

eGrant Management System

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Applicant: Center for Positive Advancemen

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

Cycle: Original Application

Sponsor/District: Center for Positive Advancemen

Date Generated: 7/13/2016 5:00:04 PM

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Program Overview

Program:	Charter School Program - Quality School Options (QSO)
Purpose:	<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">1. Provide financial assistance for the program design and initial implementation of charter schools;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; and3. Evaluate the effects of charter schools, including their effects on students (in particular, on student academic achievement), staff, and parents.
Type of Submission:	Application
Application Type:	Federal Competitive Grant
Expected Number of Awards:	Anticipated awards include up to 12 Program Design grants and up to 10 Implementation grants
Total Grant Award:	Estimated total program funding for fiscal year 2017 is \$7,025,000
Award Range:	<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>Regional Area Statewide Map</p>
CFDA Number:	84.282A
CSFA Number and Short Name:	586-00-1155 Charter Schools
GATA Requirements:	<p>Grant Accountability and Transparency Act (GATA) website GATA Rules GATA Legislation</p>
2 CFR Part 200 Requirements:	Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
Federal Legislation:	Title V, Part B, Subpart 1 of ESEA as amended (Section 5201-5211)
Federal Guidance:	Charter Schools Program, Title V, Part B, Non-Regulatory Guidance
State Legislation:	105 ILCS 5/27A - Charter Schools
State Rules:	See 23 Illinois Administrative Code 650
ISBE Website:	Charter Schools Home Page
Eligible Applicants:	<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>
Replicating Charters:	<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>charter@isbe.net Click here to access Multiple Schools Decision Worklist</p>
Funding Note:	<p>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.</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 cquezada@isbe.net.</p>
Start Date:	July 6, 2016
End Date:	August 31, 2017
Grant Period:	<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.
- 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.

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: 08/31/2017

(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)

CFPA will provide accommodations to meet the needs of a diverse population. Steps taken to ensure equitable access will include, but will not be limited to; printing brochures in multiple languages, conducting outreach efforts and target marketing to those not likely to participate, making program materials available in braille or via audiotapes, gender and cultural awareness training for participants, use of transportation services that include handicapped accommodations.

*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 provide professional development to staff and community partners in the areas of energy education, and trauma-informed practices. Funding will also be used for refinement of curriculum and parent and community engagement.

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.

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)

*Required field

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

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

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.

Required Program Components

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

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.

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

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)
-

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)
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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

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

District 299

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

1. Provide the requested information below.

08/01/2018 Anticipated Opening Date*

9th - 12th Anticipated grades/age ranges to be served*

680 Anticipated number of students to be served*

18 Anticipated number of teachers*

23 Anticipated 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, or a copy of the submission letter that includes a date and a cover page of the charter proposal.

3. Program Design and Initial Implementation - two phases. Provide the information for each phase.

A. Program Design - not to exceed 18 months

02/01/2017 Start Date

08/01/2018 End Date

150000 Total requested Program Design funding

NOTE: Final report on Program Design activities must be submitted and approved before Implementation funding can commence.

B. Initial Implementation - not to exceed 24 months; no more than 36 months of Program Design and Implementation in total.

08/01/2018 Months 1-12 Start Date

07/01/2019 Months 1-12 End Date

400000 Total requested Implementation funding - Months 1-12 only

08/01/2019 Months 13-24 Start Date

07/01/2020 Months 13-24 End Date

400000 Total requested Implmentation funding - Months 13-24 only

800000 Total requested Implementation funding

950000 Grand total requested funds for Program Design and Initial Implementation

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

Click here for detailed instructions on uploading files

Choose File no file selected

IntentToApplyForm - Center for Positive Advancement.docm
Proposal Acceptance Receipt.pdf

Any uploaded files will appear to the right.

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

The Proposal Acceptance Receipt is a copy of the email from Chicago Public Schools confirming that the submitted proposal satisfied the requirements to move forward in the application process.

* Required field

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

([count] of 7000 maximum characters used)

This proposal calls for the creation of the Academy of Leadership & Innovation (ALI), an innovative, trauma-informed, early college and energy industry career preparation school, designed to address the needs of the Chicago student population and community-at-large. One campus, initially housing 340 students (680 students at full capacity), ALI will utilize the traditional charter school governance model to provide a public school option that will close the achievement gap in educational attainment, reduce the occurrence of maladjusted behaviors, and increase postsecondary success. Our primary mission is two-fold; counteract the effects of post-traumatic stress disorder on students in grades 9 - 12 (developed through an early, consistent and pervasive exposure to crime and violence) by participating in research-based behavioral health activities that are built into the fabric of the school community; and develop a career pathway into the energy industry that will break the cycle of generational poverty by providing a curriculum that allows students to graduate with an Energy Industry Fundamentals (EIF) credential, placing them on track to earn substantial incomes immediately after high school and transition into 2 or 4 year degree programs. It is our belief that through gradual exposure to college expectations, workforce opportunities and training, as well as built-in social-emotional supports, students will build confidence, academic skills, and the social knowledge they need to succeed in post-secondary endeavors and in life. The mission of the Academy of Leadership & Innovation (ALI) is to unlock the potential within children in at-risk communities, through innovative, research-based educational practices, holistic approaches to behavioral health, and community and parental involvement that supports student achievement and community growth and revitalization. This will be done while providing students in grades 9 - 12 the opportunity to develop a career pathway that will lead to and through college graduation, with a focus on school culture, personal integrity, and community service. Our goal is that every student will graduate with a clear career pathway, upon graduation be immediately employable within the energy industry, and possess up to sixty college credits towards the degree they need to pursue their desired career choice. The founding group of ALI shares the belief that all children have the promise for greatness, they only need to be given the tools and resources to cultivate their potential. ALI will provide students and their families with these tools through our Whole Student Support and Resiliency Models. These models are designed to reach all students, wherever they are in their educational journey, and maximize their potential. Students are never alone in their pursuit for greatness, our entire school community supports them along the way. ALI will address the troublesome transitions between middle school, high school, and postsecondary education that prevent some students from successfully completing their education pathways. Our students will enter ALI in the 9th grade, spending their first two years in our "Star Maker School", which is an immersive academic boot camp and school culture experience. Students will acquire the academic astuteness and the resiliency skills needed to be successful in school and in life. Star Maker School students prepare for the rigors of college while targeting any deficits in prior learning. Supernova School students in grades 11-12, begin taking college courses towards a degree of their choosing and targeted coursework that will lead to an EIF credential. As our mission states, our goal is to put students on the pathway to college completion and workforce development in lucrative fields, and see them through to reaching their full potential. An ALI graduate will move into the community with a broad worldview and will have the tools to leave it an even better place. A student's day at ALI begins at 7:30 am, with our Morning Advisory and breakfast, with the academic day ending at 3:00 pm. In addition, we will offer before and after school tutoring sessions, and Saturday and Summer Academy sessions to keep students academically on track, emotionally healthy, and socially engaged. Students will be required to participate in community service and co-curricular activities, which will be built into their daily schedule during enrichment periods.

Program Description: Our solution is to develop an innovative model for high school students that is predicated upon a five-point approach, each point essential to supporting the students: - Academic Rigor & High Expectation: Rigorous classes including college courses coupled with extensive academic support, in addition to a seamless transition from middle, to high school, to the workforce or college and beyond. - Mental Health: Creating a culture that places a high level of importance on mental and emotional health; All staff members are trained to identify and respond to known triggers of adolescents, specifically those representing our target demographic; Every student receives holistic services as a part of their daily schedules (i.e. social emotional learning based on cognitive behavioral therapy principles, curriculum regarding empathy, problem-solving, conflict resolution, self-care, purposeful relaxation, etc.) and access to intensive services (CBITS curriculum, CFTSI (Child & Family Traumatic Stress Intervention) for students and families, etc.) - Culture of Service: Focus on character and identity development through the creation, and nurturance, of "Contributing Citizen Scholars", which is predicated upon community and school service. - Relevancy: A culture of college and career readiness that will serve as a clear pathway from 9th grade through high school, college, and ultimately, the workforce. "How is this relevant?" is a question we will ask of our staff, our students, and our families on a daily basis. "Where is the evidence?" is a question that students will be encouraged to ask teachers, teachers will be encouraged to ask students, and parents, students and teachers will be encouraged to ask administration every day. - Relationships: Students will receive staff, familial, community, and technological support through our unique programming. Technology will serve as a strong foundation, keeping students connected and engaged in the creation of innovation. ALI will serve urban students for whom the option of attending college is not always an imminent reality. We will address and break systemic barriers that perpetuate cycles of poverty and crime within urban communities, not only giving students and community members a roadmap to educational and social success, but acting as a facilitator during the journey.

*Required field

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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

The Academy of Leadership and Innovation will significantly increase the academic achievement, high school graduation, college enrollment and post-secondary employment rates of underserved, high-need students. This will be accomplished through the purposeful implementation of research-based strategies and practices proven to boost student academic achievement and reduce out-of-school time by proactively addressing behavioral/mental health crises. ALI's strategy is a multi-point focus on; rigorous academics (inclusive of research-based practices that address achievement gaps), trauma-informed practices (addressing the pervasive amount of crime and violence encountered by our core demographic), provision of a career pathway into the lucrative energy field that results in students graduating with an EIF credential (sponsored through our partnership with the Center for Energy and Workforce Development and People's Energy), and early college. ALI will foster high academic achievement of among students by; 1. Utilizing an inclusion-based instructional model, a low student-teacher ratio and a school-wide emphasis on fostering strong relationships with students; these strong relationships improve students' likelihood of high school graduation because students' perception that school personnel care helps prevent academic failure. Strong adult-to-student relationships help ward off high school drop-out for students with special needs; one way ALI will implement this practice is through daily Advisory, an initiative that matches one teacher with a small group of students for a 30-minute class at the start of each school day that fosters community building and social problem-solving. 2. More than 95% of the ALI student population meets one or more of the following criteria: living in poverty, English learners, homeless, diverse learner. ALI's specific strategies to boost academic achievement among these groups of high-need students include: year-round academic engagement opportunities, a longer school day with onsite after-school programming and the school's purposeful trauma-informed strategies; each of these strategies is proven to accelerate students' academic attainment and is especially impactful when implemented in schools serving high-need students ("A State Policymaker's Guide to Expanding Learning Time"). 3. ALI staff will be fully equipped to provide students additional supports to ensure they are successful in the Least Restrictive Environment. These supports will include differentiated instruction, providing students multiple avenues for demonstrating knowledge; high- and low-tech accommodations; and modifications to the general curriculum. ALI will support staff in serving all of their students in an inclusive manner by providing access to continuous professional development opportunities, real-time classroom observations of exemplary teachers and video access to pre-recorded effective instructional practices, behavioral intervention training, individual learning plan design and implementation, etc. 4. ALI will utilize a blended learning program to increase instructional opportunities for students in minutes and methodology across the curriculum. Students will receive a Chromebook to be utilized during the school day and at home, increasing learning opportunities and enabling students to make-up credit deficits in a more expedient manner. 5. While receiving small group instruction, students will further be placed in learning groups within the classroom by ability level. Student leaders will be assigned for each group to help guide the instruction that is facilitated by the classroom teacher, allowing students to have increased buy-in in the learning process. 6. Students will utilize WIN folders, ensuring that students improve at a more expedient pace, by tailoring learning and homework to their specific needs. ALI will address the troublesome transitions between middle school, high school, and postsecondary education that prevent some students from successfully completing their education pathways. Our students will enter ALI in the 9th grade, spending their first two years in our "Star Maker School", which is part academic boot camp, and part school culture laboratory. Students will acquire the academic astuteness and the resiliency skills needed to be successful in school and in life. As our mission states, our goal is to put students on the pathway to college completion and workforce development in lucrative fields, and see them through to reaching their full potential. We delineate between a "Star Maker School" student and a "Supernova School" student to highlight the strengths of our program and the innovative approach we take to teaching the whole student. Star Maker School students, in grades 9 - 10, participate in our academic "boot camp", preparing for the rigors of college and targeting any deficits in prior learning, and our Supernova School students, grades 11-12, begin taking college courses towards a degree of their choosing and begin taking targeted coursework that will lead to an EIF credential. A student's day at ALI begins at 7:45 am, with our Morning Advisory, and breakfast, and the academic day ends at 3:30 pm. In addition, we will offer before school tutoring sessions beginning at 7:00 am as well as after school tutoring, and "Saturday and Summer Academy" sessions to keep students academically on track, emotionally healthy, and socially engaged. Students will be required to participate in community service and co-curricular activities, which will be built into their daily schedule during enrichment periods. The ALI educational program will employ a range of learning activities - modeling and mini-lesson instruction, guided practice with students and self-directed independent work. During independent work time, the teacher will be able to support individual and small group student learning to ensure appropriate growth for all students across the academic ability continuum. All ALI educators will employ; -project-based learning across all subjects to engage students in "real world" activities that deepen learning and their connection to the community-Emphasize problem solving, building students' critical thinking skills and helping them move from simply understanding concepts to applying knowledge and evaluating decisions. Academic Standards ALI will utilize the Common Core State Standards, College Readiness and the Next Generation Science Standards to guide the school's academic program, in conjunction with the Energy Competency Model developed by the Center for Energy and Workforce Development and the U.S. Department of Labor. ALI has adopted these standards because of their alignment with our mission to prepare students to excel in post-secondary endeavors. Research has shown that students that participate in a "core-or-more" curriculum score higher on both standardized tests and college placement exams. The Energy Competency Model was chosen for its rigorous preparation of students to earn an Energy Industry Fundamentals Credential. Curriculum ALI will make three academic tracks available to its students; Traditional, Energy, and Honors. Each track meets or exceeds the general requirements for college acceptance, ensuring that students are well-prepared for the college application process and the rigors of college success. Traditional Track The traditional track provides a systematic approach to acquiring the knowledge and skills required for more advanced study. Students engage in guided analysis and structured discussion, as well as the application of special knowledge. Students participate in sequential reasoning activities to solve problems and make decisions. Students are given the opportunity

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

Operational Management and Leadership ALI will provide SEL, Trauma Intervention, Mental Health Support, Health and Wellness, Attendance Intervention and Youth Employment Assistance. SEL, Trauma Intervention, Mental Health Support and Health and Wellness Programming will be managed by the Director of Specialized Services. Attendance Intervention and Youth Employment Assistance will be managed by the Assistant Principal. Priorities will be determined using incoming student data, as well as community statistics regarding crime, health, employment, and stakeholder survey results. The ALI board of directors, along with the school principal and Director of Specialized Services will review data on a quarterly basis to assess need and set benchmarks related each need. Start-up Plan During the planning year, the Executive Director, Director of Specialized Services, and School Principal will be employed full-time. The Assistant Principal, Energy Education Director, School Counselor, School Social Worker, School Psychologist, Dean, Office Manager, and one teacher from each core subject area will be employed part-time. Salaries will be paid through a combination of grant and industry partner funding. ALI's Founding Board consists of some members of the Center for Positive Advancement Board, however, ALI specific board members are being recruited. The Center for Positive Advancement will continue to be the nonprofit entity for ALI and hold the charter. Niambi Thomas, Executive Director - Designed 21st Century Program for School District 132 and authored a grant proposal, securing 1.3 million dollars over a 5 year period. - Students who attended this program made significant gains in reading and in math within 1 year. - Significantly decreased level 4 & 5 misconducts (as reflected in quarterly dashboard data) at Corliss High School as Culture of Calm Coordinator by implementing strategic disciplinary practices, including restorative justice, in-school suspension, social-emotional support, and a School Within a School (SWAS) program that was replicated at other CPS Schools. Miriam Hill, Principal, Board Member - Assistant Principal - Oppenheimer Award Winning Counselor - Designed evaluating tool for Youth Connection Charter Schools academic and contractual compliance auditing. - Received awards for city-wide Freshman on Track data for multiple years Judith Blakely, Ed.D., Board Member - Academic Coordinator for Walden University, supervising 30 professors providing an online learning environment - Former school principal - Former ESL and Special Education Director - Certified Special Education Instructor - Certified Superintendent All of the above-mentioned team members have spent their careers working in Chicago's inner-city, serving predominantly African-American communities with a majority of students living at or below the Federal Poverty Line. Vice President, Cynthia Cannon - Experience with guiding Boards and leading non-profits. Treasurer, Angela Wiggins - Experience with accounting and Educational Board of Directors. Attorney, Kenneth Riggins (Consultant) - Understanding of Charter School Law and legal compliance. Member of the Indianapolis Mayor's Charter School Board General Council, Manotti Jenkins Secretary, Alice Duhon-Ross, Ph.D - University level administrator with Walden University, Nationally certified Counselor. Board Member, Dwayne Hirsch - Entrepreneur and member of the Executive Board of Directors and Policy Committee of the Small Business Advocacy Council, a non-partisan lobbying group with 1,000+ member businesses and over 20,000 affiliate businesses throughout the state of Illinois. Board Member, Shelanda Bobbitt-hayes, MD - Medical doctor The board will meet twice per month during the incubation year and once per month during year one. Board members will meet quarterly in year two, while meeting with designated committees on a monthly basis. Experience ALI Founding Members draw from unique backgrounds in alternative education programming and school development, school leadership, curriculum development, school culture, psychology and youth violence expertise, finance, law, real estate, policy reform, workforce development, and higher education programming. In collaboration with universities, workforce development facilities, corporations within the energy industry, and mental health service providers, we are uniquely poised to execute the mission and vision of this school. The design team spent a significant amount of time fine-tuning a model that we believe addresses the needs of an underserved student population, in communities that will benefit from additional public school choices. Many of our board members were involved in the planning process and played an integral role in program development. Born out of the parent organization (Center for Positive Advancement), the Executive Director spoke with colleagues and associates from various fields to gain buy-in regarding the opening of the charter school campus. Members of the design team have a collective experience of nonprofit leadership, school teaching and administration, finance, law and school counseling. Currently, the design meets two to three times weekly using a combination of online meetings and face-to-face group work. Each member of the design team has been asked to lend their expertise in the area necessary. Financial Plans The financial plan of ALI reflects the importance of recruiting and training qualified staff, presenting a robust academic/early college, trauma-informed, workforce development model. Students will have access to academic and technology necessities as well as social experiences that will broaden their thinking. Development Plan ALI has received partnership commitments from the Center for Energy and Workforce Development, Peoples Gas, the Museum of Science and Industry, Illinois State University, and two mental health agencies. ALI will rely on grant funds, monetary donations and in-kind services for lab development that will enhance the energy industry programming, as well as some of the social emotional service provision. Financial Controls and Monitoring Fiscal Management Structure and Process, Fiscal Controls and Financial Management Policies The Board of Directors is responsible for the fiscal management of the school. Along with the Executive Director, the Board of Directors will develop an annual budget and the five-year plan. The Treasurer of the Board will chair the Finance Committee, which includes members with expertise in budget development, and finance. The Treasurer reports to the Board on budget and revenue expenditures at each Board meeting. The budget will be presented to the full Board for approval annually. The Finance Committee will review financial statements on a monthly basis, and the full Board will review quarterly statements. The Center for Positive Advancement will serve as the fiscal agent for ALI. During the pre-operational year, the Executive Director will work with the Board Treasurer to develop a Policies and Procedures Manual that will cover financial management, processes of budgeting and reporting, transaction approval, purchasing, accounting, issuing checks, employees' expenses, payroll and benefits, and inventory management. The manual will be presented to ALI's Board of Directors for approval. The Center for Positive Advancement will partner with CPAs for the Public Interest. The organization will train and mentor the school Business Manager and School Principal on financial reporting. CFPA will also contract with an audit firm to review our financial and compliance procedures to ensure we were establishing strong internal financial controls.

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

ALI is an innovative, trauma-informed, early college and energy industry career preparation school, designed to address the needs of the Chicago student population and community-at-large. The objective of ALI is to utilize the traditional charter school governance model to provide a public school option that will close the achievement gap in educational attainment, reduce the occurrence of maladjusted behaviors, and increase postsecondary success. The school goals of ALI are in alignment with its mission and vision to prepare students for post-secondary excellence. -Freshmen On-Track Rate - 85%-Graduation Rate - 95%-College Enrollment Rate - 85%-College Persistence Rate - 95%-Percentage of Graduates Earning AP Credit - 35%-Average Daily Attendance Rate - 90%-1 Year School Dropout Rate - 3%-Diverse Learners National School Growth Percentage - 7%-Percentage of Graduates Enrolled in Energy Track that Receive EIF Credential - 95%-Percentage of students scoring 21 or above on the ACT Exam or Equivalent - 85%-Percentage of Students Receiving Out-of-School Suspensions - 5%-Percentage of Graduates Gaining Employment in the Energy Industry - 35%-Percentage of parents participating in at least 1 parent program per quarter - 85% These objectives will be achieved by; -Counteracting the effects of post-traumatic stress disorder on students in grades 9 - 12 (developed through an early, consistent and pervasive exposure to crime and violence) by participating in research-based behavioral health activities that are built into the fabric of the school community-Develop a career pathway into the energy industry that will break the cycle of generational poverty by providing a curriculum that allows students to graduate with an Energy Industry Fundamentals (EIF) credential, placing them on track to earn substantial incomes immediately after high school and transition into 2 or 4 year degree programs. It is our belief that through gradual exposure to college expectations, workforce opportunities and training, as well as built-in social-emotional supports, students will build confidence, academic skills, and the social knowledge they need to succeed in post-secondary endeavors and in life. -Academic Rigor & High Expectation: Rigorous classes including college courses coupled with extensive academic support, in

addition to a seamless transition from middle, to high school, to the workforce or college and beyond.-Mental Health: Creating a culture that places a high level of importance on mental and emotional health; All staff members are trained to identify and respond to known triggers of adolescents, specifically those representing our target demographic; Every student receives holistic services as a part of their daily schedules (i.e. social emotional learning based on cognitive behavioral therapy principles, curriculum regarding empathy, problem-solving, conflict resolution, self-care, purposeful relaxation, etc.) and access to intensive services (CBITS curriculum, CFTSI (Child & Family Traumatic Stress Intervention) for students and families, etc.) -Culture of Service: Focus on character and identity development through the creation, and nurturance, of "Contributing Citizen Scholars", which is predicated upon community and school service.-Relevancy: A culture of college and career readiness that will serve as a clear pathway from 9th grade through high school, college, and ultimately, the workforce. "How is this relevant?" is a question we will ask of our staff, our students, and our families on a daily basis. "Where is the evidence?" is a question that students will be encouraged to ask teachers, teachers will be encouraged to ask students, and parents, students and teachers will be encouraged to ask administration every day.-Relationships: Students will receive staff, familial, community, and technological support through our unique programming. Technology will serve as the strong foundation, keeping students connected and engaged in the creation of innovation. ALI will serve urban students for whom the option of attending college is not always an imminent reality. We will address and break systemic barriers that perpetuate cycles of poverty and crime within urban communities, not only giving students and community members a roadmap to educational and social success, but acting as a facilitator during the journey.ALI will monitor progress in these areas by:-Reviewing logs of staff professional development and one-on-one biweekly teacher/Instructional Leader coaching sessions-Staff self-assessments and Instructional Leader assessments of instructional practiceutilizing the Charlotte Danielson Framework for Teaching-Logs of parent workshops, events and initiatives held and logs of attendance and participation-Review and develop strategic planning teams around data sets that impact stated goals

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

The founding group of ALI shares the belief that all children have the promise for greatness, they only need to be given the tools and resources to cultivate their potential. ALI will provide students and their families with these tools through our Whole Student Support and Resiliency Models. These models are designed to reach all students, wherever they are in their educational journey, and maximize their potential. Students are never alone in their pursuit for greatness, our entire school community supports them along the way. ALI will address the troublesome transitions between middle school, high school, and postsecondary education that prevent some students from successfully completing their education pathways. Our students will enter ALI in the 9th grade, spending their first two years in our "Star Maker School", which is an immersive academic boot camp and school culture experience. Students will acquire the academic astuteness and the resiliency skills needed to be successful in school and in life. Star Maker School students prepare for the rigors of college while targeting any deficits in prior learning. Supernova School students in grades 11-12, begin taking college courses towards a degree of their choosing and targeted coursework that will lead to an EIF credential. As our mission states, our goal is to put students on the pathway to college completion and workforce development in lucrative fields, and see them through to reaching their full potential. As part of the intake process, each student sits for an entrance exam, completes a learning style questionnaire, and attends the Star Maker Academic Boot Camp which is designed to address learning gaps identified through school records and placement exam results. During the boot camp, students participate in Direct Instruction, a highly scripted method of instruction in reading and math, to quickly and efficiently increase students' knowledge base. On Mondays, students' afternoon SEL period is replaced with an Academic Empowerment (AE) period. During AE, students can meet with teachers to receive individual help, make up missed work, retake tests, or earn additional credits on self-paced programs. This allows struggling learners to receive additional help without a structure that singles them out. On track and gifted learners use this time period as well. In The Quality School, William Glasser emphasized the human need to feel self-empowered. This need is enhanced in students who have experienced high-levels of trauma and victimization, resulting in PTSD symptomology. Students suffering from feelings of a lack of control over their environments and thereby their outcomes, flourish in an environment that provides opportunities to assert and themselves in ways that are meaningful and provide tangible benefits. Weekly Grade-level "On Track" team meetings will be held to review and discuss data regarding struggling learners. In the weekly meetings, teachers will be presented with current on track data and will be asked speak to any issues or successes that may have caused the presented data. Individual student information will be posted during meetings, allowing teachers to share student information and methods that were successful with each failing student. Color codes indicate the level of risk that each student is at in relationship to being off-track for graduation. During this review, the team may make the following (or additional) recommendations:-Excellent-Hour - After school tutoring in the subject area the student is failing-Posting Missing Assignments - Posting missing assignments in the classrooms to remind students to pick up make-up packets-Posting Grades - Providing students access to the online grading portal (PowerSchool) so they are knowledgeable of where they need improvement -Lunch Time Tutoring - Lunch time tutoring in the subject area the student is failing-Daily Check-ins - Check-in daily with a teacher or counselor to hold students accountable for their arrival and departure times-Team Communication-Calls home are discussed in the Grade Level on Track Team meetings. This prevents multiple calls and allows for follow-up to the Team.-Care Team - Students needing tier three interventions will be referred to the Care Team prior to failing grades or high absencesALI will comply with all state and federal laws and regulations concerning students with disabilities. ALI recognizes that students come to us with a variety of learning styles. Thus, we provide a multifaceted approach to serving students with disabilities by providing services and accommodations that enable us to meet students where they are academically and support them through their learning journey. As a school, we build in accommodations that are typically written into IEP and 504 plans as a general rule in all of our classrooms because these strategies are just good instructional practice. All students will get small group instructional time through our workshop model in their ELA and Math classes. All students will have access to tutors for a least an hour per day. Teachers will clearly articulate, verbally and in writing, the daily objectives and show/describe how students will be graded on each assignment. ALI will educate students with disabilities in the least restrictive environment. The school will use an inclusion model where students with disabilities will take classes with their non-special education peers while receiving accommodations from their teachers. ALI will ensure that special education students' needs are met by hiring highly qualified Special Education teachers and highly trained Special Education paraprofessionals. The Case Manager will be responsible for the supervision of all special education practices and making sure that the school's practices and policies are in compliance with state and federal law. The Case Manager will be responsible for securing and maintaining all student records as they pertain to special education and 504 plans. Identifying Student with Disabilities - IEP Development and Implementation: ALI does not discriminate against students with disabilities. The lottery process is so transparent that staff will not know any student characteristics until they are admitted into the school. Once students have been accepted, they will be asked to fill out a questionnaire that asks if they have a diagnosed disability and if they receive special education services. Once questionnaires are received and records are reviewed, the Case Manager will meet with students and families to review the IEP and make modifications if necessary. ALI will use a Response to Intervention (RTI) system to support all students throughout the building. RTI is a three-tiered approach designed to support students by connecting instruction to assessments. Tier 1 interventions are implanted through programs and structures that already exist in the school. Tier 2 interventions are for students who need additional supports from teachers to be successful in school. Tier 3 interventions address students' obstacles to success.

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.*

Illinois Charter School Law outlines the administrative relationship between the local school board and the charter school broadly and

guarantees a significant level of autonomy to the charters that operate in the state. According to Illinois Charter School Law, a certified charter is a "binding contract and agreement between the charter school and a local school board" (105 ILCS 5/27A-6). The contract defines the terms under which the local school board (Chicago Public Schools) authorizes the governing body of the charter school to operate. The State law provides the widest degree of autonomy in how a charter school spends its budget, operates day-to-day and builds its staff. Each charter school is held to high levels of accountability in terms of its compliance with required state and contractual provisions, as well as state goals, standards and assessments (105 ILCS 5/27A-6b). At the end of a charter's five-year term, a charter school must submit an application for renewal to the local school board (Chicago Public Schools). Chicago Public Schools will only grant a renewal if it determines that the charter school is continually meeting its obligations and performing at the level outlined in its contract. In Illinois, charter schools maintain a significant level of independence over their budgets and expenditures, but there also is a level of oversight to ensure sound financial practices are followed. The law requires that an independent contractor audit each school's finances annually. A copy of the completed audit is forwarded to the local school board for review. In addition to the submission of a timely audit, each school submits their yearly budget and quarterly statements to the local school board.

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

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

ALI has conducted several outreach initiatives within the community. This was done through attending ward meetings, community churches, community organizations, community events, and canvassing the area. ALI has scheduled and met with several parents and community members to discuss their needs and what they would like to see implemented in the school. ALI has student and parent members on its advisory board. ALI will utilize the following methods to continue to engage parents, family and community: - Orientations-News Letters regarding upcoming meeting dates -Email Blasts-Town hall meetings-Translation of all formats of communication in multiple languages if necessary. Additionally, in an effort to assist parents with becoming more involved with the school, The Center for Positive Advancement will offer various free parent workshops and informational sessions throughout the year to assist parents in areas of needs. Some of the CFPA workshops will include: -Resume writing-Interviewing skills-Study habits your student should possess-How to communicate effectively with your child-Understanding your educational rights. ALI will hold a bi-weekly parent breakfast and dinner (one each to accommodate parent schedules). During this time, parents will learn about important information, discuss past and future events, and give input regarding school programming. Parents will also be asked to be involved in the students learning process. ALI will be using a blended learning model. Our goal will be to educate parents on this program and train them to use the program for monitoring purposes for their student. Students will be to access courses from home, but will not be required to access from home. However, a schedule will be given to the parents of when the school is open and available for students to log in and catch up or complete additional work. Parents will also be given a list of local resources that can be used for students to access work online.

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.*

The authorized public chartering agency, Chicago Public Schools, maintains a contract with each charter school in Chicago that outlines the school's funding for the term of their charter. Chicago Public Schools will continue to provide per pupil funding as long as the charter is in good standing. The funding amount must be in accordance with state law, which states the per pupil reimbursement rate must be between 75 - 125% of the district's per pupil tuition rate. CPS currently grants charters for five year terms. The Center for Positive Advancement will continue to solicit grant funds and monetary donations, as well as seek additional partnerships to provide continued supplementation after funding ends.

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.*

Not Applicable

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

Funding will be used to; 1) To further develop academic, workforce and trauma-based curriculum and programming 2) Extensive Professional Development in the areas of trauma-informed practices, data-informed decision making, academic rigor and energy industry fundamental training for staff. 3) Costs associated with informing the community about the school a. Design and printing of advertising materials b. Costs associated with distribution of materials c. Town-Hall Meetings 4) Equipment to support blended learning and other innovative instructional practices 5) Purchasing of curriculum materials and supplies 6) Hiring of the lead administrator to participate in start-up activities

* 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

District 299

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

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.

Recruitment and Retention Plan ALI intends to recruit and enroll a student population that is reflective of the Roseland and Chatham/Englewood demographic and academic profile for grades 9-12. Prior to our projected opening the ALI design team will focus on three primary recruitment strategies:-We will reach out, via email, to those students who submitted applications to the Academy of Leadership and Innovation, 120 in total, to alert them to the existence of the new school. -We will reach out to our community partners to reach student populations who may otherwise not consider applying to ALI, including students in the foster care system and those students who live in underserved communities within the city of Chicago.-We will reach out to the community-at-large to attract a student population that is reflective of Roseland and Chatham/Englewood.It is the intention of ALI to hold, at minimum, 6 information sessions during the late winter and early spring, which will be scheduled during the day, evening, and on weekends to accommodate the schedules of our prospective families. In addition to information sessions, we will develop promotional materials, including a brief brochure or flyer, which will be translated into Spanish, to share with interested students and their families. We will leverage our Board's relationships with their institutions as well as our community partners to help disseminate information and applications. We will also reach out, via local news outlets including the newspaper and radio, social media including the creation of an ALI presence on popular social media sites, and through a physical presence at community gatherings, places of worship, housing developments, elementary and high schools, and community centers to increase residents' awareness about the new school. The Academy of Leadership & Innovation will recruit and admit students on a space available basis, and will not discriminate in recruitment or enrollment on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. ALI will implement and follow our Student Recruitment and Retention Plan as submitted.1.)Eligibility Criteria for Enrollment:-A student applying for enrollment must be a resident of the city of Chicago at the time of application and the time of his or her acceptance.-Proof of residency will be required as part of the enrollment process for all students. Proof of residency artifacts include:-ALI does not administer tests to potential applicants or predicate enrollment on results from any tests of ability or achievement.-ALI does not require potential students or their families to attend interviews or informational meetings as a condition of enrollment.2.) Enrollment Process-Applications will be accepted for any child meeting the school's age requirements and residing in Chicago. 3. Lottery Procedures-ALI will follow the lottery process for enrolling new students4.)Description of the Waiting List Policy-If a student stops attending ALI or declines admission, the next available student on the waitlist for that grade will be offered admission until the vacant seat is -No student will be admitted ahead of other eligible students on the waitlist -Students on the waitlist will be informed of an offer of admission by phone. It is the parent/guardian's responsibility to notify the school with any change of contact information.-Any student who is offered a seat at ALI and declines admittance, will need to reapply and proceed with the lottery process should they wish to attend the school in subsequent years.-When a student stops attending ALI for any reason, the vacancy will be filled the following school year with a new student in the subsequent (next) grade level. Any student who leaves the school in grade 9-12 will be replaced in a grade that has available seats (to be determined by the School's Principal.

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.*

At-Risk and Other Special Population Recruitment Special education students-Distribute school program flyers and information highlighting ALI' intention to include a population of students with disabilities.-Emphasize comprehensive academic support for students with disabilities and diverse student learners.-Attend relevant community organization meetings to communicate ALI' programs and supports for students with disabilities and diverse learners.Limited English-proficient students-Translate all documents into Spanish.-Use non-English Language media outlets such as newspaper and radio to reach families with limited English-proficiency.-Develop and leverage partnerships with community agencies that work primarily with limited English-proficiency.-Coordinate with colleges and community agencies to attend Adult Language classes to speak about ALI to perspective parents.-Include translation services at public presentationsStudents eligible for free and reduced price lunch-Distribute promotional materials at public venues such as libraries and parks, in addition to the Salvation Army, WIC Offices and other government agencies, churches, and community centers. -Emphasize in public presentations that ALI is a free, public school option for students and, as part of their education experience with ALI, students can earn college credits and obtain an EIF credential for free. Students who are sub-proficient-Attend meetings at schools, when invited, to encourage students who may be sub-proficient to consider the smaller learning environment at ALI, our "Academic Boot Camp" offered in the Star Maker School, in addition to pre-school and post-school tutoring, Saturday and Summer Academy, all designed to bring students to proficiency and prepare them for the next steps. Students at-risk of dropping out of school-Early College was originally envisioned as a dropout prevention tool. In our promotional materials, and throughout our public appearances we will remind students that attending ALI means the opportunity to pursue courses of interest in college and workforce skills.Students who have dropped out of school-Drawing from our extensive background in Alternative Education programs, we will canvass local hangouts, parks, and community centers to talk to dropouts about re-enrolling at ALI. We will focus on our college and career access. -We will work with community groups' families with the dropout population in Roseland and Chatham/Englewood to serve as referral agencies to ALI, again leveraging relationships already in place due to our history in Alternative Education.

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.*

ALI is committed to employing the best staff for our students. Educational, ancillary, and administrative staff will have the following qualities;-Life-long learner-High Expectations for students and themselves-Open to change-Has a positive attitude and work ethic-Sense of responsibility and focused-Driven and focused on student achievement-Team player and helpful to others-Collaborative-Values diversityRecruitment & Retention-ALI will maintain competitive salaries to attract and retain highly qualified, certificated staff.-ALI has partnered with three agencies to provide ongoing professional development to staff in the areas of energy industry education, trauma-informed education, and academic rigor.-ALI is developing peer educator programming to assist teachers and provide support in various areas-ALI will employ a rigorous evaluation and support plan-ALI has conducted extensive research on

position specific workloads and systems of support, as well as appropriate compensation levels. Staffing Classrooms will have qualified staff at optimal student to staff ratios to maximize student engagement and achievement. Culture & Climate We are committed to maximizing teacher and employee collaboration for effective teaching and learning. Teachers engage in professional learning communities. Professional Development Research-based professional development opportunities are offered throughout the school year. Advertising ALI will also promote positions in the following locations: -Local and National news publications (print and online)-Local colleges and universities-Educational Administration and Educator Publications-CPS Career Fair-CPS E-Bulletin-Online Career Builder-Employee Referrals-Local Community Organizations (local churches, employment agencies, alderman ward meetings)-National Association of School Psychologists-Illinois School Counselor Association-Illinois Association of School Social Workers RECRUITMENT ALI will be formalizing relationships with colleges and universities. We will strengthen these partnerships and will continue to systematize the pipeline of well-prepared future employees.

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.*

The admissions process for the ALI will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. Enrollment will be open to any student within District 299. ALI will comply with all state and federal laws and regulations concerning students with disabilities. ALI recognizes that students come to us with a variety of learning styles. Thus, we provide a multifaceted approach to serving students with disabilities by providing services and accommodations that enable us to meet students where they are academically and support them through their learning journey. As a school, we build in accommodations that are typically written into IEP and 504 plans as a general rule in all of our classrooms because these strategies are just good instructional practice. All students will get small group instructional time through our workshop model in their ELA and Math classes. All students will have access to tutors for at least an hour per day. Teachers will clearly articulate, verbally and in writing, the daily objectives and show/describe how students will be graded on each assignment. ALI will educate students with disabilities in the least restrictive environment. The school will use an inclusion model where students with disabilities will take classes with their non-special education peers while receiving accommodations from their teachers. ALI will ensure that special education students' needs are met by hiring highly qualified Special Education teachers and highly trained Special Education paraprofessionals. The Case Manager will be responsible for the supervision of all special education practices and making sure that the school's practices and policies are in compliance with state and federal law. The Case Manager will be responsible for securing and maintaining all student records as they pertain to special education and 504 plans. Throughout the process of developing and implementing each Individualized Education Program (IEP), ALI will ensure that all children are placed in the Least Restrictive Environment (LRE), in full accordance with the Individuals with Disabilities Education Act (IDEA), with the overarching goal to include all students with special needs in general education classrooms to the largest extent possible. General education teachers are trained in differentiated instruction and make appropriate modifications. ALI is committed to ensuring that its facilities are ADA compliant.

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.

ALI will work with Illinois CSI, community members, and staff in the development of a multi-year district MTSS Plan. Members of the founding board and proposed administrative team have extensive experience in RTI/MTSS implementation in both academic and social emotional areas. Academic and behavior data for area (feeder) schools, secondary schools, and incoming students will be reviewed and an MTSS self-assessment will be conducted as part of the initial steps in determining tier interventions. An MTSS Team will be developed and will consist of a school social worker, school counselor/case manager, school psychologist, one teacher representing each grade-level, a dean and a member of the administrative team. Team members will receive extensive professional development and provide ongoing professional development for other ALI staff members. Weekly Grade-level "On Track" team meetings will be held to review and discuss data regarding struggling learners. In the weekly meetings, teachers will be presented with current on track data and will be asked speak to the data in detail and provide a step-by-step action plan to build on successful data and address areas of concern. Individual student information will be posted during meetings, allowing teachers to share student information and methods that were successful with each failing student. Color codes indicate the level of risk that each student is at in relationship to being off-track for graduation. Students exhibiting at-risk tendencies in academics or behavior will be referred to one or more of the following; -In school academic intervention - Tutoring in the subject area the student is failing-Posting Missing Assignments - Posting missing assignments in the classrooms to remind students to pick up make-up packets-Posting Grades - Providing students access to the online grading portal (PowerSchool) so they are knowledgeable of where they need improvement - Lunch Time Tutoring - Lunch time tutoring in the subject area the student is failing-Daily Check-ins - Check-in daily with a teacher or counselor to hold students accountable for their arrival and departure times-Team Communication- Calls home are discussed in the Grade Level on Track Team meetings. This prevents multiple calls and allows for follow-up to the Team.-Khan Academy (mathematics)-Achieve 3000 (Reading/ELA) MTSS Care Team - Students needing tier three interventions will be referred to the MTSS Care Team prior to failing grades or high absences.

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.*

ALI will insure it operates as a high-quality charter school by providing students and staff with the tools necessary to achieve high academic performance and strong post secondary outcomes. This will be achieved through the following methods; 1. Providing on-site access to research-based supplemental education programming to close gaps between grade-level and performance 2. Providing rigorous academic curriculum focused on state standards, college readiness, and workforce preparation in lucrative career paths 3. Remove barriers to student achievement for students in high crime areas through social-emotional, trauma, health, and attendance programming built into the fabric of the school day, positively impacting student discipline, student retention and high school completion rates 4. Actively preparing students to achieve high marks on standardized tests and college entrance exams through curriculum selection, a high-quality MTSS plan, and regular assessment to monitor and address deficiencies 5. Administering of quality weekly, monthly, quarterly, and yearly evaluation plans for the district, school, students, and staff 6. Monitor fiscal compliance through internal and external audits

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).*

The anticipated student demographic is 97.8% African-American, ages 14 to 19. Students are anticipated to exhibit traits that are

symptomatic of PTSD due to a consistent and pervasive exposure to extreme levels of crime and violence from an early age. This exposure, and students development of enhanced "fight or flight" responses will most likely have impacted their ability to learn efficiently because the calmness that comes with feelings of safety, and is necessary to adequately absorb new information has been compromised. Because of this, students are anticipated to come to ALI with the following metrics; Anticipated Performance Levels - 10% of students meeting state reading standards- 4% of students meeting state math standards- Students Receiving Special Education Services - 32%- English Language Learners - 2%- Homeless - 23% High poverty and lack of services have been a catalyst for an increase in crime and murders in the community. ALI seeks to be a catalyst to revolutionize the way students in inner-city, high (violent) crime and high poverty effected areas are educated. As a trauma-informed high school, opportunities for social-emotional learning and growth will extend past the SEL periods and individualized intervention into the ALI instructional philosophy and methodology. Our solution is to develop an innovative model for high school students that is predicated upon a five-point approach, each point essential to supporting the students: - Academic Rigor & High Expectation: Rigorous classes including college courses coupled with extensive academic support, in addition to a seamless transition from middle, to high school, to the workforce or college and beyond.- Mental Health: Creating a culture that places a high level of importance on mental and emotional health; All staff members are trained to identify and respond to known triggers of adolescents, specifically those representing our target demographic; Every student receives holistic services as a part of their daily schedules (i.e. social emotional learning based on cognitive behavioral therapy principles, curriculum regarding empathy, problem-solving, conflict resolution, self-care, purposeful relaxation, etc.) and access to intensive services (CBITS curriculum, CFTSI (Child & Family Traumatic Stress Intervention) for students and families, etc.) - Culture of Service: Focus on character and identity development through the creation, and nurturance, of "Contributing Citizen Scholars", which is predicated upon community and school service.- Relevancy: A culture of college and career readiness that will serve as a clear pathway from 9th grade through high school, college, and ultimately, the workforce. "How is this relevant?" is a question we will ask of our staff, our students, and our families on a daily basis. "Where is the evidence?" is a question that students will be encouraged to ask teachers, teachers will be encouraged to ask students, and parents, students and teachers will be encouraged to ask administration every day.- Relationships: Students will receive staff, familial, community, and technological support through our unique programming. Technology will serve as the strong foundation, keeping students connected and engaged in the creation of innovation.

* 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

District 299

- 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)

Contact and identify a diverse pool of prospective students and gain attendance commitments. Prior to our projected opening the ALI design team will focus on three primary recruitment strategies: -We will reach out, via email, to families that expressed interest in ALI, to alert them to the existence of the new school. -We will reach out to our community partners to reach student populations who may otherwise not consider applying to ALI, including students in the foster care system and those students who live in underserved communities within the city of Chicago. -We will reach out to the community-at-large to attract a student population that is reflective of Roseland and Chatham/Englewood. It is the intention of ALI to hold, at minimum, 6 information sessions during the late winter and early spring, which will be scheduled during the day, evening, and on weekends to accommodate the schedules of our prospective families. In addition to information sessions, we will develop promotional materials, including a brief brochure or flyer, which will be translated into Spanish, to share with interested students and their families. We will leverage our Board's relationships with their institutions as well as our community partners to help disseminate information and applications. We will also reach out, via local news outlets including the newspaper and radio, social media including the creation of an ALI presence on popular social media sites

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

([count] of 1500 maximum characters used)

A. Conduct phone and home visit outreach activities. B. Create online and paper survey for students and family members to complete if they are interested in more information or submitting an application to ALI. B. Hold Information Sessions (minimum of 6). C. Develop promotional materials, including an application, to distribute through our partnerships with Board members, community agencies, and local middle and high schools. D. Attend local community events and, if given permission, speak briefly about the merits of an ALI education.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

Activities will take place 8/17 - 7/18 - Distribute school program flyers and information highlighting ALI' intention to include a population of students with disabilities. -Emphasize comprehensive academic support for students with disabilities and diverse student learners -Attend relevant community organization meetings to communicate ALI' programs and supports for students with disabilities and diverse -Translate all documents into Spanish -Use non-English Language media outlets such as newspaper and radio to reach families with limited English-proficiency -Develop and leverage partnerships with community agencies that work primarily with limited English-proficiency -Coordinate with colleges and community agencies to attend Adult Language classes to speak about ALI to perspective parents -Include translation services at public presentations -Distribute promotional materials at public venues such as libraries and parks, in addition to the Salvation Army, WIC Offices and other government agencies, churches, and community centers -Emphasize in public presentations that ALI is a free, public school option for students and, as part of their education experience with ALI, students can earn college credits and obtain an EIF credential for free -Canvass local hangouts, parks, and community centers to talk to dropouts about re-enrolling at ALI. We will focus on our college and career access -Work with community group families with the dropout population in the community

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)

The effectiveness of this initiative will be evaluated by; 1) The number of individual and household contacts made (determined by signatures, email contacts, and applications) 2) The number of attendance commitments made (determined by applications) 3) The number of students making attendance commitments from specific groups (i.e. free and reduced lunch recipients, ELL, diverse learners)

Goal Number: 2

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

([count] of 1500 maximum characters used)

ALI will retain a 85% retention rate in its school

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

([count] of 1500 maximum characters used)

Students will be given formative assessments regularly, which will provide teachers with data to drive instruction. The School Principal, along with teachers, will review the assessment data to adjust instruction and to provide additional supports (e.g. tutoring, math & literacy supports, required extended day and summer programming) to students who are lacking the skills necessary to meet their goals. Families will receive progress reports every 5 weeks that will provide information in areas of strength and weakness. Report cards will be produced quarterly. The reports will inform families about students' progress and will provide talking points between staff, students and their families. ALI will produce a quarterly newsletter, weekly email blast and robo-call every five weeks to ensure that our parents and community are aware of school events, parent meetings, report card pickups, etc. ALI will identify in-class interventions to address the needs of struggling students. This provides a clear process for addressing challenges early on, and if interventions fail,

the student will be evaluated to determine if there is a disability that warrants more extensive supports. Research shows that students who have at least one adult advocate at school are more likely to succeed. At ALI we will provide opportunities for staff and students to build strong relationships.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

These activities will be ongoing in years 2 and 3

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)

The effectiveness of this initiative will be evaluated through yearly and student retention rates and high school completion rates.

*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) Stipends (curriculum research and development and professional development) - \$64,000	64000
Benefits (Obj 200) n/a	0
Purchased Services (Obj 300) Professional Development - \$15,000 Contract Outside Research Agency for education and trauma-informed research services - \$40,000	55000
Supplies & Materials (Obj 400) Supplies and Materials for data collection and evaluation - \$16,000	16000
Equipment (Obj 500) Equipment for data collection and research - \$15,000	15000
Other Objects (Obj 600) n/a	0
Noncapitalized Equipment (Obj 700) n/a	0
Total Program Design Budgeted	150000
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	

*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) Lead Administrator Salary - \$100,000 Stipends (staff participating in curriculum refinement and pre-opening activities) - \$80,000	180000
Benefits (Obj 200) Lead Administrator Benefits (15% of salary) - \$18,000	18000
Purchased Services (Obj 300) Professional Development	40000
Supplies & Materials (Obj 400) Supplies and materials to support classroom and blended learning environments	62000
Equipment (Obj 500) Technology hardware and software to support curriculum and development of energy and computer labs	100000
Other Objects (Obj 600)	
Noncapitalized Equipment (Obj 700)	
Total Initial Implementation Budgeted Months: 1-12	400000
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	

*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) Professional Development	<input type="text" value="60000"/>
Supplies & Materials (Obj 400) Curriculum and materials for an additional 340 students (totaling 680)Parent and Community Outreach (printing and event hosting	<input type="text" value="120000"/>
Equipment (Obj 500) Technology to support the curriculum and continued development of labs	<input type="text" value="220000"/>
Other Objects (Obj 600)	<input type="text"/>
Noncapitalized Equipment (Obj 700)	<input type="text"/>
Total Initial Implementation Budgeted Months 13-24	<input type="text" value="400000"/>
Total Initial Implementation Budgeted Months 1-12	<input type="text" value="400000"/>
Total Program Design Budgeted (up to 18 months)	<input type="text" value="150000"/>
TOTAL FUNDS BUDGETED UP TO 36 MONTHS	<input type="text" value="950000"/>
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	<input type="text"/>

*Required field

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	100	Salary in year one for school leadership team @ \$118,000	118000	<input type="checkbox"/>
2210	100	Stipends paid to certified staff for program and curriculum refinement	144000	<input type="checkbox"/>
2220	400	Curriculum materials Year 2 and 3 Hardware and Software to enhance and support instruction Technology and hardware to develop and support energy and computer labs (\$320,000)	335000	<input type="checkbox"/>
2900	300	Professional Development3 Training Retreats @ \$5000 eaTrauma-informed Training \$10000 ea (2 years)Ongoing PD in year 2 & 3 @ \$30000 ea (academic, energy)Contracting of research services @\$40,000	155000	<input type="checkbox"/>
3000	400	Data Collection @\$16000Classroom and Blended Learning Materials \$162000Printed Materials for Community Notification @\$20000	198000	<input type="checkbox"/>

Total Direct Costs	950000
- Capital Outlay Costs	0
Allowable Direct Costs	950000
Indirect Cost Rate %	0.00
Maximum Indirect Cost *	0

Indirect Cost 0

Total Allotment 0

Grand Total 950000
Allotment Remaining -950000

[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	118,000							118,000
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	144,000							144,000
8	2220	Educational Media Services				335,000				335,000
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			155,000					155,000
25	3000	Community Services				198,000				198,000
27	4000	Payments to Other Governmental Units								
29	Total Direct Costs		262,000		155,000	533,000				950,000
30	Approved Indirect Costs X 0%									
31	Total Budget									950,000

* 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

[Niambi Riggins-Thomas](#)

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

Agreed to on this Date: 07/05/2016
RCDT when agreed to: 88-800-0006-88

The Consistency Check must be successfully processed before you can submit your application.

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

Application was created on:	6/14/2016
Assurances were agreed to on:	7/5/2016
District Data Entry	
Business Manager	
District Administrator	
Grant Administrator	

This Application has not been submitted

Expand All

Charter Schools Program - QSO - Request for Propos

[Charter Schools-QSO - RFP](#)

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<input type="checkbox"/> Charter Schools-QSO - RFP
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Completed Print Jobs