or underserved in more traditional educational environments, implementation of best practices, and the number of students to be served. (20 points possible)
- Diversity and Community:** Plan for recruitment and retention of highly qualified staff representing diversity of community being served and the scope and thoroughness of its approach to involving parents and community. (15 points)
- Governance and Finance:** The strength of the governance system and the financial model to ensure that charter school resources are used effectively. (10 points)
- Student Assessment:** The legitimacy of the school's mechanisms for assessing student performance over and above the required state assessment and its planned methods of ongoing response to the information gathered through student assessment. (20 points possible)
- Activities and Finance:** The coherence and cost-effectiveness of the proposed implementation activities in the context of the charter school's overall financial circumstances and the degree to which the costs are reasonable and customary. (20 points possible)
- Resource Adequacy:** The adequacy of the charter school's planned financial and operational set-up, exclusive of federal financial support, as evidenced by its funding arrangements with the local school district; any private or community-based resources it will have at its disposal; and its facilities and transportation arrangements. (15 points possible)
- 

### **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;
  - 3) Serve educationally disadvantaged students in rural areas; and/or
  - 4) Serve districts with lowest-performing schools.
- 

### **Appeal of Award Denial**

There is a merit-based evaluation appeal process. Competitive grant appeals are limited to the evaluation process. Evaluation scores may not themselves be protested. Only the evaluation process is subject to appeal. If, after the review process, an applicant wishes to appeal, they are to follow the agency procedures.

An appeal must be received within 14 calendar days after the date the grant award notice has been published. A written appeal shall include at a minimum the following:

- \* The name and address of the appealing party
- \* Identification of the grant
- \* A statement of reasons for the appeal

#### **Mail a hard copy of the appeal to:**

Claudia Quezada  
Innovation and Improvement  
Illinois State Board of Education  
100 W. Randolph, Suite 14-300  
Chicago, IL 60601





## **Program Evaluation and Reporting Participation Requirements**

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Pursuant to Section 27A-12 of the School Code [105 ILCS 5/27A-12], ISBE must compile evaluations of charter school authorizers and prepare a biennial report to the General Assembly and the Governor.

As part of the grant program evaluation, each grantee will be required to annually submit at a minimum the following information:

1. Demographic information about the community that the charter school serves or intends to serve;
2. Student achievement data, particularly results on state assessments for reading and mathematics, from the surrounding schools and, once the charter school is open, from the charter school;
3. Rates of attendance, graduation, transfers, and other similar information;
4. Information about prospective students on waiting lists for the newly opened school;
5. Information about parent and community participation;
6. Summary evaluation information for all events administered with grant funds;
7. A description of all activities completed with grant funds and an analysis of their impact on the design and/or operation of the charter school; and
8. Additional information as is required by ISBE Rule 650.55 (23 Ill Adm Code 650.55) and Section 27A-12 of the School Code.

**Proposal Type (controlled on the Applicant Information page - cannot be changed here)**

Program Design and Initial Implementation - provide the name of the district(s) to which the charter proposal has been submitted

Initial Implementation - provide the name of the district(s) that approved the charter proposal

**1. Provide the requested information below.**

Opening Date\*

Grades/age ranges served\*

Number of students served\*

Number of teachers\*

Number of other staff\*

**2. Upload a copy of formal authorizer approval or evidence of submission of a charter proposal.\* This could include a copy of the board action or letter from the board approving the charter.**

**3. Initial Implementation - must be open no more than 24 months; grantees cannot receive funds after being open three years. Provide the requested information.**

Start Date Months 1-12

End Date Months 1-12

Total requested Initial Implementation Funds Months 1-12

Start Date Months 13-24

End Date Months 13-24

Total requested Initial Implementation Funds Months 13-24

Grand total requested funds for Initial Implementation Months 1-24

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

Click here for detailed instructions on uploading files

Choose File

- ASPIRA Renewal of Charter School Agreement Part 1.pdf
- ASPIRA Renewal of Charter School Agreement Part 2.pdf
- ASPIRA Renewal of Charter School Agreement Part 3.pdf
- ASPIRA Renewal of Charter School Agreement Part 4.pdf
- ASPIRA Renewal of Charter School Agreement Part 5.pdf
- Replicating Charter Doc for ASPIRA.pdf
- Attachment 1-ABF MTSS Dev 3 Year Plan.docx
- Attachment 2-MTSS Implementation Plan ABF.docx
- Attachment 3-School-Wide MTSS RTI.docx
- ASPIRA Leadership.pdf

Any uploaded files will appear to the right.

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

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\* Required field

**Proposal Type (controlled on the Applicant Information page - cannot be changed here)**

- Program Design and Initial Implementation - provide the name of the district(s) to which the charter proposal has been submitted

[Yellow highlighted box]

- Initial Implementation - provide the name of the district(s) that approved the charter proposal

Chicago- District 299

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

([count] of 7000 maximum characters used)

The ASPIRA Business and Finance High School (ABF) answers the urgent need for institutions that equip students in high-need communities with the tools to be career and college-ready by the time they graduate. The school leverages technology to implement its rigorous curriculum focused on entrepreneurship, financial literacy, and college/career preparedness aligned with the Illinois Learning Standards. As such, ABF seeks \$800,000 in grant funding over a 24-month cycle to support and ensure the continued success of the implementation of the academic program through the purchase of equipment, supplies, resources and software that directly support the delivery of the academic program. ABF opened its doors in the fall of 2015 in the Avondale Community on Chicago's northwest side and began the 2015-16 school year with a class of 165 freshmen and will continue to grow each year by one grade. The school will reach capacity in the 2018-19 academic year. ABF partners with the Network for Teaching Entrepreneurship (NFTE) to implement its business courses through coursework and one-on-one mentorship with business professionals across various disciplines. For the first time in NFTE's history, their business curriculum will be woven across all grade levels. As such, students will not only learn business fundamentals, but are provided with the resources to build on their ideas from their fledgling stages to full business plans. By leveraging technology, ABF implements a strong, innovative, and student-centered blended learning program that enhances the school's multi-faceted curricula. If funded, ABF will have the capacity to ensure that implementation continues on time, meeting the needs of the school and curriculum. Educators will be provided with the professional development to facilitate agile teaching across multiple platforms, students will graduate with (at minimum) one tech-focused certification, and the school will be able to launch its music production program - an initiative that blends traditional music education with the business focus of the school. As a result, the following goals and outcomes will be achieved: Objective 1: ABF students will be academically on-track rate, for all grades, at a rate of 80% or above. 1.1 Freshman On Track Rate as measured by the ISBE Report Card will be at or above 80%. (CPS district average is 76.7%) 1.2 ABF's four-year, cohort graduation rates will reach 80% or above. (CPS district average is 76.8%) Measured and monitored by: ABF teachers and leadership will monitor all students through weekly D/F reports at the Professional Learning Communities meetings and any students who are on the D/F reports will receive academic interventions at varying levels depending on the frequency and their ability to move off the D/F reports. Special attention will be given to ELL and special needs students to provide for appropriate accommodations to support achievement of goals. Annually this goal will be measured by the ISBE State Report Card. Objective 2: ABF will maintain high attendance and high student retention rates above 90%. 2.1 ABF student will have average daily attendance at or above 94%. (CPS district average is 93%) 2.2. ABF maintain a student retention rate of at least 90%. Measured and monitored by: Attendance will be measured by daily attendance collection. Student attendance and retention reports will be generated and analyzed monthly in collaboration with guidance counselors to identify and implement timely interventions. Student acclimation/retention will be measured through the results from the University of Chicago Essential Supports for School Improvement, which will be administered every April. Both of these metrics will also be reviewed through the internal attendance and transfer out reports, which is generated from data derived from PowerSchool and monitored daily, weekly, and monthly. This goal will be measured annually by the ISBE State Report Card and the CPS SQRP Data. Objective 3: ABF students will earn at least one or more technology-focused certifications prior to graduation at a rate of 75% of all students. This includes certification in: HTML, CSS, JAVA, and Microsoft. Measured and monitored by: ABF will also utilize the PARCC and NWEA assessment systems to calibrate school effectiveness. Additionally, the school will leverage technology to ensure that students and parents receive feedback on academic progress in real-time through the Schoology Learning Management System. Powerschool will also house ACT, attendance, retention, free-or-reduced lunch, and credit information for students, thereby allowing accessibility to data that ABF will be using to inform its curriculum. Therefore, students, parents, counselors, teachers, and administrators will constantly know if a student is making weekly progress, and identify interventions as needed. Students progress toward this goal will be measured as they progress towards senior year. Final results of this goal will be determined by cohort upon graduation.

\*Required field

**Proposal Type (controlled on the Applicant Information page - cannot be changed here)**

- Program Design and Initial Implementation - provide the name of the district(s) to which the charter proposal has been submitted

[Redacted]

- Initial Implementation - provide the name of the district(s) that approved the charter proposal

Chicago- District 299

**A. Describe the educational program to be implemented by the proposed charter school, including:\***

1. How the program will enable all students to meet challenging State student academic achievement standards;
2. The curriculum and instructional practices to be used;
3. Educational innovations and rigorous accountability mechanisms; and
4. How the curriculum will be aligned to the new Illinois Learning Standards

ABF is centered on the delivery of an education that is rooted in providing students with the tools needed to be prepared for post-secondary education, careers, and beyond. The business and entrepreneurship foci promote financial literacy, careers-preparedness, and 21st Century readiness for a population that is over 94 percent minority (mostly-Latino), 96 percent eligible for free or reduced lunch, and 90 percent future first-generation college students. ABF's blended learning model ensures that curricula and instructional practices are aligned to Common Core standards, and remain aligned with state and local standards as the student body grows. This is supported by a newly-constructed building, equipped with a state-of-the-art multi-media center and a one-to-one Chromebook model, which brings lessons to student's fingertips through engaging activities that further research, facilitate immediate feedback, and increase collaboration. Additionally, students will earn tech-focused certifications that increase 21st Century skills, and expand options for students who must enter the workforce and college simultaneously. As previously mentioned, ABF has adopted the rigorous NFTE curriculum, which is aligned to the Common Core. This curriculum includes engaging lessons and hands-on activities that provide students with skills that are applicable across many disciplines, including research, financial literacy, mathematics, presentation building, public speaking, business development, and project management. Through this curriculum, students are also exposed to mentors that are currently in the business field, providing critical social capital that both inspires and prepares students for post-secondary life. The following elements are essential to student success within ABF curriculum: A "Gaps-to-Goals" Intake Process, which gathers baseline data and assesses student needs; A requirement of all students to reach a total of 24 credits prior to graduation; Delivery of a rigorous program to provide students with the academic foundation necessary for admission to and success at competitive colleges; Development of communication skills, with a rigorous schedule of research papers and business presentations/competitions throughout all four years; An interdisciplinary approach learning using de facto connections made between math and science, and language arts and social studies, as well as how they tie into the business component of the school; Embedding the fine arts, through both performance and music production. Additionally, ABF promotes the following elements: Contextualization of all coursework in the frame of the ASPIRA Process of "Awareness, Analysis, and Action," which promotes leadership, service learning, and career-readiness; Preparing students with employability skills by offering professional certifications for all students, real-world work experience, and other experiential learning opportunities; Developing a teamwork ethic for students, which is essential for success in the workplace by having problem-based and experiential learning opportunities; Utilization of technology as a means to solve problems and organize, so students learn the technical skills and information technology applications utilized in today's workforce. ASPIRA uses a standardized assessment tool for reading and math through Odysseyware. The information garnered from this initial assessment becomes part of the data that staff review when placing students. ASPIRA places students from different levels of learning in mixed cohorts to encourage cross-mentorship and increase achievement levels across the board. ASPIRA Inc. of Illinois is a Charter School of the Chicago Public School system as accredited by the Illinois State Board of Education. As such, ASPIRA campuses follow CPS guidelines and minimum requirements for graduation, which includes but not limited to: attendance, classwork, and behavior. In addition to the minimum requirements, each campus has elective requirements that have to be met to be an ASPIRA graduate. Each credit attained at ABF is intricately linked to Common Core standards. Additionally, ASPIRA schools follow a standardized grading scale. Grades are recorded in PowerSchool as soon as they become available and are always accessible to parents and students. In total, students must complete, four years of Business, three years of Math, three years of Science, three years of History, two years of Physical Education, and two years of Fine Arts. If a student is missing 1 credit or less, the student will be promoted to the next grade level, and be given the appropriate courses got the next grade level. The student will also need to take credit recovery courses to recover this credit. If a student is missing more than 1 credit, the student will not be promoted to the next grade level. Instead, the student will be required to attend credit recovery courses. To the extent possible, the student should be enrolled in courses that s/he did not pass in order to recover credit and be placed in the appropriate courses needed to continue towards graduation. The material in each grade level, as well as student progress, will be accessible through the web-based program Schoology (available 24-hours per day). This is used as a tool for the student, his/her teachers, counselors, and families to address any challenges throughout the student's time at ABF, and implement interventions early, to stay on track to graduate. As such, the student then has power over his/her own learning, and resources to reach identified milestones. Independent study is offered to a student who has fallen behind in credits and is self-motivated to independently complete high school coursework to fulfill their graduation requirements. Student success is dependent upon the student attending the independent study sessions on a regular basis and completing assignments/assessments by the pre-determined due dates. At the discretion of the Principal and Odysseyware coordinator, Odysseyware courses may be assigned as independent study courses. In this case, the Odysseyware course may be tailored to fit the needs of the students by adjusting the content of the Odysseyware course. Independent Study is offered during the school year and at the end of every semester, the teacher must make a determination if the student has met the objectives of the independent study course in order to award credit. In the social-emotional domain, ABF has adopted the Capturing Kids Hearts model, a professional development program focused on relationship building and student success. ABF faculty are also engaged in Professional Learning Communities (PLCs), led by teachers and/or administrators to analyze student data and provide collaboration between staff to implement interventions for students who may need additional differentiated material. PLCs meet weekly and provide a layer of immediate intervention and constant collaboration amongst the learning community. ASPIRA's high schools offer students the valuable opportunity to complete college-level coursework and earn college credit while still in high school through the Dual Credit/Dual Enrollment program. Dual enrollment programs with Northeastern Illinois University and Wilbur Wright College are open to students who meet the following criteria: Junior or senior standing; a qualifying score on the participating college's placement exam; a 3.0 minimum grade point average for NEIU (2.5 minimum GPA for Wright College); and 90 percent cumulative attendance record. Together, all of these strategies ensure that students are able to learn, grow and prosper in an academically rich environment focused on ensuring all students have access to postsecondary options.

**B. Describe how the charter school will be managed, including a description of the financial model that will allow for long-**

**term financial solvency.\***

Since 1989, ASPIRA has operated the Antonia Pantoja High School (APHS), a campus of the Youth Connections Charter Schools, and was awarded its first multi-site charter in 1997. ASPIRA has since opened the Early College High School (AEC), and Haugan Middle School (AHMS). These schools became incubators for the creation of innovative learning spaces that weave college and 21st Century-readiness into their curricula. A significant amount of effort has been invested in assembling the relationships, knowledge, and expertise to successfully develop this school model. The Chicago Public Schools (CPS) granted authorization of the Business and Finance High School (ABF) in 2013. ABF operates within the ASPIRA Charter Network (ACN). The ASPIRA Board of Directors is fully responsible for its governance as set out in its articles of incorporation, bylaws, and 501(c)3 designation. The ASPIRA Central Office provides support in the areas of leadership and management, accounting and business functions, academic support, resource development, youth development programs, parent and community resources, marketing-communications, facilities management, CPS compliance, and information technology. The ASPIRA Board of Directors meets on a quarterly basis. This governing body ensures a long-lasting, high-performing organization and brings the human, financial, and technical resources required to be successful. All Board meetings include discussions on school environment and academic performance and one hour to discuss matters related to board development, finance, fundraising, staffing, which includes reports from its sub-committees. Most importantly, these high-performing and resourceful members successfully manage through a myriad of growth challenges and harness available opportunities to achieve their goals. ASPIRA's approach to long-term sustainability is based on the belief that creating quality schools, as well as youth and family programs drives people to champion ASPIRA and ensure students' futures. As such, members of the Board of Directors represent the organization across various sectors, building relationships that lead to organizational advancement and investment. Additionally, one young person who serves as the president of the ASPIRA Club Federation (ACF) serves as a voting member of the Board of Directors. The organization also strengthens long-standing relationships with community service providers, leaders in technology, and education entities through its board. The strategic decision to recruit these partners into the organization's governing body goes beyond ensuring success-it sends a crucial message about the need to work collectively on structures that are visionary, transparent, and accountable. The goal of ASPIRA's Board is to create a foundation for generations of successful future graduates and leaders at the state, local, and national levels as it has since 1968. As part of this work, mentoring, supporting, and monitoring the performance of its leadership has been an important contribution to the organization's success. The Board annually evaluates the performance of its CEO and the continued implementation of school and youth development programming. Administrative operations are headed by the President and CEO, in collaboration with a team of Chief Executives and Directors. This leadership team meets on a weekly basis to provide updates, address organizational needs, policies, and any issues that require cross-organizational collaboration. As an organization that has been in operation since 1968, ASPIRA has developed a solid track record of financial management and has successfully managed grants and school funding throughout its existence. All of ASPIRA's fiscal operations are guided by United States Generally Accepted Accounting Principles (GAAP) and in compliance with Consolidated Financial Report (CFR) requirements. The Finance Department is responsible for adopting sound accounting policies, maintaining internal controls, producing accurate monthly revenue and expense reports and preventing and detecting fraud. Finance issues itemized monthly revenue/expense reports so that program directors may monitor their program budgets and performance on a timely basis. The President meets monthly with program directors to review program performance. The staff responsible for fiscal management of grant funds are the Program Director/Principal, Chief Operating Officer, and the President and CEO. The Chief Financial Administrative Officer and Controller oversee the accounting functions of the organization. The ASPIRA Board of Directors Finance Committee provides oversight to ensure accurate financial statements, operating reports, monitor net assets and cash flows and to review independent accounting firm reports. Additionally, the Finance Department reports budget performance quarterly through the President to the Board's Finance Committee, which reviews the reports in detail and makes recommendations on finance for the full Board's approval. Independent audits are conducted annually. Independent financial audits have validated our commitment to quality in fiscal and administrative operations. This ensures that the each department and school receives the necessary attention and resources to successfully carry out activities throughout the year. A key to supporting the organization and team lies in obtaining the resources and supports to fully implement the school design and budget. The Board is leading the effort for a diversification of funds and the establishment of a capital campaign that will bring additional funding and resources to the organization to support its operations and foster sustainability. ASPIRA's fundraising strategy will ensure continuing operation with sustainable funds. It is driven by four key strategies: Grants Management focused on General Operating, Program Opportunities, and Innovative Solutions; Individual Giving focused on Board Contribution Strategy, Major Gift Procurement/Moves Management, and Corporate Engagement Model; Special Events focused on Market Driven Sponsorship Opportunities; and online giving strategies and new media integration and campaigning. A final component to the resource development plan will include partnerships that allow ASPIRA to reach funders that typically do not directly fund charter schools. By building a broad network of university, corporate, and large-scale partners, including Mikva Challenge, ComEd, AT&T, Network for Teaching Entrepreneurship (NFTE), and the University of Illinois at Chicago, the ASPIRA network continues to thrive. Please see attached document for a detailed listing of ASPIRA's leadership team and their roles in ensuring the success of the ACN and ABF.

**C. Describe the objectives of the charter school, and the methods by which the charter school will determine its progress toward achieving those objectives.\***

In 2013, ASPIRA proposed the creation of the ASPIRA Business and Finance High School, with the mission of creating a state-of-the-art facility for a diverse student body in the Avondale community offering a rigorous and enhanced educational curriculum that supports a 21st century, blended-learning educational model. This model is focused on a theme of business, finance and entrepreneurial studies as a means to ensure students are on a clear path to college preparation, college enrollment, and college graduation. The opening of this school, and the first year of operation, has begun the delivery of this vision and ABF continues on this trajectory as the student population and staff continues to grow. In order to measure the success of ABF, the following objective have been set: Objective 1: ABF students will have a post-secondary matriculation rate of 80% or above per 4-year cohort. Measured by: Measured by data from the Clearinghouse and internal tracking. Students will work throughout their four years at ABF to remain on-track for a 2/4 year college programs. College counselors will support, track and ensure students ready to graduate and positioned to matriculate to a post-secondary program. Objective 2: ABF students will demonstrate mastery of the curriculum at 80% or above annually. Measured by: ABF teachers and leadership will monitor all students through weekly D/F reports at the Professional Learning Communities meetings and any students who are on the D/F reports will receive academic interventions at varying levels depending on the frequency and their ability to move off the D/F reports. Special attention will be given to ELL and special needs students to provide for appropriate accommodations to support achievement of goals. Objective 3: ABF teacher quality will be among the highest in the City. Teacher retention rate will at or above 90% on an annual basis. Measured by: Data shows that high quality teachers ensure student achievement. ABF is committed to ensuring that the highest quality teachers are recruited and retained by ABF. Retention will be focused on through teacher evaluation, culture building, and collaborative approaches to leadership and team building.

**D. Describe how the charter school will address the low-performing subgroups.\***

ABF is committed to ensure that every student succeeds. Teachers, through observation, daily student performance, as well as PLC meetings and D/F reports will identify low-performing students in all subgroups through the MTSS process. Students who are low-performing, or off-track will receive additional assistance from the academic team, including certified teachers, paraprofessionals,

and after school staff to continue the individualization of their academic program as well as small group support. Those students will also be enrolled in morning and/or after school academic support programs. In addition to bi-weekly progress reports, the NWEA test is used three times throughout the year to monitor and benchmark individual student progress. Teachers receive real-time results and are able to create intervention plans and modifications for students based on these outcomes. Professional Learning Communities by teachers as a means to monitor and discuss on a weekly basis and continue to analyze data including formal data such as D/F reports as well as informal data from observation from classrooms to determine targeted areas of concern and determine the best plan for struggling students. Through the Professional Learning Communities, teachers are able to collaborate around curriculum, student progress and planning. In addition, teacher lesson plans are closely monitored to ensure activities are differentiated and include activities suited for all students including those who are classified as ELL and special education and off-track. During the summer, students who fall behind during the academic year will be enrolled in summer credit recovery courses in order to remain on-track with their cohort.

**E. Describe the administrative relationship between the charter school and the authorized public chartering agency, including a description of clear separation of the governance of the charter school from LEA oversight.\***

Since 1989, ASPIRA has operated the Antonia Pantoja High School (APHS), a campus of the Youth Connections Charter Schools, and was awarded its first multi-site charter in 1997. ASPIRA has since opened the Early College High School (AEC), Haugan Middle School (AHMS) and the Business and Finance High School. According to the Illinois Association of School Boards, Illinois charter schools have autonomy in eight areas: to design curriculum independent from the school district; to set educational priorities; to set unique school and school year schedules; to manage fiscal affairs independent of the school district; to set employee compensation rates and/or to provide bonuses; to contract with external providers (e.g. janitorial services, music, art, & gym; social workers; nursing staff; special education services); and, to design different, additional performance standards. Charters are regularly evaluated by the Chicago Public Schools and must submit detailed annual reports to the Illinois State Board of Education. The ASPIRA Charter Network is evaluated annually by the University of Chicago Consortium on Chicago School Research, commissioned by Chicago Public Schools. Its findings are reported annually in the 5Essentials Report. The 5Essentials Report evaluates organizational and learning conditions for school improvement in five essential areas: 1) Ambitious Instruction; 2) Effective Leaders; 3) Collaborative Teachers; 4) Involved Families; and 5) Supportive Environment. In 2016, our ASPIRA Charter School Network was rated as Well Organized in each one of the 5 areas and obtained a Well Organized overall rating, the highest rating possible. The ongoing internal and external evaluation system ensures that ASPIRA and ABF leadership are accountable on several levels to the families and communities it serves, the community collaborative partners, and the school's Board of Directors. ASPIRA and ABF Leadership maintain regular contact with and reports to these governing bodies to ensure its curriculum and programs are effective in serving its students.

\* Required Field

**Proposal Type (controlled on the Applicant Information page - cannot be changed here)**

Program Design and Initial Implementation - provide the name of the district(s) to which the charter proposal has been submitted

[Redacted]

Initial Implementation - provide the name of the district(s) that approved the charter proposal

Chicago- District 299

**F. Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.\***

Since 1968, ASPIRA has provided programs, education, and services adapted to the needs of the community it serves. This adaptation has shaped not only the types of services, but also the language and cultural context in which they take place. ASPIRA's practices are guided by the National Standards on Culturally and Linguistically Appropriate Services (CLAS). Additionally, ASPIRA firmly believes that sustainable change is brought about through genuine collaboration. As such, ASPIRA has made a commitment to include opportunities for parents and guardians, as well as advocates of students to engage with ABF teachers, staff and leadership whenever possible. Since the inception of ABF, parents and community members have had a seat at the table, and will continue to be encouraged to provide feedback that adds value to the implementation process at the school. The following activities ensure that ABF families and community members have ample opportunities to weigh in on the implementation of the charter school: 1. Welcoming parents through a strong onboarding process. During registration, each student and parent meet privately with the principal, who is bilingual and bicultural, to get to know each other and to foster communication, collaboration and involvement. Parents and students complete and discuss interest surveys and receive calendar of upcoming events, including planning meetings. 2. Providing all notices, orientations, parent meetings, and services in English and Spanish to address the language needs of participants. This includes the development of written materials in English and Spanish, including curricula, signs, announcements, and service documents. 3. Involving parents and youth in the assessment, planning, and development of programming and services: ASPIRA holds network-wide focus groups and satisfaction surveys to assess the quality of ASPIRA's schools and services, to identify barriers and opportunities, and to prioritize efforts. 4. Parent Satisfaction Surveys: Every year, ABF conducts a survey during parent/teacher conferences to gauge satisfaction and students' needs. ABF administration is able to adjust programs based on the outcomes. 5. Bi-monthly Parent Meetings: The purpose of these meetings are two-fold: 1.) to provide school updates, and 2.) to provide workshops related to their child's progress, as well as their own (ex.: preparation for their child's transition to college, financial aid, health screenings, and adult education opportunities) and to engage parents in program and event planning and evaluation. 6. Parent Patrol: These volunteer opportunities not only keep students safe, but allow ABF administration to connect with parents on a daily basis to gain valuable feedback. 7. Events, Field Trips, and School Activities: Parents and families are always encouraged to attend award ceremonies, weekly forums, field trips, and family days to build a relationship with the school. 8. Becoming involved in participatory, collaborative partnerships with community organizations and leaders to increase access to educational opportunities for students and their parents. ASPIRA participates in a number of coalitions of community organizations that aim to eliminate disparities in access to educational, health, financial and social services. We partner with colleges and universities such as the University of Illinois at Chicago (UIC), St. Augustine College, Northeastern Illinois University and the City Colleges of Chicago to collaborate on educational initiatives that benefit students, as well as parents. Students benefits from dual enrollment programs at Northeastern Illinois University and City Colleges of Chicago where they can earn college credits while attending high school. ASPIRA's partnership with ComEd, and its 30 partner companies, secures certified training and job placement services for parents and community members. ASPIRA is an active member of Avondale Coalition, a network of more than 15 organizations that provide free social service, mental health and substance abuse treatment and prevention services to families. 9. Board Meeting Participation: In addition to access to network leadership, all parents receive invitations to ASPIRA Board Meetings. Meeting notices are publicly posted on network buildings, on the website, and social media. This provides a forum for parents and community members to access ASPIRA's leadership team and provide feedback. To ensure that the above activities are implemented throughout the organization, ABF leadership works internally, as well as in collaboration with the network, the Miguel del Valle Youth Center, the Department of Parent and Community Resources, and ASPIRA Leadership. As such, ABF has become known as a "home" for students, families, and community members that feel empowered to add value to the school.

**G. Describe 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.\***

ASPIRA will ensure sustainability through a thorough depreciation/replacement plan, a strategic use of funds, and a resource development plan to diversify funding streams. If funded, ASPIRA Business Finance will create a depreciation and replacement plan for all equipment being purchased by this grant for items such as chromebooks, projectors, document cameras and computer screens. All educational licenses will be incorporated into the annual school budget for educational materials. Concurrently, ABF will build their in-house curriculum at which time, some licenses may be phased out. A key to ASPIRA's successful management is its strategic use of funds during periods of growth. This includes keeping administration costs low so that funds continue to flow to direct services. On average, Illinois charter schools receive \$7,341 per pupil compared to \$9,709 that conventional district public schools receive. Illinois regulations indicate that charters shall receive no less than 75 percent of the school district's per capita student tuition. Consequently, federal grants become a critical resource to ensure all funding needs are met. ASPIRA's fundraising strategy will ensure continuing operation with sustainable funds. It is driven by four key strategies: 1. Grants Management - focused on General Operating, Program Opportunities, and Innovative Solutions. 2. Individual Giving - focused on Board Contribution Strategy, Major Gift Procurement/Moves Management, and Corporate Engagement Model. 3. Special Events - focused on Market Driven Sponsorship Opportunities. 4. New Media - Online giving strategies and New Media integration and campaigning. A final component to the resource development plan will include partnerships that allow ASPIRA to reach funders that typically do not directly fund charter schools. By building a broad network of university, corporate, and large-scale partners, including Mikva Challenge, ComEd, AT&T, Network for Teaching Entrepreneurship (NFTE), and the University of Illinois at Chicago, the ASPIRA network continues to thrive.

**H. Indicate whether any waivers of Federal statutory or regulatory provisions will be sought, what federal or state statutes or regulations are to be waived, and a justification for the request. If none, enter Not Applicable.\***

N/A

**I. Describe how the funds will be used, including how they will be used in conjunction with any other federal funds.\***

Funds will be only used for approved QSO grant purchases made within the Federal Uniform Compliance guidelines, ASPIRA's Accounting Policies and by approval of management. Accounting system will segregate all funds with a unique 3 digit identifier. The Funds approved for the QSO will be used to purchase the following items for Year 1 and Year 2: In Year 1, ABF will purchase 60 desktops equipped with AutoCad, 60 wide screen monitors, 180 laptops, 6 laptop computer carts, 5 projectors (plus installation), 5 document cameras, sound system and installation, 500 surface units, licenses for educational materials, Microsoft certification for 150

students, and Odysseyware for 330 students. In Year 2, ABF will purchase 180 Chromebooks, 6 laptop computer carts, licenses for educational materials, Microsoft certification for 150 students, and Odysseyware for 330 students, Schoology for 510 students, ThinkCERCA for 510 students and musical production software and equipment. The above equipment, supplies and materials will be used to implement and support the entrepreneurial curriculum as well as prepare students for computer certification. In addition, the technological equipment and programs will be used to implement and support the blended learning model that is integrated throughout the instructional curriculum at ABF at all levels. These programs will be used to implement ABF's blended learning curriculum including project based learning, student presentations and student academic interventions and support. Many of these items are a one-time major investment for ABF and the ongoing state funding will support the maintenance of the technology. In addition, ABF will continue to seek federal, state, local and private grant funding to continue support innovation at the school and continue to use E-rate as a source of voucher funding for technology resources.

\* Required Field



**Proposal Type (controlled on the Applicant Information page - cannot be changed here)**

- Program Design and Initial Implementation - provide the name of the district(s) to which the charter proposal has been submitted

[Redacted]

- Initial Implementation - provide the name of the district(s) that approved the charter proposal

Chicago- District 299

**J. Describe the student lottery process and how students in the community will be:\***

1. Recruited and informed about the charter school, and
2. Given an equal opportunity to attend the charter school.

ASPIRA schools are inclusive schools and do not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, and need of ELL or special education services. ASPIRA's student recruitment strategy relies on a multi-tiered approach that includes: outreach via community and educational partners, community canvassing, social media, attendance at school fairs, open houses, and marketing. Typically, ASPIRA works with community and educational partners to identify services and events that attract families, such as community festivals, health fairs, parades, back-to-school events, and city-wide school fairs. ASPIRA also connects with neighborhood schools for referrals of students that are entering high school. ABF holds regular orientations to inform community members of the school's offerings, as well as programs and services available through ASPIRA. A final component of the recruitment strategy is the distribution of flyers and other informational materials through network-wide canvassing efforts, including libraries, parks, laundromats, churches, community-based organizations, and grocery stores. ASPIRA schools accept the enrollment of students who reside in the City of Chicago (Board of Education District #299). As a network, ASPIRA Haugan Middle School accepts students entering grades 6-8. Early College High School accepts students entering grades 9-12. Business and Finance High school is a 9-12 school, gradually accepting and enrolling Freshman classes until the school is at capacity in the 2018-19 academic year. Antonia Pantoja High School accepts students on a semester basis who are 17-21 years of age and are at risk of dropping out or have dropped out of their former school. Admission to ASPIRA Charter Schools is open to all students who meet residency/grade level requirements regardless of any other status. Applications are available in all school offices, on the organizational website, ASPIRA's central office, community businesses, social service organizations, elected official offices, at recruitment fairs, and community events. Recruitment also collaborate with community newspapers and radio to inform families and prospective students about schools and services. Priority for enrollment is given to students who were enrolled at an ASPIRA school during the previous year. Siblings of students currently enrolled are also given enrollment priority. ASPIRA's application and lottery process provides all applicants an equal chance at admission through the use of a blind, computer-randomized lottery supervised by school and parent representatives. The lottery is held at the earliest opportunity, as authorized by CPS. In 2016, ASPIRA held its lotteries on February 1, 2016. Families are notified of their selection, 1.) in person at the lottery, 2.) in writing, with letters mailed no more than five (5) days after the completion of the lottery, and 3.) electronically via text message, automated call, and/or email no more than 5 days after the completion of the lottery. If the applicant meets the criteria (as outlined above) to enter an ASPIRA school but there is no available space at the school to which they have applied, the student will be placed on a waiting list. In the event that students are placed on a waitlist, families will be notified and the schools' registrars will contact families on a quarterly basis to ascertain if there is a continued interest in attending ASPIRA schools, or to enroll a student when spaces become available.

**K. Describe the approach to attract, recruit, admit, enroll, retain, and serve at-risk and other educationally disadvantaged students and the plans for meeting the needs of those who may be underserved in more traditional environments.\***

ASPIRA, founded in 1968 with the mission to stop the high dropout rate of Puerto Rican/Latino youth. As such, the organization has developed high competency in addressing the needs of students in underserved communities through a combination of education, career-preparation, leadership development programming, and social services. These activities are carried out by ASPIRA schools, as well as the Miguel Del Valle Youth Development Center and the Department of Parent and Community Resources. ASPIRA schools, which serve students in grades 6-12, currently enroll a disproportionately high percentage of students who have special learning needs. In 2010-2011, 16.9 percent of students across the network (ranging from 13.9 to 20.6 percent) had Individual Education Plans (IEPs) compared to the CPS average of 13.1%. Eighteen point nine percent were English Language Learners (ELL), ranging from a low of 12.3 to a high of 20.7 percent across the network compared to the CPS average of 15.8 percent. In addition, the ASPIRA Charter School network's percentage of low-income and free or reduced lunch (FRL) students, average at 92.1 percent, which is consistently higher than neighboring charter networks or attendance area CPS schools. In the most recent academic year, 95.1 percent of our students qualified for free or reduced lunch. In addition to the risk factors outlined above, the number of students reported as being homeless is disproportionately high. Homeless school enrollment is a reliable barometer of family homelessness. In October 2015, the Illinois State Board of Education reported that public schools identified 54,638 homeless students during the 2014-15 school year. That is double what it was six years earlier, when 26,688 homeless students were counted. Chicago Public Schools (CPS) identified 20,205 homeless students. Homeless students identified by CPS were 98.1% children of color. This included 83.9% (16,953) African American, 12.6% (2,556) Latino, 1.5% (309) other ethnicities, and 1.7% (346) white, with 28 whose ethnicity was not identified. Another 18.3% (3,696) of students were diagnosed with disabilities or developmental delays. The number of homeless children continued to increase in CPS and ASPIRA. Efforts are made to provide additional support to students and their families. ASPIRA also has a high percentage of students who have unofficially reported to administrative personnel that they and/or their families are undocumented. ASPIRA has built a reputation in the community for providing a high level of personalization in their schools and program, preparing all students to enroll into post-secondary education or vocational training. As such, parents, especially from the Latino community, enroll for their children at ASPIRA schools. Further, the majority of teachers and administrators have a cultural or language-based connection to the Latino community. Consequently, this led to a faculty-led design of the core curriculum to include typically marginalized populations. ASPIRA is also built a reputation for having safe school environments, including a strong 'No Bullying' policy that allows for students to feel safe attending school. This continues to be a draw for parents, who grow concerned with news of escalating violence throughout the city. The ASPIRA Charter Network has an open enrollment policy and welcomes all students, regardless of race, ethnicity, language, or learning capabilities. ASPIRA Charter School recruits its students through school presentations, community fairs, marketing, online applications, social media, and stakeholder outreach. The recruitment team, comprised of staff from all the ASPIRA schools, also attend fairs at local surrounding schools and host regular open houses that accommodate families. All communication and recruitment is carried about by culturally competent, bilingual representatives. ASPIRA's multi-faceted approach, and research based strategies serve well at-risk students and students in need of specialized instruction and services. The entire network boasts a welcoming positive school climate that fosters not only ethnic, social, but also learning diversity. Teachers are highly trained and received ongoing professional development opportunities. They work with parents and support personnel to ensure that all students can learn and are motivated to learn. This means: Specialized services provided in accordance with student's Individual Education Plans including 504's, providing, as indicated,

inclusion and self-contained classrooms, or one-on-one service with highly qualified Special Education personnel. English Language Learners receive instruction from integrated ESL classrooms, sheltered instruction, and highly qualified ESL/Spanish bilingual instructors who have access to ongoing mentoring, PD and tuition reimbursement opportunities. Students enrolled regardless of homeless status, and school academic advisors and administrative staff trained in how to provide appropriate referrals and accommodations. Many of ASPIRA families find it daunting to navigate the landscapes of social services, public benefits, legal representation, and immigration services or are not aware of the resources available to them. In order to better facilitate these processes and more quickly connect families to vital services, the Department of Parent and Community Resources (PCR) was established with fully bilingual staff. Through this department, parents and students have an in-house contact that provides referrals to partnering agencies and provides supportive services that promote stability and self-sufficiency. ABF strongly believes that students have a better chance of succeeding in partnership with service providers to ensure their needs are met. These partnerships create coordination and integration among providers which strengthens community support. School staff coordinate services within the agency and/or coordinate services with other external community organizations as needs. Currently, ASPIRA has 15 linkage agreements with social service organizations that were developed as a part of ABF's recruitment efforts to ensure a wrap around model and foster student development. In addition, ASPIRA's programs participate in special community events to share program and agency information with other service providers and educators. The Miguel del Valle youth center provides programming funded by 21st Century Community Learning Centers, TRIO Talent Search, the Workforce Innovation and Opportunity Act, and Mentoring Youth for Success for students ages 10-21. The center also serves as the hub for the historic ASPIRA leadership clubs, which are implemented nationally and provide students with opportunities to build their leadership skills through service learning and cultural exploration projects. Through these programs, students remain engaged, gain critical competencies, and are exposed to professionals and mentors who share similar backgrounds. This has been instrumental in ASPIRA's overall retention strategy. Student and family engagement does not end with the academic year. Our schools, the Miguel del Valle Youth Development Center and the Department of Parent and Community Resources at ASPIRA play a critical role in providing wraparound services throughout the summer and calendar year.

**L. Describe 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.\***

ASPIRA, Inc. of Illinois is an inclusive organization and affirms diversity in its hiring and provision of services. The organization hires and encourages applicants from members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Of the organization's 186 employees, fifty four percent are Hispanic/Latino, thirty three percent are Caucasian/White, seven percent are African American and six percent are Asian. Sixty five percent staff are female and thirty five percent are male. Currently, ASPIRA has a ninety four percent rate of retention of teaching staff and eighty nine percent rate of retention of support staff, which are higher rates than similar schools. Teacher and staff retention is a high priority at ASPIRA schools. To that end, all schools hold monthly staff meetings, conduct annual staff satisfaction surveys, focus groups, and provide training and tuition reimbursement programs to enhance their personal and professional development. ASPIRA also holds two organization-wide staff recognition events to acknowledge and celebrate the contributions of the staff. ASPIRA offers a strong professional development program that consist of regular trainings on relevant educational issues, new teacher mentoring/induction program, team building activities and tuition assistance to up to \$2,000 per year. ASPIRA has a well-developed process in place to recruit and hire teachers from February to May and utilize this existing resource for ABF. At the Human Resources level, the teacher hiring process is managed, including the technical process and screening of potential teachers, the evaluation and background research on candidates, and finally the initial interviews of prospective teachers. Human Resources staff attend teacher recruitment fairs at over ten colleges and universities in four neighboring states. Additionally, ASPIRA collaborates with post secondary schools like Northeastern Illinois University and the University of Illinois, who specialize in the preparation of urban educators from diverse backgrounds or experiences, in the identification of potential teaching candidates. Staff benefit from a highly organized, comprehensive onboarding process, which provides all staff with the historical context of the organization, as well as the necessary training and preparation to carry out their duties. Additionally, to ensure that candidates are eligible to work in a school environment, a background check is conducted to determine whether they have been indicated as a perpetrator of child abuse or neglect. The Principal, with the support and supervision of ASPIRA's Chief Academic Officer (CAO) makes recommendations for the hiring and termination of staff to the President & CEO. Recruitment, evaluation, and compensation are completed under the supervision of the Principal and her staff. At the Human Resources level, ASPIRA assists in organizing the process, managing technical activities such as posting openings on the Internet, employee files, employee orientation, officially hiring instructors, and ensuring fair hiring practices are met during the process. Leadership team develop annual plan of professional development strategies to identify, evaluate and retain educational and support staff. The process for hiring teachers is as follows: 1. Resume Screening: Human Resources, Principal 2. Check References: Human Resources 3. Interview: Interdisciplinary Team across ABF and ASPIRA 4. Sample Lesson and Self-Reflection: Interdisciplinary Team across ABF and ASPIRA 5. Interdisciplinary Team: Make Final Recommendation 6. Decision: Made by Principal 7. Present Offer: Human Resources 8. Hiring and Onboarding: Principal and Human Resources Teachers have ample feedback, training, coaching, and peer learning opportunities to enhance their skills and effectiveness. From the moment of hire, when teachers become part of the new teachers induction and mentoring program, and through their years of team collaboration, staff are valued and recognized.

**M. Describe how a charter school that is considered an LEA under state law or 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.\***

For students with special needs, Chicago Public Schools provides funding for special education teachers and case managers to fulfill services required by state law. ABF employs special education teachers who, in collaboration with the faculty, review students' Individual Education Plan (IEP) and develop lessons with accommodations set forth. ABF provides access to all the services special education students are entitled to by law such as instructional, inclusion, personalized IEP's, supportive services, and curricular accommodations when appropriate. Individual student services are determined during the annual review meeting to ensure that instruction will be made available in the least restrictive environment. Students receiving special education services are programmed first for classes, pursuant to Section 13 of the IEP through joint consultation between the student's case manager and programmer. A master schedule has been developed in to ensure that no general education classes exceed 20 percent of students with disabilities. Additionally, ABF's daily schedule allows for time blocks for specialized instruction, tutoring, and individualized pacing of material. Students are placed in the least restrictive environment possible and services provided in the regular education classroom with supplemental aids are always considered first. A student may be served using combinations of the following five models: Consultation (CON); Team Teaching (TT); Collaborative Teaching/Regular Education Class (CT/RE); Separate Class (SC); Community-based Instruction (CBI). Teachers receive professional development in co-teaching and innovative instructional practices.

**N. Provide a narrative self-assessment of the capacity of the proposed or existing school for implementing a Multi-tiered System of Support (MTSS) and demonstrating a commitment of resources to implement MTSS within the school.\* Activities that implement MTSS practices within charter schools include:**

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 CSI 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.

ASPIRA is founded on the mission of stopping the high dropout rate of minority/Latino students. Through this mission, the organization developed a high competency in addressing the needs of Diverse and EL learners as well as at-risk students. To that end, the ASPIRA Business and Finance High School (ABF) strives to uphold these founding principles by not only providing services to the current population of 29.3 percent Diverse Learners and 34.4 percent ELL from the freshmen, pioneer class alone but also continue to monitor the academic and behavioral progress of all of students. Given the high-needs, high-poverty population, ABF is committed to providing all students, regardless of socioeconomic and learning abilities, with access to technologies such as Chromebooks and online curriculum with Odysseyware by using the blended learning approach to prepare students with skills that are demanded of in the 21st Century. ABF understands the importance of early intervention, especially as a non-selective, open-enrollment charter school. The 2015 - 2016 Fall NWEA assessment data for 9th grade students indicate only 38% are at grade level in Reading and are even less for Math at 25%. In order to ensure that all students' needs are met and that they are provided with all of the necessary support to access learning, the ABF leadership team will conduct a Multi-Tiered Support System (MTSS) self-assessment, using the Illinois RtI District Self-Assessment template. In addition to reviewing current ASPIRA Network RtI models, the MTSS assessment team will also review academic and behavioral data from online curriculum, attendance, and suspension rates. Information collected through this process from year one will be used as baseline data. As a part of ABF's commitment to continuous school improvement, its goal is to reach full implementation of the MTSS model by the 3rd year of operations. The following is the proposed timeline for the initiation, review, development and refinement of the system. Phase I: The goal of phase one is to create a structural support system with personnel at the network and building levels to streamline tasks in projects and strengthen accountability. In addition building the structural support, the areas of focus for phase one are to familiarize the Leadership team with the 3-year plan, review current Network RtI process and MTSS model, and dissect the "Illinois District RtI Self-Assessment" template. Timeline: Mid-July - Beginning September 2016 - Area of Focus: 1a. Building the Team: The building administrative team will create an MTSS Leadership Team who will oversee the development of the MTSS model for ABF. Personnel already in place: Bilingual Psychologist, Social Worker, School Case Manager, Principal, and Assistant Principal. The projected positions for 2016/17 are: Dean of Students (School Culture/Behavioral Support) and School Counselor (Social/Emotional Support); 1b. Reviewing ASPIRA's MTSS models and "Illinois RtI District Self-Assessment" template: The Administrative team will review "Illinois RtI District Self-Assessment" template with MTSS Leadership members & overview of the 5 phases. The School Psychologist, Social Worker, and Case Manager will present/share current Network RtI models: Academic/Behavior; ELL/SpEd - in Reading and Math.; 1c. Providing Professional Development/Workshops: This Student-Support Team will need to complete at least one Foundational Support and Training with Illinois CSI & MTSS. The team will then provide all teaching and support staff with PD on State and ASPIRA MTSS requirements/models. The team will also provide staff with an overview of ABF's MTSS self-assessment process. Phase II: Collaboration & Communication: The self-assessment provides ABF with an opportunity to gather and review baseline information pertaining to current resources and practices that includes scientific research-based instruction, progress monitoring, ongoing assessment, levels of intervention and problem-solving. As the team dives into the components within the self-assessment, the goal of phase two is to identify indicators that are 'Not Present'. Once indicators are identified, the next step to phase two is to grow the team to ensure feedback and input are represented from all stakeholders. Timeline: Beginning of October - November 2016 - Area of Focus: 2a. Each MTSS Leadership Team member will select one of "7 Areas of Implementation" from the self-assessment template to research and present, identifying which indicators are not present, known, and present in some daily practice, and/or fully integrated into daily practice. These areas are: Consensus Building and Collaboration; Standards-Based Curriculum and Research-Based Instruction; Research-Based Assessment Practices; Student Intervention/Problem Solving Team Process; Intervention Strategy Identification; Resources Allocation; and Ongoing Professional Development for Effective RtI; 2b. Communicating baseline data: MTSS Leadership Team reconvenes to share baseline data with teaching and support, summarizing key points from the self-assessment and recruiting new members to ensure perspectives from all stakeholders are represented to form the ABF MTSS Team. Growing the team will include at least one member from each group: Teachers (Gen. Ed., SpEd, & ELL) and Paraprofessionals (SpEd & ELL). Phase III: Action Plan: Using the needs assessment from phase two, ABF's MTSS team will create an action plan to address the needs and areas where indicators are not present and those that are only in the planning stages. This plan will also identify "Resources Needed" along with the "Funding Source." Timeline: Action Plans completed by early January of 2017; shared with whole staff by end of Semester 1. 3a. Categorizing Indicators into 4 levels and prioritizing: The ABF MTSS team will categorizing indicators into the following 4 levels and assigning the following points: Not present; Known and implementation planning has begun; Present in some daily practice; Fully integrated into daily practice; 3b. Creating Action Plans: ABF MTSS team form subgroups to work on action plans for the two lowest indicators. Plans must include the following: SMART Goals; Timeline (Goal is for full implementation by year 3 of operations (2017 - 2018 academic year); Current Resources Available; Resources Needed; Funding Source; Responsible Parties; Focus Data. Phase IV: Depending upon the action plans crafted in phase three, the ABF MTSS team will need to identify action steps that may be introduced immediately for the start of Semester 2 and those that will need to wait for the start of 2017-2018 academic year due to lack of resources and funds available. The goal for phase four is to implement the action plans at least for the one full semester in order to determine its effectiveness. Timeline: Implementation of Action Plans - varies but must be completed before June 2018 with at least 3 months of data. Phase V: Re-Evaluation & Assessment: 5a. Projected positions (2016/17): Dean of Students, School Counselor; 5b. Reviewing ASPIRA's MTSS models and "Illinois RtI District Self-Assessment" template: Administrative team will review "Illinois RtI District Self-Assessment" template with MTSS Leadership members & overview of the 5 phases. The School Psychologist, Social Worker, and Case Manager will present/share current Network RtI models: Academic/Behavior; ELL/SpEd - in Reading and Math; 5c. Providing Professional Development/ Workshop: The Student-Support Team will need to complete at least one Foundational Support and Training with Illinois CSI & MTSS. The team will then provide all teaching and support staff with PD on State and ASPIRA MTSS requirements/models.

**O. Provide 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.\***

ABF strives to provide high quality education and educational innovation to its students through its educational program. In addition, ABF is focused on closing the achievement gap with its focus on low income, minority students. To that end, ABF is governed by the ASPIRA board with a set of high accountability standards. On the macro-level, ASPIRA's leadership team and Board monitors the progress of the student achievement through the school dashboard on a regular basis (depending on the metric) at a monthly and quarterly level to ensure that the school is meeting the needs of the students and on track. In addition. The leadership team of the school, the ASPIRA leadership team and the Board participate in a process of reviewing SQRP data (School Quality Rating Policy) based on metrics from Chicago Public School, the charter authorizer. At the school level, the teachers are engaged in constant progress monitoring of school and student performance monitoring and intervention. Through the monitoring and intervention processes, the charter school is able to constantly and consistently assess progress and success and determine if the goals of innovation and high quality education are being reached. ASPIRA is committed to excellence and high quality educational opportunities for all students. Decisions are based on the best interests of students and families, are evidence-based and include promising practices with a strong evaluation component. ASPIRA serves as a site for pilot programs, internships and evaluation initiatives. The ASPIRA Charter Network is evaluated annually by the University of Chicago Consortium on Chicago School Research,

commissioned by Chicago Public Schools. Its findings are reported annually in the 5Essentials Report. The 5Essentials Report evaluates organizational and learning conditions for school improvement in five essential areas: 1) Ambitious Instruction; 2) Effective Leaders; 3) Collaborative Teachers; 4) Involved Families; and 5) Supportive Environment. In 2016, the ASPIRA Charter School Network was rated as Well Organized in each one of the 5 areas and obtained a Well Organized overall rating, the highest rating possible. The ongoing internal and external evaluation system ensures that ASPIRA and ABF leadership are accountable on several levels to the families and communities it serves, the community collaborative partners, and the school's Board of Directors. ASPIRA and ABF Leadership maintain regular contact with and reports to these governing bodies to ensure its curriculum and programs are effective in serving its students.

**P. Provide 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).\***

With almost 50 years of experience developing young leaders, ASPIRA opened ABF to address the growing demand for at-risk youth to be exposed and trained in business and finance while receiving a high-quality education. ASPIRA's decision to open ABF was based on three factors: community input, data on business and entrepreneurship (especially in high-need, Latino communities), and an assessment of educational options in the area. Opening in the fall of 2015, ABF is a state-of-the-art, innovative high school that integrates education and finance, business and economic development. In addition to the educational and support services ASPIRA provides to untapped talented community youth, the organization's leaders identified the need to incorporate finance, business education and economic development into a rigorous academic and culturally relevant curriculum. Research shows that the Latino high school dropout rate continues to fall (from 32% rate in 2000 to 15% in 2012) and college enrollment is higher. Sixty five percent of Latino high school graduates enrolled in college in 2012 (Pew Research, 2014). However, only 9% of 25-29 years of age Latino students obtained a bachelor's degree. Latino students are dropping out of college in high numbers. The top reason for dropping out of college is the lack of financial resources. Students coming from financially unstable homes are increasingly abandoning college to find jobs to support their families. By building entrepreneurship opportunities, promoting the development of small businesses and incorporating financial literacy for students and their families, ABF builds a better financial foundation for their families and increasing the chances of college degree attainment. Similarly, students must have a solid academic foundation, grounded in a competent use of technology to facilitate learning, foster communication and certified trainings that will give them confidence and better employment opportunities while attending college and beyond. The Avondale community lacked a high quality high school option that focused on college and career preparation for 21st century professions. The neighborhood high school is a level 3 school according the Chicago Public Schools School Quality Scorecard and has been on "intensive support" for 19 years. Simply stated, a chronically failing high school has continued to operate as the default feeder high school for neighborhood youth. Without other options, parents had no choice but to send their children to a chronically failing school, or would need to look outside of their communities for more high-quality options. ABF represent a viable and excellent educational choice for community youth. Additionally, its array of academic and enrichment opportunities, college bound culture and career preparation respond to the entrepreneurial spirit. In recent decades, entrepreneurship in low-income communities has grown exponentially, especially in the Latino community. From 1990 to 2012, the number of Latino entrepreneurs in the United States has more than tripled, going from 577,000 to more than 2 million. In 2010, new immigrant business owners in Illinois had a total net business income of \$5.4 billion, which is 16.5 percent of all net business income in the state. To answer to this growth, and ensure that students graduate with the skills, education and exposure to technology and 21st century careers, the plan for ABF was created by the local community, elected officials and ASPIRA leadership.

\* Required Field

**Proposal Type (controlled on the Applicant Information page - cannot be changed here)**

- Program Design and Initial Implementation - provide the name of the district(s) to which the charter proposal has been submitted

- Initial Implementation - provide the name of the district(s) that approved the charter proposal

**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 1500 maximum characters used)

Objective 1: ABF students will be academically on-track rate, for all grades, at a rate of 80% or above. 1.1 Freshman On Track Rate as measured by the ISBE Report Card will be at or above 80%. (CPS district average is 76.7%)1.2 ABF's four-year, cohort graduation rates will reach 80% or above. (CPS district average is 76.8%)

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

([count] of 1500 maximum characters used)

ABF teachers and leadership will monitor all students through weekly D/F reports at the Professional Learning Communities meetings and any students who are on the D/F reports will receive academic interventions at varying levels depending on the frequency and their ability to move off the D/F reports. Special attention will be given to ELL and special needs students to provide for appropriate accommodations to support achievement of goals.

**Timeline: Indicate when activities will take place.\***

([count] of 1500 maximum characters used)

Students will be monitored throughout 2016-17 and 2017-18 school years. Professional Learning Communities will take place on a weekly basis and D/F reports will be pulled from student records each week. PLCs will evaluate and monitor progress of all students and D/F reports students weekly.

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

([count] of 1500 maximum characters used)

Outcomes will be measured on an annual basis based on the Freshman On Track metric as measured in the Chicago Public Schools SQRP metric as well as the cohort graduation rate based on the SQRP. The goals stated above will be the metric used to identify whether the goal has been met.

**Goal Number:**

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

([count] of 1500 maximum characters used)

Objective 2: ABF will maintain high attendance and high student retention rates above 90%.2.1 ABF student will have average daily attendance at or above 94%. (CPS district average is 93%) 2.2. ABF maintain a student retention rate of at least 90%.

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

([count] of 1500 maximum characters used)

Attendance will be measured by daily attendance collection. Student attendance and retention reports will be generated and analyzed monthly in collaboration with guidance counselors to identify and implement timely interventions. Student acclimation/retention will be measured through the results from the University of Chicago Essential Supports for School Improvement, which will be administered every April. Both of these metrics will also be reviewed through the internal attendance and transfer out reports, which is generated from data derived from PowerSchool and monitored daily, weekly, and monthly.

**Timeline: Indicate when activities will take place.\***

([count] of 1500 maximum characters used)

Students will be monitored throughout 2016-17 and 2017-18 school years. On a daily, weekly and monthly basis, attendance and retention reports will be generated at the schools to determine the overall attendance and retention rates for ABF Year to Date as well as the current week or month. These reports will enable the school to identify progress and interventions. Students who are truant or at risk of truancy or dropping out will be identified to ensure engagement.

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

([count] of 1500 maximum characters used)

Outcomes will be measured on an annual basis based on the student attendance metric as measured in the Chicago Public Schools SQRP metric. The goals stated above will be the metric used to identify whether the goal has been met.

**Goal Number:**

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

([count] of 1500 maximum characters used)

Objective 3: ABF students will earn at least one or more technology-focused certifications prior to graduation at a rate of 75% of all students. This includes certification in: HTML, CSS, JAVA, and Microsoft.

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

([count] of 1500 maximum characters used)

ABF will also utilize the PARCC and NWEA assessment systems to calibrate school effectiveness. Additionally, the school will leverage technology to ensure that students and parents receive feedback on academic progress in real-time through the Schoology Learning Management System. Powerschool will also house ACT, attendance, retention, free-or-reduced lunch, and credit information for students, thereby allowing accessibility to data that ABF will be using to inform its curriculum. Therefore, students, parents, counselors, teachers, and administrators will constantly know if a student is making weekly progress, and identify interventions as needed.

**Timeline: Indicate when activities will take place.\***

([count] of 1500 maximum characters used)

Students will be monitored throughout 2016-17 and 2017-18 school years. The overall report on student certifications will be available at graduation for each cohort.

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

([count] of 1500 maximum characters used)

Because the cohort will be tracking certification based on the earning by graduation, ABF will informally monitor progress each year via observation, survey and teacher input to ensure all students are in track to earn certification by graduation.

\*Required field

NOTE: THIS PAGE SHOULD BE COMPLETED ONLY IF THE CHARTER PROPOSAL STATUS IS PROGRAM DESIGN. IF THE CHARTER PROPOSAL STATUS IS IMPLEMENTATION, SKIP THIS PAGE AND MOVE ON TO THE INITIAL IMPLEMENTATION BUDGET - MONTHS 1-12 PAGE.

**A. Provide the budget plan by broad categories as listed below, including a description of the activities to be completed and the amount of total funds by category (at least one description is required)\*. For information on which category to use for planned expenditures, click on the link below.**

See the category descriptions linked here

<u>BUDGET CATEGORY AND DESCRIPTION</u>	<u>AMOUNT</u>
Salaries (Obj 100)	<input type="text"/>
Benefits (Obj 200)	<input type="text"/>
Purchased Services (Obj 300)	<input type="text"/>
Supplies & Materials (Obj 400)	<input type="text"/>
Equipment (Obj 500)	<input type="text"/>
Other Objects (Obj 600)	<input type="text"/>
Noncapitalized Equipment (Obj 700)	<input type="text"/>
<b>Total Program Design Budgeted</b>	<input type="text" value="0"/>
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	<input type="text" value="800000"/>

\*Required field

**A. Provide the budget plan by broad categories as listed below, including a description of the activities to be completed and the amount of total funds by category (at least one description is required)\*. For information on which category to use for planned expenditures, click on the link below.**

See the category descriptions linked here

<u>BUDGET CATEGORY AND DESCRIPTION</u>	<u>AMOUNT</u>
Salaries (Obj 100)	<input type="text"/>
Benefits (Obj 200)	<input type="text"/>
Purchased Services (Obj 300)	<input type="text"/>
Supplies & Materials (Obj 400) Licenses for educational materials \$110,000 Options under review: Adobe Creative Suite, AutoCAD/architectural equivalent, etc. Microsoft certification \$150 per exam for 150 students = \$22,500 Odyssey \$100 per student for 330 students = \$33,000	165500
Equipment (Obj 500) 60 desktops high end with AutoCAD at \$900 each = \$54,000 60 wide screen monitors at \$140 each = \$8,400 Laptops 180 chromebooks at \$340 each = \$61,200 6 Laptop computer carts at \$2,500 each = \$15,000 5 Epson Brightlink projectors + installation \$2,100 = \$6,600 5 document cameras \$400 = \$2,000 1 Sound System - Ceiling-flush sound system and Installation = \$12,300 500 Media Center Surface 500 units at \$150 = \$75,000	234500
Other Objects (Obj 600)	<input type="text"/>
Noncapitalized Equipment (Obj 700)	<input type="text"/>
<b>Total Initial Implementation Budgeted Months: 1-12</b>	400000
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	800000

\*Required field



**A. Provide the budget plan by broad categories as listed below, including a description of the activities to be completed and the amount of total funds by category (at least one description is required)\*. For information on which category to use for planned expenditures, click on the link below.**

See the category descriptions linked here

<u>BUDGET CATEGORY AND DESCRIPTION</u>	<u>AMOUNT</u>
Salaries (Obj 100)	<input type="text"/>
Benefits (Obj 200)	<input type="text"/>
Purchased Services (Obj 300)	<input type="text"/>
Supplies & Materials (Obj 400) Licenses for educational materials \$125,000 Options under review: Microsoft Office, Adobe Creative Suite, AutoCAD/architectural equivalent, etc. Microsoft certification \$150 per exam for 180 students = \$27,000 Java test certification \$245 per exam for 180 students = \$44,100 Odyssey \$100 per student for 510 students = \$51,000 Schoology \$10 per student for 510 students = \$5,100 ThinkCERCA \$40 per student for 510 students = \$20,400	272600
Equipment (Obj 500) Laptops 180 chromebooks at \$340 each = \$61,200 Laptop computer carts at \$2,500 each = \$51,200 Musical instruments and music production equipment = \$51,200	127400
Other Objects (Obj 600)	<input type="text"/>
Noncapitalized Equipment (Obj 700)	<input type="text"/>
<b>Total Initial Implementation Budgeted Months 13-24</b>	400000
<b>Total Initial Implementation Budgeted Months 1-12</b>	400000
<b>Total Program Design Budgeted (up to 18 months)</b>	0
<b>TOTAL FUNDS BUDGETED UP TO 36 MONTHS</b>	1600000
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	800000

\*Required field

**The application has been submitted. No more updates will be saved for the application.**

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

[Description of Function Codes and Object Codes](#)

Function Code	Object Code	Expenditure Description and Itemization	ChartRFP-4960 Funds	Delete Row
1000	400	Purchases of Computer Licenses \$235,000Certifications \$93,600Educational Assistance Programming \$109,500	438100	<input type="checkbox"/>
1000	500	60 Desk Top Computers \$54,00060 Monitors \$\$8,400360 Chromebooks \$122,40012 Laptop computer carts \$30,0005 Brightlink Projectors \$6,6005 document cameras \$2,000Sound system \$12,300500 media centers \$75,000Musical Instruments and Production Equipment \$51,200	361900	<input type="checkbox"/>

Total Direct Costs	800000
- Capital Outlay Costs	361900
Allowable Direct Costs	438100
Indirect Cost Rate %	3.24
Maximum Indirect Cost *	14194

Indirect Cost 0

Total Allotment 0

Grand Total	800000
Allotment Remaining	-800000

[Calculate Totals](#)

*\*If expenditures are budgeted in functions 2520, 2570, 2640, or 2660, the indirect cost rate cannot be used.*

LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY** 500	OTHER OBJECTS 600	NONCAP EQUIP** 700	TOTAL
1	1000	Instruction				438,100	361,900			800,000
2	2110	Attendance & Social Work Services								
3	2120	Guidance Services								
4	2130	Health Services								
5	2140	Psychological Services								
6	2150	Speech Pathology and Audiology Services								
7	2210	Improvement of Instruction Services								
8	2220	Educational Media Services								
9	2230	Assessment & Testing								
10	2300	General Administration								
11	2400	School Administration								
12	2510	Direction of Business Support Services*								
13	2520	Fiscal Services*								
14	2530	Facilities Acquisition & Construction**								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services								
17	2560	Food Services								
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					438,100	361,900			800,000
30	Approved Indirect Costs X 3.24%									
31	Total Budget									800,000

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

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

Superintendent Name: Not calling IWAS Web Service

- By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the program for which funding is requested.
1. Administrative costs will be limited to 5 percent of the total budget. Administrative costs include General Administration - Function 2300, as well as Functions 2400, 2520, 2570, 2620, 2630, 2640, and 2660.
  2. Subcontracting: No subcontracting is allowed without prior written approval of the State Superintendent of Education. See Item 6 on the Certification and Assurances, and Standard Terms of the Grant page for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.
  3. Grantees will cooperate with the Secretary of the U.S. Department of Education and ISBE in evaluating the program utilizing these funds.
  4. Grantees will annually provide the Secretary of the U.S. Department of Education and ISBE such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in the proposal.
  5. Reporting: Grant recipients will be required to submit the following reports, as applicable.
    - a. A Mid-Year Performance Report must be submitted.
    - b. The End-of-Year Performance Report must be submitted no later than 30 days after the end of the grant period. The End-of-Year Report is available on IWAS.
    - c. Financial Reports: Quarterly expenditure reports and supporting documentation are required for this program pursuant to Section 4 of the Illinois Grant Funds Recovery Act [30 ILCS 705/4].
    - d. Performance reports must include the information required under 2 CFR 200.328 and as specified by ISBE.
    - e. Results of the 5E Survey.
    - f. The annual program evaluation and reporting information required by Section 27A-12 of the School Code (105 ILCS 5/27A-12) and ISBE Rule 650.55 (23 Ill Adm Code 650.55), and as indicated on the General Information Reporting Requirements tab of this application.
    - g. Any other data reports not currently collected by ISBE as may be requested.
  6. Grantees will participate in any supports/monitoring/training provided by ISBE as directed including, but not limited to, homeless trainings and on-site technical assistance visits.
  7. Grantees will partner with the Illinois Center for School Improvement as requested or directed by ISBE.
  8. Grantees will immediately notify ISBE upon notification from Authorizer of either a delay in opening or non-opening of new charter schools. No additional funding will be disbursed after the official Authorizer notification to the grantee that they are not approved to open.

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

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

The applicant affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

**DEFINITIONS**

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

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

"Expenditure through dates" are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

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

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

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

**PROJECT**

2. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project, there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
3. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.
4. All funds provided shall be used solely for the purposes stated in the approved proposal/application.
5. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

**SUBCONTRACTING**

6. No subcontracting is allowed under this project, except as set forth in the Grant Agreement.

If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:

- Name(s) and address(es) of subcontractor(s);
- Need and purpose for subcontracting;
- Measurable and time-specific services to be provided;
- Association costs (i.e., amounts to be paid under subcontracts); and
- Projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the Illinois State Board of Education.

**FINANCIAL TERMS**

7. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
8. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.  
All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than ninety (90) calendar days after the project ending date.
9. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations, and standards after an application for payment is submitted to the Illinois State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.
10. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.
11. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at the Illinois State Board of Education of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. The Illinois State Board of Education shall be the final

determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the Illinois State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.

12. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the Term.
  - A. State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45) calendar days following the end of the Term.
  - B. Federally funded grants: Interest earned in excess of \$500 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.
13. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
14. Financial and Performance Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program-specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

Those entities with established IWAS accounts with the Illinois State Board of Education must electronically submit expenditure reports by the required due dates specified within the Grant Agreement. Those entities not enrolled in IWAS must request paper expenditure report forms not later than twenty (20) calendar days before the due dates specified within the Grant Agreement to the Illinois State Board of Education. Expenditure reports are due twenty (20) calendar days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the Illinois State Board of Education may, without limitation, withhold the current year's payments and payments for future years' projects under the same program until the reports are properly filed.

All grant funds must be spent or obligated, and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than twenty (20) calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the Illinois State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the Illinois State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than ninety (90) calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

15. The award recipient will maintain records on project and fiscal activities related to each award for a period of three (3) years following the project ending date either for a state-funded or federally-funded project. Such records shall include a fiscal accounting for all monies in accordance with generally accepted governmental accounting principles. If there are outstanding audit exceptions, records will be retained on file until such exceptions are closed out to the satisfaction of the Illinois State Board of Education.
16. The Illinois State Board of Education and other governmental entities with program monitoring authority shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later), have the right at any time to conduct on-site or off-site inspections of the award recipient's records and project operations for auditing and monitoring purposes. The award recipient shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later) and upon the request of the Illinois State Board of Education, provide the Illinois State Board of Education with information and documentation (including books, records, or papers related to the project) regarding the award recipient's progress or performance with respect to the administration and operation of the project.

#### **NO BINDING OBLIGATION**

17. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

#### **COPYRIGHT**

18. All rights, including copyright to data, information and/or other materials developed pursuant to an award, are retained by the Illinois State Board of Education, unless otherwise agreed in writing by the Illinois State Board of Education. All such work products produced by the award recipient through work pursuant to the award shall be made available to the Illinois State Board of Education upon request.

#### **DEFAULT AND TERMINATION**

19. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any

representation or warranty made in the Grant Agreement, the Program-Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program-Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the Illinois State Board of Education, the award recipient will have ten (10) calendar days in which to cure the default to the satisfaction of the Illinois State Board of Education. If the default is not cured to the satisfaction of the Illinois State Board of Education, the Illinois State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient will cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the Illinois State Board of Education within forty-five (45) calendar days of termination.

#### **INDEMNIFICATION**

20. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the Illinois State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (a) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful, or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable; (b) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (c) any breach of the Grant Agreement, including, without limitation, any representation or warranty provided by the award recipient herein; (d) any infringement of any copyright, trademark, patent, or other intellectual property right; or (e) the alleged unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the Illinois State Board of Education or of the State of Illinois.

If the applicant is a government unit only, it is understood and agreed that neither the applicant nor the Illinois State Board of Education shall be liable to each other for any negligent or wrongful acts, either of commission or omission, unless such liability is imposed by law.

#### **GENERAL CERTIFICATIONS AND ASSURANCES**

21. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.), the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
22. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
23. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
24. The applicant is prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
25. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
26. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
27. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 130/1 et seq., which applies to the wages of laborers, mechanics, and other workers employed in any public works.
28. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
29. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.
30. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its a) employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
31. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written

Cost Allocation Plan (CAP) that: a) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; b) identifies the allocation methods used for distributing the costs among programs; c) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles; d) requires the propriety of the charges to be substantiated; and e) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon Illinois State Board of Education's request.

32. The applicants participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant that is a party to the joint application, a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.
33. The entity acting as the fiscal agent certifies that it is responsible to the applicant or, in the case of a joint application, to each applicant that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
  - a) Obtain fully executed Certifications and Assurances, and Standard Terms of the Grant forms from each entity or individual participating in the grant and return the forms to the Illinois State Board of Education prior to award of the grant;
  - b) Maintain separate accounts and ledgers for the project;
  - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
  - d) Properly post all expenditures made on behalf of the project;
  - e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
  - f) Disburse all funds to joint applicants based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to the Illinois State Board of Education should reflect monthly cash needs for the fiscal agent and the joint applicants.);
  - g) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants on actual expenditures/obligations that occur within project beginning and ending dates;
  - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
  - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
  - j) Have a recovery process in place with all joint applicants for collection of any funds to be returned to the Illinois State Board of Education; and
  - k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.
34. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see Article 28 (105 ILCS 5/28-21) of the [School Code](#).

#### **Drug-Free Workplace Certification**

35. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "grantee" or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.

The applicant certifies and agrees that it will provide a drug-free workplace by:

- (a) Publishing a statement:
  - (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
  - (2) Specifying the actions that will be taken against employees for violations of such prohibition.
  - (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
    - (A) Abide by the terms of the statement; and
    - (B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- (b) Establishing a drug-free awareness program to inform employees about:
  - (1) The dangers of drug abuse in the workplace;
  - (2) The grantee's or contractor's policy of maintaining a drug-free workplace;
  - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - (4) The penalties that may be imposed upon an employee for drug violations.
- (c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.



- (d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- (e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- (f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

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:
1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
  2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
  3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
  4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
  5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

**Instructions for Certification**

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA 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.

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

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

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

- By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and 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.

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

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

The person approving these Certifications, Assurances and Standard Terms of the Grant hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.23.2016)

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)

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

- Assurances for Charter Schools Program - QSO
- Certifications and Assurances, and Standard Terms of the Grant
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions
- Certification Regarding Lobbying
- GEPA 442 Assurances

[Not calling IWAS Web Se](#)

Signature of School District Superintendent / Agency Administrator

[WANDA F PERALTA](#)

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

Agreed to on this Date: 07/05/2016  
RCDT when agreed to: 15-016-737P-00

**The application has been submitted for review.**

[Consistency Check](#)   [Lock Application](#)   [Unlock Application](#)

Application was created on:	6/14/2016
Assurances were agreed to on:	7/5/2016
Consistency Check was run on:	7/13/2016
District Data Entry Business Manager	
District Administrator submitted the proposal to ISBE on:	7/13/2016
Grant Administrator	

<b>Status Change</b>	<b>UserId</b>	<b>Action Date</b>
Submitted to ISBE	wfigueroa	07-13-2016

Expand All

**Charter Schools Program - QSO - Request for Propos**

[Charter Schools-QSO - RFP](#)

**Page Status** **Open Page for editing**

Unlock Section



Save



**The application has been submitted. No more updates will be saved for the application.**

<b>Request Print Job</b>
<input type="checkbox"/> <a href="#">Charter Schools-QSO - RFP</a>
<b>Requested Print Jobs</b>
<a href="#">Requested by daveturbo on 8/17/2016</a>
<a href="#">Requested by daveturbo on 8/17/2016</a>
<b>Completed Print Jobs</b>