

eGrant Management System

Printed Copy of Application

Applicant: HORIZON SCIENCE ACAD-BELMONT

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

Cycle: Original Application

Sponsor/District: HORIZON SCIENCE ACAD-BELMONT

Date Generated: 8/17/2016 1:06:41 PM

Generated By: daveturbo

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:

End Date: 06/30/2017

(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)

Horizon Science Academy Belmont does not discriminate in admission, access to, participation, treatment or employment in its programs and activities, on the basis of race, color, religion, age, sex, national origin, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. We are open to ALL students and serve students with special needs, limited English proficiency, or who are homeless/in temporary living situation.

*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 improve the quality of the STEM education that HSA-Belmont provides, to inform the community about the school, to increase access to technology for teachers, and to provide professional development for teachers and administrators.

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)
-

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

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

1. Provide the requested information below.

Opening Date*

Grades/age ranges served*

Number of students served*

Number of teachers*

Number of other staff*

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

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

Start Date Months 1-12

End Date Months 1-12

Total requested Initial Implementation Funds Months 1-12

Start Date Months 13-24

End Date Months 13-24

Total requested Initial Implementation Funds Months 13-24

Grand total requested funds for Initial Implementation Months 1-24

NOTE: Do NOT upload a copy of the entire charter proposal or contract.

Click here for detailed instructions on uploading files

Choose File

- ISCSC - Concept Decision.pdf
- Attachment 1 Commision Accountability System.pdf
- Attachment 2 HSA-Belmont Authorizer Evaluation 2013-2015 .pdf
- Attachment 3 Belmont Annual Review Summary.xlsx
- Attachment 4 HSA-Belmont Charter Agreement.pdf
- Attachment 5 HSA Belmont FY16 Budget.xlsx
- Attachment 6 HSA Belmont FY17 Budget.xlsx
- Attachment 7 Concept Most Recent Audit Report.pdf
- Attachment 8 HSA-Belmont Annual Reoprt.pdf
- Attachment 9 HSA Belmont FY16 Title I.pdf
- Attachment 10 Concept RtI Forms.docx
- Attachment 11 RTI at Concept.png
- Attachment 12 RtI Parent Guide.docx
- Attachment 13 HSA Belmont NWEA Subgroup Performance.xlsx

Any uploaded files will appear to the right.

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

Upon denial of its proposal to open two schools in the City of Chicago by Chicago Public Schools in 2012, Concept appealed to the Illinois State Charter School Commission and its appeal was awarded on March 19, 2013. Once the Commission awards an appeal, it becomes the authorizer of that particular school and goes into a charter agreement. The attached document (ISCSC- Concept Decision.pdf) is the decision of the IL State Charter Schools Commission to award the Concept's appeal, which is considered the approval of the school. Additionally, all related documents that the narrative refers as Attachments are uploaded here.

* Required field

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

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

[Yellow highlighted box]

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

IL State Charter School Commission

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

([count] of 7000 maximum characters used)

Horizon Science Academy-Belmont (HSA-Belmont) is a charter school located in the City of Chicago. Opened in 2013 with 288 students in K-5, HSA-Belmont currently serves 375 students in K-7. HSA-Belmont will eventually be a K-8 school serving 504 students by adding eighth grade in the 2016-2017 school year. HSA-Belmont has established a great reputation of being an effective learning environment in such as short period of time. Currently, there are around 170 students on the waiting list of HSA-Belmont. HSA-Belmont is operated by Concept Schools (Concept). Concept is an Illinois-based, not-for-profit, charter school management organization. Founders of Concept established their first school in Ohio in 1999 and the network has since expanded to 30 charter schools across the Midwest. In such a short time, Concept has earned a reputation for establishing effective learning environments-a reputation substantiated in standardized test scores, graduation and college acceptance rates, attendance and retention rates, and parent/student satisfaction. All of the Concept-managed schools are located in urban settings. Concept network currently serve more than 12,000 students. 75% of the 12,000 students are minority students and 87% come from economically disadvantaged families. 8% of them are in special education programs as 6% are English language learners. Concept network includes two Blue Ribbon recipient schools, and other schools that received many accolades in their respective states. Chicago Math and Science Academy, managed by Concept is one of the highest performing charter schools in Chicago. Horizon Science Academy-Belmont is a dba (doing business as) name for Concept Schools. Concept operate two other schools in the City of Chicago, Horizon Science Academy-McKinley Park and Horizon Science Academy-Southwest Chicago. Authorized by the Illinois State Charter School Commission in 2013, HSA-Belmont serves predominantly minority students (72% African American, 24% Latino, 3% Multiracial, and 1% White) and economically disadvantaged families (96% of HSA-Belmont students are eligible for free and reduced lunch program). HSA-Belmont students, however, show significant growth on state tests and NWEA assessments. HSA-Belmont has attained 77% student retention and 86% staff retention rates this year. Since its inception, HSA-Belmont has been making progress to meet the standards established by the Commission's rigorous Accountability Plan, which consists of a set of standard goals and outcome measures across three performance dimensions: academic success, financial health, and organizational compliance. HSA-Belmont has outgrown its current facility, a former Catholic school building, in the North Austin community. Therefore, HSA-Belmont is moving to a larger and newer facility within the same neighborhood. This move and addition of 8th grade create certain needs which we hope to partially meet through funds from the CSP grant, if awarded. In addition to more classroom space, the new facility will have a gym, playground, and a parking lot which were missing in the current facility. However, a science lab, a technology lab, computers for teachers, need to be added at the new building in order for HSA-Belmont to provide a high quality STEM-focused education to its students. In addition to investing in technology equipment, HSA-Belmont spends significant amount of time to identify, hire, and develop strong teachers that will prepare our students for college successfully. As a growing school, we add significant number of new teachers every year, hence invest in professional development of our teachers notably. There is great learning takes place at the school and our students accomplish phenomenal things. However, because the school is fairly new, there is not enough awareness of this great learning environment in the North Austin and the larger Chicago community. Therefore, HSA-Belmont plans to invest in informing the community about the school and the success our students attain. If awarded, funds from the CSP grant will be used in the areas below. These areas are driven by the aforementioned needs and the vision of HSA-Belmont: *Building an additional state-of-the-art science lab with all the necessary materials and equipment A new state-of-the-art lab would allow HSA-Belmont to provide innovative, hands-on, and project based science instruction to our students *Establishing a technology lab to implement the nationally recognized STEM program, Gateway to Technology at the middle school level *Professional Development (teacher and leadership training around literacy, instructional leadership, culturally relevant pedagogy, student engagement and other topics)*Community engagement (informing the community through brochures and annual reports about the school)The CSP grant funds will be a great support to HSA-Belmont to further its mission and vision of preparing its students for college in an environment of high expectations with a rigorous, innovative STEM-focused curriculum. As an experienced operator, Concept will manage the CSP grant effectively to maximize its positive impact on our students, if awarded.

*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

[Empty text box]

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

IL State Charter School Commission

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

Horizon Science Academy-Belmont Charter School (HSA-Belmont) is modeled after the school design developed by Concept Schools, NFP. The proven successful model of Concept is a student-centered, evidence-based design that has been improved and codified within the last seventeen years. Concept is an Illinois-based, not-for-profit, charter school management organization. Concept established its first school in Ohio in 1999 and has since expanded to 30 charter schools spread across the Midwest. In such a short time, Concept has earned a reputation for establishing effective learning environments-a reputation substantiated in standardized test scores, graduation and college acceptance rates, attendance and retention rates, and parent/student satisfaction. Concept began with a 6-12 grade design and later expanded to K-12 in order to better meet the needs of the student populations they serve. The expansion was born out of the need to recruit students earlier, beginning in kindergarten, and equip them with the academic and social skills necessary to excel in a rigorous college preparatory curriculum in middle and high school. The high level of success attained by the elementary schools within the Concept network has proven the value of this expansion of the design. The mission of the HSA-Belmont is to prepare our students not just for college admission, but for college completion. This is achieved by creating an effective learning environment composed of higher standards and expectations along with a rigorous college preparatory curriculum that focuses on science, technology, engineering, and math (STEM). Our vision for the HSA-Belmont is an effective learning environment where: *teachers, parents and students work together to develop young people who are confident and achieve academic excellence within a powerful college prep curriculum; *students do not question "whether" they will go to college, but instead ask "how soon" and "where"; *students understand that with hard work and discipline, coupled with the support system of the school, dreams are possible; *students develop the skills in math, science, engineering, and technology necessary to become bold inquirers, analytical thinkers, and STEM leaders in the twenty-first century; and *students are empowered to get engaged and become productive in the local community and broader society. The core features of the Concept design that HSA-Belmont implements are based on the ten features of successful small schools outlined in Redesigning High Schools: What Matters and What Works (2002), a publication of the School Redesign Network at Stanford University: Personalized approach - Each student has daily, individualized support for achieving milestones toward their own goals and school goals. Relationships with students is at the core of the Concept design, which allows teachers to really know the students, their needs, interests, skills, and aspirations. Teachers then are able to personalize their support for each student. Continuous relationships - Effective small schools are designed to nurture relationships with students. HSA-Belmont has an advisory system. Each teacher is assigned a small group of students to advise, mentor, and help with academic, social, and emotional needs. Teachers organize additional events with their group of students outside the school in order to build a sustainable and healthy relationship. Advisors conduct home visits to their students to assist in building a relationship with their parents, as well. Advisors are the primary contact for parents regarding their children. The advisory system, along with the homeroom, which is also focused on community-building activities, fosters an environment that allows students to be socially and emotionally safe. Students' sense of belonging and community increase their self-esteem and lead to greater success. The advisory system at HSA-Belmont is codified effectively under a network-wide program called, Concept Young Scholars Program. This program is for all students, not just the high performers. High standards and performance-based assessments - HSA-Belmont clearly defines the expectations for academic achievement and conduct for all students regardless of background. Students, parents, teachers, and staff reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that prepare them for rigorous high school program and beyond. Adaptive pedagogy - Teachers use multiple instructional strategies to adapt teaching to students' backgrounds, talents, interests, and the nature of their past performance. Teacher do not assume that students have mastered skills. Students are taught how to study, how to approach academic tasks, and how to evaluate their own and others' work. Multicultural teaching - By exposing students to a rich diversity of American and international cultures, HSA-Belmont promotes respect for diversity and creates a context in which teachers' and students' experiences can be understood, appreciated, and connected to the curriculum. HSA-Belmont has a diverse faculty and administration, too. 22% of the HSA-Belmont staff is Latino, 22% is African American, 1% is Asian, and 55% is White. Knowledgeable and skilled teachers - HSA-Belmont recruits highly qualified and skillful teachers that are among the brightest, most talented in their field. Their demonstrated technological skills are infused in their curricula. Many have advanced degrees and understand the multifaceted needs of different learners. Currently, 21% of the HSA-Belmont teachers holds Master's degrees while the average teaching experience is 6 years. Collaborative planning and professional development - Because so much is expected of HSA-Belmont' teachers, professional development and collaborative planning play a critical role. The Summer Institute and four, full professional development days provide time for teachers to work together in teams and by grade levels to develop curriculum, review assessment data, and develop teaching strategies. Teachers' extended work day, which is on average 1.5-2 hours longer than traditional schools also allows for planning and collaboration with each other. Family and community connections - Students, parents, teachers, and staff are part of a school culture that foster strong communication between school and families. Everyone is asked to uphold a commitment to the school and to each other to put in the time and effort required to achieve success. The school hosts community breakfasts, community events and student-centered exhibits to create a sense of community and build community support. Families and educators share responsibility for student learning, and they rely on each other to contribute to the learning process. HSA-Belmont has a very active parent teacher organization. The governance committee of HSA-Belmont also includes parents. Democratic decision-making - Day-to-day decision-making is made as close to the classroom as possible. Teachers share responsibility for groups of students, adapting teaching strategies to meet their needs. The team-oriented organizational structures of the schools create ownership amongst staff and best utilizes everyone's skills and capacity professionally. Authentic curriculum - Students are engaged in active learning set in a real-world context that requires higher-order, strategic thinking. Students consider alternatives in developing solutions and present them to an appropriate audience. In terms of what makes HSA-Belmont stand out in relation to our charter s

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

term financial solvency.*

Concept Schools is a not-for-profit charter school management organization that manages 27 schools across the Midwest. In 2013, however, Concept applied for two schools, one of which was HSA-Belmont to operate rather than manage. Concept-managed schools are separate 501 (c) (3) entities with board of directors, independent of Concept. Concept enters into a management agreement with the local school boards to manage their schools whereas at Belmont, Concept is the charter holder. Horizon Science Academy Belmont Charter School is a dba (doing business as) name of Concept Schools. In order to accommodate this new operation, Concept modified its organizational and governance structure. Concept's Board of Directors formed a committee to govern HSA-Belmont. This committee is called HSA-Belmont Governance Committee. The Governance Committee consist of five members, two of who come from the Concept board. Three of them are community members/parents. Concept's Board gave extensive authority to the Committee to govern the school. However, the ultimate responsibility and accountability for the charter stays with the Concept Board of Directors. The committee reports to the Concept Board so there is oversight by the Concept Board. The committee meets bi-monthly at the school site and acts as the governing board of the school. The committee develops and approves the school's budgets, policies, procedures, hiring, and firing. The committee members work with the school principal, Concept regional superintendent and other appropriate Concept staff in running the schools. HSA-Belmont has a separate bank account under Concept and it self contained in terms of financial management. There is no commingling of funds between HSA-Belmont and Concept's main account or other schools Concept operates. In the meantime, HSA-Belmont benefits from the capital resources, human resources, tools and systems that Concept already has in place. For example; assessments, profesional development, marketing, financial management, the student information system, and development services are provided by Concept's main office in the same manner in which they are provided to the other network schools. Concept reimburses itself in exchange for such services to HSA-Belmont. The amount of reimbursement, whomever, is dependent upon the surplus that HSA-Belmont has at the end of each year. Moreover, such reimbursement is capped at 10% of the per capita revenue without the categorical funding based on the approved charter proposal. Concept's priority is the academic success and financial health of HSA-Belmont. How much of a reimbursement there is for Concept is a secondary issue. If the school does not have any surplus, there will be no reimbursement for Concept. Aside from the HSA-Belmont Governing Committee, the board of directors of Concept has in place at a minimum, the following committees, which meet separately and report directly to the full board. Finance/Audit - Meet regularly to review financial reports, annual budget, monthly bank statements, and prepare reports to the board. This committee conducts an internal audit at least once a year, reviewing the school's compliance with laws, regulations, and policies set forth by federal and state government and also internal board policies. The committee evaluates the school's performance against the financial goals set by the board. The internal audit also serves as a preparation for the annual audit by an independent audit firm. Community Partnerships - Community involvement and partnerships play a significant role in the success of the school, not only by providing in-kind services but also by providing opportunities for students such as internships, job shadowing, service learning/community service, just to name a few. Board and committee members will be asked to leverage their contacts to access resources that exist throughout the Chicago community. Academic Committee-The committee meets before every board meeting. It consists of three board members, the CEO, and the Chief Academic Officer. The committee's main role is to assure that academic excellence is defined, and that the board approves annual goals to attain academic excellence for all Concept Schools. The academic committee has the following responsibilities: *Define and continue to refine what academic excellence means for Concept-managed schools. *Ensure that all board members understand the key promises Concept Schools has made to the school boards and charter authorizers. *Work with the leadership to set annual academic achievement goals, to be presented to and approved by the full board. *Work with the leadership to share with the board annual successes, barriers to reaching academic excellence, and strategies to overcome these barriers. *Make sure that the board understands the Concept Schools' non-negotiables and effectiveness of them at each Concept- managed school. *Report to the Board of Directors at regular meetings in a manner determined by the Board. Below is the list of Concept Schools Board of Directors: Murat Surucu, Ph.D. -Assistant Professor of Medical Physics-Radiation Oncology Department Loyola University Medical Center Maywood, IL Ayhan Zora, Ph.D. -Staff Engineer-Product Engineering, Center Deere & Company Waterloo, IA Ahmet Uysal, Ph.D. -Postdoctoral Fellow-Argonne National Laboratory Stephanie Gladden-Branch Manager-Stivers Staffing Omer Topaloglu, Ph.D. -Assistant Professor of Marketing-Eastern Illinois University HSA-Belmont Committee includes the following community members along with Ayhan Zora and Murat Surucu from the Concept's main board: Betty Brown-Transportation and Network Manager-US Postal Office Liz Figueroa-Case Manager -Sarah's Inn Renita Ward-Recruitment, Retention and Training Coordinator-Home Instead Senior Care The board of Concept is to protect the public interest and uphold the public trust by applying the highest standards of service in governing the school according to its bylaws, the charter contract, and relevant state and federal statutes. It is the duty of the board of directors to: *Provide general oversight - Overall responsibility for operation and academic performance of HSA-Belmont *Oversee finances - Establish fiscal policy and boundaries, approve the budget, and exercise financial controls. Although there will a committee to govern the school with board-given authority, the board will exercise their fiduciary responsibility to ensure that there are adequate resources for HSA-Belmont. *Promote HSA-Belmont's mission - Advocate for HSA-Belmont by promoting its mission and goals not only within the school environment but also within the larger community. *Identify and supervise the principal - Identify and supervise the HSA-Belmont principal to provide vision and leadership to the school. *Establish HSA-Belmont policies - Develop and approve all HSA-Belmont policies and monitor implementation of the same. *Assesses the performance of the school - Use internal and external accountability tools to assess performance goals of the schools. *Develop and approve the HSA-Belmont's long term strategic plans *Develop community partnerships- As appropriate, board members will respond to opportunities to make personal and organizational resources and talents available for the benefit of the school. In order to successfully undertake all these responsibilities, the Board organizes, manages, and assesses itself in an efficient, business-like manner. Board of Directors of Concept Schools meets bi-monthly. The Concept board and school committees are responsible for following the Illinois' access laws including the Freedom of Information Act, the Open Meetings Act, FOIA request, both state and federal, as well as request f

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

The table below includes the achievement goals for HSA-Belmont that were included in the charter proposal: Baseline 2013 2017 Grades Served K-5 K-8 Attendance Rate 85% 97% 97% Student Retention Rate 80% 80% 90% Teacher Retention Rate 81% 80% 90% Attend. to Parent Conf. 70% 80% 80% Concept Board of Directors developed a rubric for the goals above and measure the schools' progress against those goals annually. The rubric has the following descriptors: *Not in Place: The component has not been addressed by the school - either planning or implementation *Developing: The component has been addressed through planning and is in the beginning stage of implementation. *Emerging: The component has been addressed through planning and is being implemented. Evaluation of the effectiveness of the component has not yet been conducted. *Proficient: The component has been addressed through planning and implementation. Evaluation of the effectiveness of the component has been conducted, and any necessary changes have been made to ensure maximum effectiveness. Any goal that falls into category of "Not in Place" requires immediate attention. By involving Concept's regional superintendent, instructional coach, and Chief Academic Officer, and the school administration, Concept then develops an action plan at the end of the year. The Chief Academic Officer and the superintendent monitor implementation of the developed plan and report to the Board of Directors at the end of first semester and the school year. Below are the operational goals for the proposed Horizon Science Academies: Goal 2013 2017 Total Cost Per Student \$10,460 \$10,594 Variance to Budget <5% <5% Development Target \$25K \$75K Teacher Satisfaction 90% 90% Student Demand 1 3 Parent Satisfaction (%) 85% 90% Community partnerships 2 5 Home visits >20% >40% Participation in after

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

As a non-selective school, some of our students come to HSA-Belmont academically behind their grade level and in some cases, three to four years behind. Once enrolled at HSA-Belmont, students will be required to take diagnostic tests focusing on mathematics and reading. To understand each student's academic background, administration and staff will analyze the results of these tests. Diagnostic tests are online assessments that are prepared by Concept in math and reading. In addition to the diagnostic tests, we will also review the students' past school records and standardized test results to determine whether the students are below, at, or above our performance standards. Staff at HSA-Belmont has regular data analysis meetings, and they scrutinize each student academically and socially in order to personalize the educational experience each student will have at the school. Teachers and administrators use data analysis from grades, interim assessments, and standardized tests to place students in the appropriate academic support program. The following academic support programs are provided to students at HSA-Belmont: *Before- and after-school tutoring - A student with a failing grade in a subject stays after school or come to school before classes to receive additional help from their teachers. This tutoring is mandatory and continue until the student raises his/her grade in the particular subject. *Saturday schools - Saturday schools address those students who need significant assistance to achieve at appropriate levels in major subjects. Students attend school half-days on Saturday to work with teachers on fundamental skills.*Pull-out programs - Some of the HSA-Belmont students get pulled out of special classes to receive one-on-one instruction from teachers. *Winter and Summer Academic Camps/programs - Winter and Summer Academic camps/programs are organized with enrichment activities for high-performing students and activities targeting the weaknesses of low-performing students.*Peer tutoring - Peer tutoring is available during lunch and recess time, as well as after school. Students in upper grades, especially high school, work one-on-one with students in lower grades. Tutors earn service learning or community service hours for their time.*Lunch and recess learning programs - Based on a schedule, HSA-Belmont teachers are available to work one-on-one with students to provide help with homework, assignments, and other needs of the students during lunch and recess. In their data analysis meetings, HSA-Belmont teacher teams also develop specific strategies based on their analysis of the assessments. These strategies may include but are not limited to: *Re-teach a particular topic or benchmark to the whole class *Place students in appropriate academic support programs *Re-visit the curriculum and make necessary modifications if students throughout Concept-managed schools are failing to meet the same standards*Re-visit the question to see if the question is misleadingAt the Summer Institute, the annual Concept Schools' conference, and the professional development days, HSA-Belmont provide extensive training to teachers regarding the use of data to guide instruction. The faculty of HSA-Belmont is proficient in analyzing data and developing specific strategies to address negative trends. This is accomplished by modeling, analyzing data as teams, reading articles and books, visiting other Concept-managed schools, and listening to presentations. Concept Schools Information System also gives parents access to the interim assessment results and progress charts. Parents are able to see the progress that their children make throughout the year and see the questions that were on the assessments and individual analysis of their child's performance. We recently included videos of the solutions next to the questions on the Students Information System to support parents and students at home or outside the school. HSA-Belmont informs parents and provides trainings to them about how to effectively use the data and Concept's student information system. The parents of HSA-Belmont are informed about this feature of the system during trainings and open houses.

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.*

HSA-Belmont is authorized by the Illinois State Charter School Commission. The Illinois State Charter School Commission was created as part of the Charter School Quality Act (SB 79) and signed into law in July 2011. Under the law, the Commission is established as an independent commission with "statewide chartering jurisdiction and authority." The Commission is the independent charter authorizing body for the State of Illinois. The Commission considers appeals of charter school proposals and renewal applications that have been denied, revoked, or not renewed by a local school board. On appeal, the Committee may authorize high-quality charter school applications and/or deny inadequate proposals and renewal applications. The Commission also monitors the performance and legal compliance of charter schools authorized by the Commission and determines if each school merits renewal, nonrenewal, or revocation. HSA-Belmont is considered a LEA, which is a single school district that works with the Illinois State Board of Education directly. Although, the school is located within District 299: Chicago Public Schools, due to its authorizer being the Commission, the Chicago Public School District has no oversight authority over HSA-Belmont. The Board of Directors of Concept Schools is conscientious and very protective of the autonomy that HSA-Belmont should have as a charter school. We reviewed the charter contract that was presented to us by the Illinois State Charter School Commission making sure that it provides us with the autonomy that we would need to operate successfully and be able to deliver results. The charter agreement identifies the responsibilities of both parties, refers to the applicable state and federal laws that the school must follow, establishes the reporting and compliance areas for the school, determines the charter term, revocation and non-renewal terms, and defines the parameters of the Commission's oversight of the school. The agreement establishes the charter school proposal as the binding document that HSA-Belmont must follow. The Commission assess the HSA-Belmont an operation fee in an amount of 2.5% of the General State Aid each year. The Commission evaluates HSA-Belmont on an annual basis following its Accountability System. The components of the Commission's Accountability System are derived from the Charter Agreement and the Accountability Plan as well as applicable state and federal laws. The Accountability Plan consists of a set of standard goals and outcome measures across three performance dimensions: academic success, financial health, and organizational compliance. These outcome measures enable the Commission to assess on a consistent basis the performance of each school in its portfolio. A school's progress as measured against the Accountability Plan performance dimensions is assessed through a combination of written reports, data submissions, public record review and school site visits. This data is collected annually, and during the intensive renewal period, additional data from interviews, forums and/or focus groups and independent third party evaluations is also gathered and reviewed. This collective body of evidence is used to assess school performance over the charter term, through annual assessments, and also forms the basis for charter renewal decisions at the five-year mark. To ensure full transparency, the Commission performance assessments are reported annually to the school's leader, the board, and to the public. Please find the attached Accountability System for Illinois State Charter Commission Schools (Attachment 1) for further details. Also please find the attached Annual Evaluation of HSA-Belmont by the Commission (Attachment 2) based on the aforementioned Accountability System. Attached also is a document how evaluations of HSA-Belmont have improved during the past two years (Attachment 3). Although there is comprehensive oversight of the school by the Commission and high level of accountability, the charter agreement between the Commission and Concept, guarantees HSA-Belmont full autonomy in financial management, facility, hiring and firing, programmatic decisions, school day and year, organizational structure, professional development, and more. However, material changes that are not included in the charter application such as enrollment increase, major programmatic changes need to be approved by the authorizer. Please find the attached charter agreement between Concept Schools and the Commission (Attachment 4).

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

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

[Redacted]

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

IL State Charter School Commission

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

Managing 30 schools in many different communities, Concept understands the importance of the ties between the community and the school. One of the major components of the Concept Schools design is community involvement. Concept's vision is to build productive community partnerships within the first few years of the schools. Concept's educational philosophy goes beyond just serving students and it includes parents and the community in which the schools are located. Due to such a philosophy and approach, Concept-managed schools become great assets for their communities in a short time frame. Concept implements a network wide public relations and communication plan that includes: *Active outreach to community leaders*Seeking partnership opportunities with organizations, universities, and businesses in the community*Creating a PR database for sustainable relationships *Creating digital and print newsletter for community members*Extending services to community members such as parent classes being open to larger communities*Inviting community organizations and businesses to parent meetings and conferences*Organizing community events such as breakfasts, luncheons, leadership series*Utilizing social media effectively to reach more people *Opening our facilities for use by the community as a space for events, meetings, fairs etc.HSA-Belmont actively and intentionally pursues opportunities for community participation in order to give students a sense of belonging to their community and to give the community a sense of responsibility toward the students and an active role in their development as citizens. Opportunities for community participation in the operation of HSA-Belmont may include, but are not limited by, the following:*Members of the community are asked to serve on a special Advisory Board,*Community members are involved in the recruitment of students and teachers,*Community members are involved in creating such opportunities for our students as internship, mentoring and summer jobs. To assist with student achievement, HSA-Belmont seeks partnerships that provide mentoring and tutoring, enrichment opportunities for students, and classroom presentations by outside professionals. This adds to what is provided by the teaching staff, career exploration opportunities, job shadowing and/or internships with faculty to expand their knowledge, and to assist in their research and data analysis. As the school expands in future years and the student population gets older, many more partnering opportunities present themselves, such as use of lab equipment, workplace tours, job shadowing, internships, dual credit, and early college opportunities. HSA-Belmont currently has partnerships with Northwestern University, University of Illinois at Chicago, and First RoboticsTM. Horizon Science Academies organize annual community breakfasts for the community leaders and business members to build a stronger relationship with the community. Community members attend a breakfast, meet with some of our parents, students, and staff, and take a tour of classes in session. Our goal with this breakfast is to show the community what a great asset HSA-Belmont is to them. HSA-Belmont creates monthly newsletters that include news and updates regarding the school, highlights of success, and information about the schools. Such literature is utilized to communicate with the community and keep them involved in HSA-Belmont.

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.*

HSA-Belmont has just finished its third year in operation. HSA-Belmont opened its doors to 288 students in Kindergarten through grade five in August 2013. In its third year, HSA-Belmont was serving 375 students in Kindergarten through 7th grade. HSA-Belmont will add 8th grade next year and serve 504 students. HSA-Belmont has outgrown its current facility, which is a former Catholic school building in the North Austin community and will be moving to another location in August 2016. Currently, the new facility, which is also another former Catholic school, is being renovated. Just 2 miles away from the current site, the new facility is bigger and in a much better condition than the current facility of HSA-Belmont. Since its inception in 2013, HSA-Belmont has met its enrollment goals and maintained a waiting list each year. There are more than 170 students on the waiting list of HSA-Belmont currently for the upcoming school year. HSA-Belmont has also maintained a strong financial health since its inception and finished its fiscal years with surplus. Per pupil amount for HSA-Belmont was \$ 11,706 during the 2015-2016 school year. The per pupil amount is based on PCTC, Per Capita Tuition Cost, of Chicago Public Schools. In addition to the per pupil amount, HSA-Belmont receives categorical state and federal funding such as Title I, Title II, Special education, school breakfast & lunch program, and general state aid. Total revenue of HSA-Belmont was \$ 5,075,000 in FY2016. Please find the attached FY16 budget for HSA-Belmont (Attachment 5). The school maintained a considerable amount of surplus at the end of each fiscal year since 2013. For FY17, HSA-Belmont prepared a balanced budget with an estimated revenue of \$6.8 million and a surplus around \$342K. This budget does not include the \$200K that will come from the CSP grant, if awarded. Therefore, HSA-Belmont is in a strong position to provide for continued operation of the school once the CSP grant expires. Please find the attached FY17 budget for HSA-Belmont (Attachment 6). As it was mentioned answering the question about the management and governance of HSA-Belmont, the charter holder is Concept Schools and HSA-Belmont Charter School is a dba (doing business as) name for Concept. Aside from the school's self-contained, strong financials, Concept is also in a strong financial position to maintain a fiscally strong and healthy school after the CSP grant funds expire. Please find the attached FY2016 financial audit report for Concept Schools, prepared by an independent auditor (Attachment 7).

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.*

No Applicable.

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

Funds from the CSP grant will be used in the following areas: *Improve the science education at HSA-Belmont by building a state-of-the-art science laboratory *Improving the STEM education by establishing a Gateway to Technology lab and start implementing this nationally recognized, hands-on, and application based engineering program at the middle school level *Professional Development (teacher and leadership training around literacy, instructional leadership, culturally relevant pedagogy, student engagement and other topics)*Engaging and informing the North Austin/Belmont Cragin community about the school through brochures and a annual report to be sent to parents and community stakeholders. Please see the attached annual report of HSA-Belmont for 2013-2014 (Attachment 8). HSA-Belmont had no science lab in its current building. Therefore, we plan on building a state-of-the-art science lab that will serve our teachers and students in the new location. CSP funds will be used to build this state-of-the-art lab next year. In addition to the per pupil funding, state categorical funding, HSA-Belmont receives the following federal funds:*Title I*Title II, Part A*School Lunch program*School Breakfast program*Special Ed flow through*Special Ed IDEA, Part B In the 2015-2016 school year, HSA-Belmont received the aforementioned federal funds in the amount of \$586,216. HSA-Belmont developed separate budgets for the federal funds

and submits them to the Illinois State Board of Education. Please see the attached Title I budget/expenses for HSA-Belmont for 2015-2016 school year (Attachment 9). As it can be seen in the budget, funds from other federal grants such as Title I have been used in the same areas; technology, science, professional development. Funding from the CSP grant will be utilized in a complimentary way to the other federal funding that HSA-Belmont receives.

* Required Field

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

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

[Redacted]

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

IL State Charter School Commission

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.

Just as the school experience is highly personalized, at HSA-Belmont the recruitment process is also personalized. We reach out to meet students and parents where they are comfortable. HSA-Belmont actively disseminates announcements to the public in a variety of ways including: *Organizing open house meetings at local community gathering places* Posting and distributing flyers in targeted communities *Attending community organizations' meetings of all kinds* Direct mailings *Visiting daycares, park districts, summer camps, after-school programs, youth and community centers, and business and civic organizations in our target area* Working through churches, community based organizations, neighborhood associations and local governmental offices (alderman, precinct & ward committeeman) *Disseminating materials door-to-door *Utilizing local news and media resources* Posting information on the school Web site *Utilizing social media tools such as Facebook, Twitter, YouTube* E-mail distribution lists Using the above methods helps ensure that the invitation to hear directly about HSA-Belmont is widely circulated. HSA-Belmont also use all the methods described above to help ensure that students of all races, languages, and ability levels learn about the opportunities offered to children by the charter school. HSA-Belmont does not discriminate against any students based on academic ability, achievement level, athletic ability, disability, race, creed, national origin, religion, or on any other grounds. HSA-Belmont has a web site to provide prospective parents and students a better understanding of the school. Prospective parents are able to fill out an application online. Interested parents who are unable to attend one of the open house meetings are provided with a packet of written materials covering all topics formally discussed at the open house, and a meeting is scheduled with appropriate school staff to verbally review all materials and receive answers to outstanding questions. HSA-Belmont developed bilingual materials, translator services, and have an inclusive message in all school presentations and materials. All marketing materials are available in Spanish and English as well as other languages, as needed. Recruitment materials include statements that the school is not selective, it is open to all students, and we accept students with special education and ESL needs. The recruitment materials will also include that the school is a public charter school hence it is tuition free and open to all students. Interested parents are required to complete and submit an application form, which is available at the school, open houses, the school's website, and at locations throughout the community. The application is fairly simple, requesting basic biographical information (name, age, etc.), contact information, and other important facts (e.g., school currently attended). The school makes staff available to any parent who needs help completing the application. Completed applications are required to be submitted to the school by a date set by HSA-Belmont. If the number of eligible applications for admission exceeds the spaces available for students, a random lottery is held. The lottery is open to the public. It is conducted before a notary public and a representative from Illinois State Charter School Commission is invited. The lottery process is also videotaped and archived. Siblings of Horizon Science Academy students are given preference in order to keep families together. For 2015-2016 school year, HSA-Belmont had 375 students enrolled and 170 students were put on the waiting list. For 2016-2017 school year, HSA-Belmont will have 504 students and currently enrolling students. Last year, HSA-Belmont held its lottery on March 6, 2015. Immediately after the lottery, HSA-Belmont informs all parents about the lottery results. Those whose names have been selected receives a congratulation letter. Rest of the applicants receive letters informing that they will be on the waiting list with their numerical place on the waiting list. HSA-Belmont then gives parents certain time (about two-three weeks) to enroll their children at the schools. Enrollment requires filling out the enrollment form, which is lengthier than the application form, submitting certain forms such as proof of residency, report cards from the previous schools, release forms, IEP documents if exist, emergency contact, home language survey, and lunch application. Enrollment informs the schools about how many students from the lottery will for sure be attending the school. Upon admission, HSA-Belmont organizes small group orientations with students and parents. During orientations, we meet with students and parents to ensure that parents' and students' questions are answered concerning expectations, promotion policies, grading, discipline policies, graduation requirements, college acceptance procedures, post-secondary options, advanced study groups, local and international trips, tutoring, and school events. Parents receive the HSA-Belmont Student Handbook, which clearly explains all the details of the school's academic and non-academic policies. Parents are asked to sign the acknowledgement letter indicating their commitment to these policies. Once enrolled at Horizon Science Academy, students do not go through a lottery process again. However, each year they have to complete re-enrollment forms indicating their intention to stay at HSA-Belmont for the next school year. The re-enrollment deadline is communicated to parents in different forms and multiple times in order to ensure that they are informed about the deadline. Communication includes letters sent home, newsletters, phone calls, meetings with students, and announcements. HSA-Belmont charges a minimal fee to parents for consumable materials (\$75) per child. However, such fee is waived for eligible parents given that they request a waiver. The fee is not a deterrent of admission or attendance to HSA-Belmont. As HSA-Belmont students are required to wear uniform, which they are able to purchase at the school, the fee for uniforms is also waived from eligible parents upon a written waiver request.

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.*

Since its inception in 2013, HSA-Belmont has been able to attract, recruit, admit, retain, and serve at-risk and other educationally disadvantaged students. Below are the current demographics and academic diversity at HSA-Belmont: Total # of students: 375 African American: 72% Latino: 24% White: 1% Multiracial: 3% Special Education: 13% English Language Learners: 15% Free & Reduced Lunch: 96% Male: 51% Female: 49% HSA-Belmont recruits, admits, and enrolls at-risk and other educationally disadvantaged students by employing the following strategies: *Promotional and recruitment materials are printed in English and Spanish* School website, recruitment materials clearly indicate that the school serves ALL students* School website, recruitment materials include the following non-discrimination statement to communicate that the school is fully inclusive: "Horizon Science Academy - Belmont does not discriminate in admission or access to, or treatment or employment in its programs and activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. We are open to ALL students. We serve students with special needs, limited English proficiency, or who are homeless/in temporary living situations." Please see: <http://grades.hsamckinley.org/applyonline.aspx>* The student application form asks nothing beyond some basic information about the applicant, parents, and their current school *Application submission is made available online, offline, drop off, or facsimile to give equal chances to all members of the community* At the informational meeting in the community, it is communicated clearly that

HSA-Belmont serves ALL students regardless of their academic backgrounds and disabilities, or economic status*It is also clearly communicated to the community that HSA-Belmont is a free, PUBLIC charter school, not selective, and not for only STEM oriented students. These strategies allow HSA-Belmont to recruit and admit students from different backgrounds in terms of race, socio-economic, academic, language skills, gender, and underserved. Once admitted, HSA-Belmont employs further strategies to ensure that student of diverse backgrounds and educationally disadvantaged students stay with the school. These are the following strategies: *Provide program information/materials in home language*Provide interpreter/translator at program activities*Provide staff development on effective teaching strategies for diverse populations*Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school*Provide adult education, including GED and/or ESL classes, or family literacy program*Offer computer literacy courses for parents and other program beneficiaries*Conduct an outreach program for traditionally "hard to reach" parents*Coordinate with community centers/programs*Provide early identification and intervention*Expand tutorial/mentor programs*Provide staff development in identification practices and effective teaching strategies*Coordinate with health and social services agencies*Conduct home visits by staff*Provide transportation for parents and other program beneficiaries to activities*Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school*Recruit and retain teachers from a variety of racial, ethnic, and language minority groups*Recruit volunteers to actively participate in school activities*Provide mentor program*Provide conflict resolution/peer mediation strategies/programs*Before- and after-school services are provided to facilitate working households and single parent families at the school. The programs deepen the educational offerings of the school and extend the learning time for the students through an atmosphere that is both relaxed and supportive. Horizon Science Academies elementary program starts with a full day Kindergarten allowing more student-teacher interaction, engagement through project-based learning, and additional time for high-quality teaching early on. Educational field trips are one of the indispensable components of the HSA-Belmont elementary program design, and they start as early as at the Kindergarten level. HSA-Belmont designs academically oriented field trips to various educational sites as an extension of the hands-on and interactive learning opportunities offered in regular classroom. HSA-Belmont field trips target students' diverse learning styles and contribute to their individual success whether they are visual, auditory or kinesthetic learners. Popular field trip sites include but are not limited to zoos, museums, fire stations, libraries, hospitals, government agencies, and local businesses. HSA-Belmont employs a comprehensive academic support system for all students (intervention and acceleration), too. This academic support system, which is data driven and ongoing, helps HSA-Belmont improve and retain academically disadvantaged students. Teachers at HSA-Belmont have regular data analysis meetings, and they scrutinize each student academically and socially in order to personalize the educational experience each student will have at the school. Teachers and administrators use data analysis from grades, interim assessments, and standardized tests to place students in the appropriate academic support program. The following academic support programs are in place at HSA-Belmont: *Before- and after-school tutoring - A student with a failing grade in a subject stays after school or come to school before classes to receive additional help from their teachers. This tutoring is mandatory and continues until the student raises the grade in the particular subject. HSA-Belmont recently partnered with University of Illinois at Chicago to have college students involved in the after school tutoring program in a consistent and sustainable way throughout the school year. *Saturday schools - Saturday schools address those students who need significant assistance to achieve at appropriate levels in major subjects. Students attend school half-days on Saturday to work with teachers on fundamental skills. *Pull-out programs - Some of the HSA-Belmont students get pulled out of special classes to receive one-on-one instruction from either teachers or tutors or Title I teachers. *Winter and Summer Academic Camps - These two camps are organized with enrichment activities for high-performing students and activities targeting the weaknesses of low-performing students. *Peer tutoring - Peer tutoring is available during lunch and recess time, as well as after school. Students in upper grades, work one-on-one with students in lower grades. *Lunch and recess learning programs - Based on a schedule, HSA-Belmont teachers are available to work one-on-one with students to provide help with homework, assignments, and other needs of the students. Aside from the academic support that HSA-Belmont provides with its academically disadvantaged, at-risk students, it also supports them socially and emotionally, which is equally important for them to grow and stay at the school. HSA-Belmont has a full-time social worker. The social worker works with students providing necessary social and emotional support. Teachers can confidentially refer students. Students are able to self-refer to the social worker as needed. The social worker is able to see students for up to four times without parental consent; however, if the student requires additional sessions with the social worker, the parent is contacted to grant consent. The social w

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.*

Concept Schools believes that the quality of personnel is one of the most important factors of a successful school. Concept makes it a priority to aggressively screen and recruit only the best applicants. HSA-Belmont conducts criminal background checks for each employee of the charter school prior to the employee's hire. We do not employ teachers whose certificate of license to teach have been revoked or are currently suspended by the Illinois State Board of Education or any other state. Teacher qualities that HSA-Belmont seeks are as follows: *Minimum of bachelor's degree in subject that they will teach*Certification in the State of Illinois (alternative certificates are accepted)*Experience and success in working with under-served students *Experience and success in multi-cultural settings*Willingness to go beyond job descriptions to assist students *Experience and success in teaming*Commitment to teaching *Experience and success with working with students in extra-curricular activities *Good communication skills *Deep pedagogical knowledge Teachers are recruited using various job postings, including the local papers, NPO.net, Idealist.org, Teach for America, and Golden Apple Foundation. HSA-Belmont posts job descriptions to major universities/colleges for distribution through e-mail newsletters, bulletin boards, and other publication sources. Additionally, HSA-Belmont recruits at local teacher job fairs at colleges including the annual Illinois Network of Charter Schools Job Fair. Existing Concept schools in Chicago has employee referral policies, too. Existing teachers may refer candidates and receive some incentives upon their recommended candidate being hired by Concept. Such referral policy also helps teachers keep each other and themselves accountable for the success of the schools. The administrative team of HSA-Belmont consists of the principal, instructional coordinator, and dean of students. The principal serves as both the educational and business leader of the school. The principal of HSA-Belmont works closely with the Regional Superintendent of Concept. Based on Concept's organizational structure, all 30 schools are divided into 5 clusters, and each cluster has a superintendent. Sizes of the clusters range between three and eight. The superintendent provides leadership support and oversight to the principal. The principals attend regular meetings with the superintendent and reports to him. The superintendent also evaluates the principals based on Concept's principal evaluation protocol. Reporting to the principal, instructional coordinator manages the academic program. The business manager will manage all business and fundraising programs, and the dean of students will manage student relations and discipline. Business managers are housed at the Concept headquarters in Des Plaines though. Although HSA-Belmont is a small school, it offers its students and parents many opportunities beyond a traditional public school. In order to oversee all these services, HSA-Belmont needs the appropriate number of administrative positions. Below are the key responsibilities and components of HSA-Belmont that will be handled by the administrative team: *Establishing and maintaining a strong and healthy school culture*Parent relations*Academic support system*National and international exchange programs and trips*Formative assessments and analysis*Professional development and instructional support for teachers*Technology integration into the full curriculum*Community partnerships and fundraising HSA-Belmont has an extended leadership team that includes grade chairs, social worker, STEM Coordinator, and members of the administrative team. This structure allows more individuals to be involved in the decision-making process at HSA-Belmont. The hiring process for the Horizon Science Academies will not discriminate based on race, color, creed, religion, national origin, gender, marital status, disability, sexual orientation, or age. HSA-Belmont

spends a considerable amount of time on teacher recruitment and hire teachers that will further the mission and vision of the schools. We follow the Haberman Teacher and Administrator recruitment protocol. Haberman Foundation promotes and disseminates the research of Dr. Martin Haberman with a unified and single goal of teaching and implementing research-based models for identifying teachers and principals, particularly educators who serve students at risk and in poverty. A comprehensive recruitment process at HSA-Belmont includes: *Online screening tests (Haberman Star Teacher Online Screening), *written answers to a list of questions, *formal in-person interview, *reference check, *demo teachings, and *observation of the teacher in their current job, if possible. The beginning salary for a certified teacher candidate with no teaching experience is \$40,000. Since we project an average compensation for teachers in the financial forms, we have the flexibility to hire teachers with mixed years of experience and compensation. As some of our teachers receive lower than the annual average, some may receive compensations that are higher than the average. Horizon Science Academies have a performance-based pay raises. Bonuses are factored into the multi-year financial plan, accompanying the proposal narrative. The five criteria that determine pay raises and/or bonuses are listed below. These criteria are not listed in a priority order. *Student academic achievement *Student and parent relations *Participation and leadership in tutoring, clubs, and sports activities *Participation in fairs (i.e. city, state, national and international science fairs, art fairs) *Participation and leadership on trips (city, state, national, and international) Clear, effective communication is essential to creating strong and productive teams. To assist with communication, HSA-Belmont makes use of regular staff meetings, leadership team meetings, retreats, and weekly memos. Students, faculty, advisors, parents, and administration communicates regularly by email, allowing assignments, appointments, and documents to flow quickly and efficiently and providing more time for instructional work. Additionally, current professional magazines, books, and films regarding innovative educational methods are made available to faculty and staff. Faculty and staff are also provided opportunities for study, travel, workshops and conferences, and teacher exchanges. The school partially reimburses faculty for tuition that furthers their development as teachers. Besides the ongoing professional development described above, HSA-Belmont has regular professional development programs on an annual basis. Those are: Summer Institutes - All staff spend two weeks together before the school begins -- building teams, preparing for the year, finalizing curriculum, and learning new teaching and learning strategies. Summer Institute ensures that all the staff members are familiar with the school design, expectations, goals, values, processes and procedures, school-wide discipline policy, other policies, organizational structure, and more. It is crucial for the success of HSA-Belmont that all the staff is committed to the mission, vision, philosophy, and instructional methods. Professional Development Days - Ongoing professional development during the school year include trainings similar to those held during the Summer Institute. Through targeted professional development opportunities and based on data, the staff builds its capacity and model lifelong learning. In the Summer Institute and during the school year, HSA-Belmont staff receives extensive training on the key components of the Concept Schools' design such as data-driven

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.*

HSA-Belmont is considered an LEA. It is considered a single school district. 613 a 5 of the Individuals with Disabilities Education Act is about treatment of charter schools and their students. In carrying out this part with respect to charter schools that are public schools of the local educational agency, the local educational agency. Therefore, it is not applicable to HSA-Belmont. Under the guidelines of the Individuals with Disabilities Education Act, HSA-Belmont serves special education students in a way that an LEA should. Below is a summary of how HSA-Belmont serves special education students. Special education programs and services at HSA-Belmont is provided in accordance with federal laws and regulations relating thereto, as well as the student's Individualized Education Plan ("IEP"). HSA-Belmont hires special education staff to meet the needs of its special education students. HSA-Belmont established a special education committee including the special education coordinator, director of school or principal, teachers, and potentially outside evaluators. Professional training and development for staff involved with the education of students with disabilities include the following: referral process to the special education coordinator, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities. To the maximum extent appropriate, students with disabilities are educated in regular classrooms with non-disabled students at HSA-Belmont. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Students with disabilities have an equal opportunity with students in the regular education program to participate in and where appropriate, receive credit for nonacademic, extracurricular and ancillary programs, services, and activities. Students with disabilities receive the same notices concerning school-sponsored programs, activities and services as other students. Such programs, services and activities include, but are not limited to: art and music, counseling services, health services, transportation, recess and physical education, field trips and other recreational activities, school-sponsored clubs or groups, etc. A student suspected of having a disability is referred in writing to the special education teacher/coordinator for an individual evaluation and determination of eligibility for special education programs and services. Any professional staff member of the school may make referrals. Such referrals: (1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based, if any, (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any, and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such a referral, along with the procedural safeguards notice described in Federal Law, are sent to the student's parents. Initial evaluations, re-evaluations and revisions of IEP's, and the procedures relating thereto are the responsibility of the special education coordinator. HSA-Belmont implement the IEP developed by the special education coordinator and committee for each student with a disability. HSA-Belmont provides substitute coverage for teachers as necessary to ensure that they are able to attend special education committee meetings. As required by IDEA, the student's regular education teacher is involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment. HSA-Belmont ensures that the teacher is knowledgeable about the student's needs and helps implement any modifications or accommodation as determined by the Special Education Committee. HSA-Belmont sends the mandated procedural safeguards notice to the parents. Every teacher of a student with a disability is provided a copy of the student's IEP and training is provided by the special education coordinator, as needed, to ensure their understanding of the student's needs and his or her specific responsibilities related to implementing the student's IEP. Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards are sent to the student's parents. Parents are informed of these policies in the parent/student handbook, the school website and newsletter, and in meetings with individual parents and their child. In order to serve its special education students effectively under the guidelines of the laws, HSA-Belmont employs its own special education staff and purchase additional services from outside service providers. Below is the list of special education staff and outside services obtained to serve our special education students in 2015-2016 school year. These numbers will change accordingly as the school expands, hence the number of special education students increase next year. *1 Full-time Special Education Director, *4 Special Education teachers, *1 Special Education teachers' assistant *1 part-time Speech Therapist *1 part-time Social Worker HSA-Belmont receives service from EBS Healthcare and Presence Learning. These services are including but not limited to school psychologist and occupational therapist. The cost of the outside special education services for HSA-Belmont was \$ 32,400 last year. 613(e)(1)(B) of the Individuals with Disabilities Education Act is about "Joint Establishment of Eligibility." The law defines and set the joint establishment for LEAs and charter schools as below: "(A) In general.--A State educational agency may require a local educational agency to establish its eligibility jointly with another local educational agency if the State educational agency determines that the local educational agency will be ineligible under this section because the local educational agency will not be able to establish and maintain programs of sufficient size and scope to effectively meet the needs of children with disabilities. (B)

Charter school exception.--A State educational agency may not require a charter school that is a local educational agency to jointly establish its eligibility under subparagraph (A) unless the charter school is explicitly permitted to do so under the State's charter school law." HSA-Belmont, however, has been able to establish and maintain programs of sufficient size and scope to effectively meet the needs of children with disabilities. Therefore, HSA-Belmont has not been involved in a joint establishment with any other school or LEA.

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.

In terms of a Multi-Tiered System of Support (MTSS), HSA-Belmont is currently utilizing "Response to Intervention" (RTI), a three-tiered academic and behavioral support program as part of the Concept model. RTI is a framework for systematically determining how well instruction is working for individual students and making adjustments to accelerate learning for all. RTI is a method of organizing and coordinating school resources to create a more efficient range of options that serve all students in danger of not reaching their potential. RTI integrates assessment and intervention within a multi-tiered system to maximize student achievement & reduce problem behaviors. Through this system of Response to Intervention, HSA-Belmont creates a culture of early intervention, thus putting to rest the old "wait-to-fail" model that delayed appropriate services. Early support is available to all learners, whether they are in a general education, special education, gifted, ESL, or another specialized environment. All students have access to a growing menu of options made possible by the coordination of resources and services. The idea in this prevention framework is that the least intense (or primary) level of services addresses the needs of most learners through high-quality instruction that is culturally and linguistically responsive to the student population. For students who demonstrate the need for additional support, more intensive, targeted services are available. Teachers at HSA-Belmont frequently and consistently monitor the effectiveness of those supports to determine whether (a) the intervention works and is no longer needed, (b) the intervention works and should be continued, or (c) the intervention does not work and therefore a different (and perhaps more intensive) intervention should be implemented. HSA-Belmont teachers use data to guide these decisions. Interventions are commensurate to a student's demonstrated need and are changed or intensified if they are found to be ineffective. The RTI program at HSA-Belmont is like a three legged stool. The first leg of the stool is the heart of the RTI program, which is the Assessment Process. The assessment process works as following: *Universal screening data Universal screening is brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting which students will develop learning or behavioral problems and, therefore, need intensive intervention to supplement primary prevention. Screening provides data that help answer fundamental questions: What should we keep and what needs to be dropped or updated? Which students are in danger of falling through the cracks if we do not intervene quickly? HSA-Belmont uses the Northwest Evaluation Association (NWEA) assessments for universal screening. NWEA assessments are administered three times a year, fall, winter, and spring. *Diagnostic assessments refine the universal screening data by identifying the root causes for gaps between expected outcomes and actual performance. HSA-Belmont uses the followings for diagnostic assessments: *STAR Reading/Math*Measuring Up - Insight*ACT Practice Tests*Concept End of Course Assessments and/or District Assessments *Formative Assessments by teachers*Progress monitoring provides continuous feedback about how successfully the selected intervention is promoting student growth and closing achievement gaps. It also helps determine when a change in strategy is required. Progress monitoring yields data to assess students' learning and academic performance and to determine whether a specific intervention is effective for a particular student. Progress monitoring at HSA-Belmont is done by using the following assessments and methods: *STAR Reading/Math*Measuring Up - My Quest*ACT Practice Tests*End of Course or District Assessments prepared by Concept Schools*Formative Assessments by teachers*Incident/Attendance reports The second leg of the RTI is the Tiers of Intervention. Tiers of Intervention provide a continuum of research-based interventions. Teachers at HSA-Belmont have access to a menu of research-based possibilities, ranging from whole-class strategies to more intense individual interventions that require special training to implement. Concept's staff at the headquarters provided extensive training to teachers of HSA-Belmont and support them in implementing such strategies. Typically, intervention categories are arranged into a three-tiered pyramid as explained below: *Tier 1 provides research-based classroom instructional strategies powerful enough to enable 80-90 percent of students to be successful without further intervention.*Tier 2 provides interventions of moderate intensity that supplement Tier 1 strategies and are provided for groups of three to six students. Five to 10 percent of students may need assistance at this level.*Tier 3 provides intense interventions provided for groups of one to three students. Like Tier 2, this level is also a supplement to Tier 1, not a replacement for it. One to 5 percent of students generally need assistance at this level.The final leg of the RTI stool is an efficient problem-solving process, referred to as a Student Support Team (SST) at HSA-Belmont. This component uses data from the assessment cycle to prescribe, monitor, and adjust intervention plans. The SST uses the intervention pyramid to help teachers and families identify appropriate solutions. The Student Support Team at HSA-Belmont consists of the principal, RTI and Testing coordinator, instructional coach, and teachers. Below are the roles each party plays in the Student Support Team: *Principal- Oversee personnel and provide the necessary time to plan for tiered interventions*RTI & Testing Coordinator-meet with grade level (problem solving) teams, coordinate services, and monitor/document progress*Instructional Coach- support teachers, direct teachers to resources in Master Curriculum, model appropriate Tiered interventions*Teachers- work toward a deeper understanding of research based best practice strategies and work in cooperation with case managers and other specialists including other related arts teachers who are assigned to teams by the RTI & Testing CoordinatorConcept Student Information System (CSIS) facilitates communication between teachers and RTI staff, as the system helps the school provide more targeted assistance to the students in the RTI program. Student progress in the RTI is monitored on a regular basis. Effectiveness of strategies and support will determine the next step for students in RTI. Below is how RTI is implemented throughout the school year at HSA-Belmont: *September - Classroom Teachers observe and record student behavior for Tier I interventions and refer students to grade level teams for Tier II and III by October 1st.*October - Instructional Coordinator sets up a Student RtI Folder and Folder Checklist for Tier II and III students working as necessary with special education teacher*January - Instructional Coordinators and Grade Level teams submit current RtI Tracking Form The forms that HSA-Belmont uses for the aforementioned tiers are attached (Attachment 10). Attached is also resources that HSA-Belmont has been using in each tear of RTI and the way in which students are screened and monitored (Attachment 11). Concept Schools' central office staff has been providing training for the HSA-Belmont staff on RTI and monitoring its implementation as well as providing support to the school. Concept prepared the attached parent guide regarding the RTI system and resources (Attachment 12), too. In order to make this multi-tiered support system sustainable and more effective, HSA-Belmont along with other schools within the Con

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.*

Concept Schools has been managing charter schools successfully across the Midwest since 2004. Over the years, outside of

establishing a strong reputation as a network, Concept has built strong organizational capacity in terms of resources, tools, processes, knowledge and experience. Today, Concept has 65 full-time employees at its headquarters, regional offices, and other school-based resource sites. Concept is a dynamic and nimble organization that has been growing steadily since its inception. As part of its strategic business plan, Concept became interested in utilizing its strong network capacity to operate its own schools rather than managing them. As a result of this desire, Concept opened three schools in Chicago to operate rather than manage. One of these schools is Horizon Science Academy-Belmont Charter School. The founders of Concept Schools established their first school in Ohio in 1999, and has since expanded to 30 charter schools spread across Ohio, Indiana, Illinois, Michigan, Missouri, Wisconsin, and Minnesota. Concept has earned a reputation for establishing highly efficacious learning environments; a reputation substantiated in standardized test scores; graduation and college acceptance rates; attendance and retention rates; and parent/student satisfaction. Although the grade span may vary from school to school, Concept network schools serve students from kindergarten to 12th grade. All of the Concept-managed schools are located in urban settings, in historically underserved areas. The Concept network currently serves more than 12,000 students. Seventy-five percent of the 12,000 students are minority students and 87% come from economically disadvantaged families. Eight percent of our current students are in special education programs as 6% are English language learners. However, the Concept network is a high performing network and it is the cumulative experience of Concept that is currently being utilized at HSA-Belmont. The achievement level of current Concept-managed schools speaks to the effectiveness of the Concept design. *Concept was included in an extensive study conducted by the Center for Research on Education Outcomes (CREDO) at Stanford University. The study, released on January 2013, covered longitudinal (5 year) performance of 176 Charter Management Organizations, 38 Education Management Organizations (EMO), and individual charter schools. Concept stands out in the study as one of the highest performing EMO's in the 25 states that the CREDO study covered. Regarding poverty level, percentage of minority students, and the number of total students, Concept could easily be considered the highest performing EMO in both math and reading. The CREDO report may be found at <http://credo.stanford.edu>*In 2009 and 2012 respectively, Horizon Cleveland High School and Horizon Columbus High School received the National Blue Ribbon School Award, a prestigious award given to successful schools measured on multiple metrics by the U.S. Department of Education. Horizon Cleveland was one of the 10 charter schools nationwide and the only charter school from Ohio, out of 350, to receive the award. Horizon Columbus High School is the only charter school in Ohio to receive the 2012 National Blue Ribbon Award.*Horizon Cleveland High School has also made the list of "Best High Schools in America," created by the U.S. News & World Report twice, in 2008 and 2010.*Horizon Science Academy Cleveland High School received the "Distinguished Title I School" by The National Association of State Title I Directors in 2009.*Noble Academy Cleveland was the only charter school in Ohio, out of 350, to be rated "Excellent With Distinction" by the Ohio Department of Education in 2010.*Three of the Horizon Science Academies made the annual "Schools of Promise" list released by the Ohio Department of Education thus far. These were: HSA Cleveland High School, HSA Columbus High School, and HSA Toledo High School.*Chicago Math and Science Academy (CMSA), managed by Concept Schools since 2004, was the highest performing, non-selective public school in the city of Chicago based on their PSAE scores in 2008. Today, CMSA is among the top ten highest performing charter schools in Chicago. *Four of the Concept-managed high schools in Ohio were rated "Excellent" by the Ohio Department of Education in 2012. Only 15% of the 350 charter schools in Ohio received the "Excellent" rating. *Both Indiana Math & Science Academy-West and Indiana Math & Science Academy-North have been rated "Exemplary" based on their student growth by the Indiana Department of Education in 2012. *HSA Cleveland Middle School was featured in a report, "Needles in a Haystack," by the Thomas Fordham Institute in 2010. The report identified eight outlier schools that "showed significant achievement for disadvantaged youngsters from depressed inner-city communities."*The first charter school student to compete at the INTEL International Science Fair was an HSA Cleveland High School student.*In 2013, Gateway Science Academy is one of the highest-performing charter schools in St. Louis.*Michigan Math and Science Academy was the highest-performing school in its region by getting an "A" on its annual report card by the Michigan Department of Education in 2011.*HSA Denison Middle School robotics team won the Champion's Award at Hathaway Brown Regional Robotics Competition in Cleveland in 2011. The Champion's Award covers the best robot design and programming, performance, project, core values, and professionalism.*In 2012, Horizon Cincinnati Robotics Team won the state championship and participated in the World championship, held in St. Louis, Missouri in April 2012. *In 2008, Horizon Science Academy Cleveland High School student Edward Capps won the gold medal in the International Environmental Project Olympiad in Azerbaijan. Chicago Math and Science Academy (CMSA), is serving 600 students in grade 6 through 12 in the Rogers Park neighborhood on the north side of Chicago. Opening in 2004 with 225 students, CMSA now has close to 800 students on the waiting list. CMSA's demographics are 56% Latino, 27% African American, 7% Asian, 4% White, and 4% multi-racial. 11.4% of the CMSA students are in special education while 12.5% are ESL. Ninety-two percent of the CMSA students were coming from economically disadvantaged families in the 2015-2016 school year. Based on the recently released Chicago Public Schools' performance rating, CMSA earned Level 1+ rating. It is one of the highest performing charter schools in the city of Chicago. Last year, CMSA had the highest college persistence rate with 86% rating among all the non-selective public high schools in the city. Since its inception in 2013, HSA-Belmont has been performing impressively. HSA-Belmont serves predominantly minority students. Seventy-two percent of the HSA-Belmont students are African American, 24% are Latino, and 1% are White, and 3% are multiracial. 96% of the HSA-Belmont student are eligible for free and reduced lunch program as they come from economically disadvantaged families. HSA-Belmont is making progress to meet the rigorous academic, financial, and organizational accountability standards of the Illinois State Charter School Commission since its doors opened to the community. Attached are the annual reports released by the Commission for the last two years. HSA-Belmont retained 77% of its students this year. HSA-Belmont has a total of 54 staff members and the teacher retention rate is currently 86%. The student attendance rate for 2015-2016 school year was 95%. Because a reputation of being an effective learning environment has been gained in such a short period of time, HSA-Belmont has approximately 170 stude

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).*

As was mentioned in previous sections, HSA-Belmont is expanding by adding a grade each year. In 2015-2016 school year, HSA-Belmont served 375 students in Kindergarten through 7th grade. This number will increase to 504 in K-8 next year. HSA-Belmont is moving to another site that is larger and newer than its current building. We are adding new labs, furniture and technology equipment to the new building. The new building is a former Catholic school building. After the renovation, will have a gym, playground, and parking lot, all of which were missing at the current school site. What drives the needs for HSA-Belmont is this planned growth and the move into a new facility. HSA-Belmont needs two computer labs and a science lab at the new building. HSA-Belmont currently does not have a science lab. As a STEM-focused school, we want to add a state-of-the-art science facility at the new building. As a STEM-focused school, HSA-Belmont implements Gateway to Technology Program at the middle school level. Gateway to Technology is a nationally recognized program that provides engineering, biomedical, and computer science curriculum for middle school students that challenges, inspires, and offers schools variety and flexibility. Students get rigorous and relevant experiences through activity-, project-, and problem-based learning. They use industry-leading technology to solve problems while gaining skills in communication, collaboration, critical-thinking, and creativity. HSA-Belmont will establish a lab for the Gateway to Technology program, which requires specific equipment and computers. HSA-Belmont is essentially a new school. It has been around since 2013. There is great learning that takes place at the school. Teachers and students are accomplishing phenomenal things all the time, however there is not enough awareness of this great learning environment in their community. Therefore, HSA-Belmont needs to proactively engage the community and let them know the great work takes place within the school. HSA-Belmont plans on using some funds from the CSP grant to print brochures and annual reports to be sent to households and community stakeholders.

Another need for HSA-Belmont is robust professional development. HSA-Belmont already invests significant amount of funds in professional development, however the number of teachers will increase next year with new faculty being added to the staff. Additionally, we need to further train our teachers on Common Core, PARCC, NGSS, RTI, and other new accountability measures. Therefore, HSA-Belmont needs to invest more in professional development not only for teachers but also for its administrators. Such investment is including but not limited to literacy coaching, math coaching, leadership coaching, classroom management, and student engagement. HSA-Belmont plans on using funds from the CSP grant, if awarded, to supplement its investment in professional development of its staff.

* Required Field

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

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

[Redacted]

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

IL State Charter School Commission

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)

Improve educational outcomes in science for the HSA-Belmont students by establishing a state-of-the-art science lab which will allow them to undertake more hands-on science activities, experiments, and projects.

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

([count] of 1500 maximum characters used)

HSA-Belmont will establish a state-of-the-art science lab. Currently, HSA-Belmont does not have a science lab. Activities for this goal will include purchase of lab furniture, materials, safety equipment and their installation.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

The furniture, materials, and equipment will be purchased in August prior to school opening on August 29, 2016. Installation will be done and the lab will be fully functioning by the end of September. Students and teachers will be using the lab throughout the 2016-2017 school year.

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)

Effectiveness of the program will be measured by having a fully functioning, state-of-the-art science lab by the end of September 2016. It will also be measured by an expected increase in hands-on activities, experiments, and science fair projects, which will all be monitored by the STEM coordinator. Additionally, an increase of student performance in state and NWEA Science assessments will be used to measure the effectiveness and impact of the science lab.

Goal Number: 2

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

([count] of 1500 maximum characters used)

Increase the quality of STEM education that HSA-Belmont provides its students with by establishing a Gateway to Technology lab to implement the Gateway to Technology program at the middle school level.

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

([count] of 1500 maximum characters used)

As a STEM-focused school, HSA-Belmont implements Gateway to Technology Program at the middle school level. Gateway to Technology is a nationally recognized program that provides engineering, biomedical, and computer science curriculum for middle school students that challenges, inspires, and offers schools variety and flexibility. Students get rigorous and relevant experiences through activity-, project-, and problem-based learning. They use industry-leading technology to solve problems while gaining skills in communication, collaboration, critical-thinking, and creativity. HSA-Belmont will establish a lab for the Gateway to Technology program, which requires specific equipment and computers. The lab will have a 3 D printer, too. HSA-Belmont will establish a lab that is fully equipped with the necessary equipment and tools to implement the program. HSA-Belmont has one of its teachers received training to teach Gateway to Tehcnology at Dayton University this summer.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

The furniture, materials, and equipment will be purchased in August prior to school opening on August 29, 2016. Installation will be done and the lab will be fully functioning by the end of September. Students and teachers will be using the lab throughout the 2016-2017 school year.

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)

Effectiveness of the program will be measured by having a fully functioning, state-of-the-art Gateway to Technology lab by the end of September 2016. It will also be measured by effective implementation of the Gateway to technology program. Additionally, an increase of the performance of students in the program in state and NWEA Science assessments will be used to measure the effectiveness and impact of the Gateway to Technology lab and the program.

Goal Number: 3

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

([count] of 1500 maximum characters used)

Increase integration of technology in instruction by providing HSA-Belmont teachers with necessary tools, skills, and training.

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

([count] of 1500 maximum characters used)

HSA-Belmont will purchase 30 laptops for its teachers to use in teaching. Currently, some of the HSA-Belmont teachers have laptops. Some of them need to be replaced and new teachers will be given laptops to use in classrooms. HSA-Belmont teachers use laptops heavily to communicate with parents and students, gradebook, monitor student progress, analyze data, and create resources for their students. HSA-Belmont STEM Coordinator monitor the integration in instruction and keep teachers accountable for it throughout the school year.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

Staff computers will be purchased in August prior to school opening on August 29, 2016. Teachers will be using these tools throughout the 2016-2017 school year.

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)

Effectiveness of the program will be measured by an expected increase of technology integration in classrooms, which will be monitored by the STEM coordinator. Additionally, an increase of student engagement will be used to measure the effectiveness of the program. Student engagement data is collected through observations by HSA-Belmont administrators and student incident reports throughout the school year.

Goal Number: 4

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

([count] of 1500 maximum characters used)

Increase the engagement and awareness of the North Austin community regarding the high quality public education that HSA-Belmont provides.

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

([count] of 1500 maximum characters used)

HSA-Belmont will prepare, print, and mail brochures to all the households in North Austin community to educate them about the school and the quality education provided. HSA-Belmont will also prepare an annual report that will include detailed information about the program, opportunities, student engagement, achievement, and fiscal management of the school, print and share it with our parents as well as with the community stakeholders. As a public charter school, we will be informing the public and our community about how effectively their tax dollars are utilize to prepare a better future for our community, city, and the country.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

Brochures will be designed, printed, and mailed out in July through September 2016. Annual report will be prepared, printed, and shared with our parents and the community stakeholders in November 2016.

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)

Effectiveness of the program will be measured by an increase in applications and enrollment as well as participation of the community members, prospective parents in our community events. HSA-Belmont will monitor participation in these events by the community through sign-in sheets. Effectiveness of the program will also be measured by the annual parent surveys that HSA-Belmont administers.

Goal Number: 5

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

([count] of 1500 maximum characters used)

Increase the capacity of our teachers and administrators in terms of teaching and leading, current research around instruction and leadership, and other skills necessary to lead effective classrooms and schools.

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

([count] of 1500 maximum characters used)

HSA-Belmont administrators and teachers will work with outside experts and coaches around literacy, instructional leadership, instructional coaching, culturally relevant pedagogy, common core, quality instruction, and other related areas.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

These professional development activities will take place throughout the 2016-2017 school year.

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)

Effectiveness of the program will be measured by teacher, parent, and student satisfaction which is measured through annual surveys.

An increase in such satisfaction levels will be an indicator of the effectiveness of the program. Effectiveness of the program will also be measured by teacher and student retention. Current student and teacher retention at HSA-Belmont are 77% and 86% respectively. Effectiveness of the program will be measure by an increase in these percentages

*Required field

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

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

See the category descriptions linked here

<u>BUDGET CATEGORY AND DESCRIPTION</u>	<u>AMOUNT</u>
Salaries (Obj 100)	<input type="text"/>
Benefits (Obj 200)	<input type="text"/>
Purchased Services (Obj 300)	<input type="text"/>
Supplies & Materials (Obj 400)	<input type="text"/>
Equipment (Obj 500)	<input type="text"/>
Other Objects (Obj 600)	<input type="text"/>
Noncapitalized Equipment (Obj 700)	<input type="text"/>
Total Program Design Budgeted	<input type="text"/>
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	<input type="text" value="400000"/>

*Required field

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

See the category descriptions linked here

<u>BUDGET CATEGORY AND DESCRIPTION</u>	<u>AMOUNT</u>
Salaries (Obj 100)	<input type="text"/>
Benefits (Obj 200)	<input type="text"/>
Purchased Services (Obj 300)	<input type="text"/>
Supplies & Materials (Obj 400)	<input type="text"/>
Equipment (Obj 500)	<input type="text"/>
Other Objects (Obj 600)	<input type="text"/>
Noncapitalized Equipment (Obj 700)	<input type="text"/>

Total Initial Implementation Budgeted Months: 1-12

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)	[]
Benefits (Obj 200)	[]
Purchased Services (Obj 300) Professional Development (Literacy coach for teachers, leadership coach for principal and admin team, mathematics coach for teachers) \$31,000 Flyers, brochures, annual report to inform the community about the school. Includes design, print, and mailing. \$30,000	61000
Supplies & Materials (Obj 400) 1 overhead projector for the Gateway to Technology Lab \$350 28 desks and chairs, 2 book cases, 1 cabinets, white board, and bulletin boards for the Gateway to Technology Lab. Total is \$8,100 Furniture for the science lab. (science tables, stools, boards, storage cabinets, sink, chemical storage units, safety equipment) Total is \$3,300 1 overhead projector for the science lab. \$350	12100
Equipment (Obj 500) 28 computers for the Gateway to Technology Lab for students. Each is \$1,700. Total is \$47,600 Furniture for the science Lab (science tables, stools, boards, storage cabinets, sink, chemical storage units, safety equipment). Total is \$48,600 1 smart board for the science lab. \$4,000 1 3D printer for the Gateway to Technology Lab. \$5,000	105200
Other Objects (Obj 600)	[]
Noncapitalized Equipment (Obj 700) 1 computer for science teachers in the science lab. \$700 30 computers for teachers. \$700 each. Total is \$21,000	21700
Total Initial Implementation Budgeted Months 13-24	200000
Total Initial Implementation Budgeted Months 1-12	[]
Total Program Design Budgeted (up to 18 months)	[]
TOTAL FUNDS BUDGETED UP TO 36 MONTHS	200000
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	400000

*Required field

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

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

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

Function Code	Object Code	Expenditure Description and Itemization	ChartRFP-4960 Funds	Delete Row
1000	400	1 overhead projector for the Gateway to Technology lab. \$350.	350	<input type="checkbox"/>
1000	400	Desks and chairs for 28 students, teacher desk, teacher chair, white board, bulletin boards, 2 book cases, storage cabinet, and a file cabinet for teacher. Total is \$ 8,100	8100	<input type="checkbox"/>
1000	400	Furniture for the science lab (science tables, stools, boards, storage cabinets, sink, chemical storage units, safety equipment). Total is \$3,300	3300	<input type="checkbox"/>
1000	400	1 overhead projector for the science lab. \$350.	350	<input type="checkbox"/>
1000	500	28 computers for the Gateway to Technology Lab. \$1,700 each. Specifications for these computers are required by the Gateway to Technology program, which is a nationally recognized middle school STEM program. Total is \$47,600	47600	<input type="checkbox"/>
1000	500	Science Lab Furniture (science tables, stools, boards, storage cabinets, sink, chemical storage units, safety equipment). Total is \$ 48,600	48600	<input type="checkbox"/>
1000	500	Smart board for the science lab. \$4,000.	4000	<input type="checkbox"/>
1000	500	3D printer for the Gateway to Technology lab. \$5,000.	5000	<input type="checkbox"/>
1000	700	1 computer for teacher at the science lab. \$700. It is higher than 500 but less than the \$1,000 capitalization limit of HSA-Belmont.	700	<input type="checkbox"/>
2210	300	Professional Development (Literacy coach for teachers, leadership coach for principal and admin team, mathematics coach for teachers). Total is \$31,000	31000	<input type="checkbox"/>
2210	700	Computers for teachers. 30 of them. \$700 each. Total is \$21,000	21000	<input type="checkbox"/>
3000	300	Flyers, brochures, annual report to inform the community about the school. The cost includes, design, print, and mailing. Total is \$30,000	30000	<input type="checkbox"/>

Total Direct Costs	200000
- Capital Outlay Costs	126900
Allowable Direct Costs	73100
Indirect Cost Rate %	3.24
Maximum Indirect Cost *	2368

Indirect Cost 0

Total Allotment 0

Grand Total 200000
Allotment Remaining -200000

[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				12,100	105,200		700	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			31,000				21,000	52,000
8	2220	Educational Media Services								
9	2230	Assessment & Testing								
10	2300	General Administration								
11	2400	School Administration								
12	2510	Direction of Business Support Services*								
13	2520	Fiscal Services*								
14	2530	Facilities Acquisition & Construction**								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services								
17	2560	Food Services								
18	2570	Internal Services*								
19	2610	Direction of Central Support Services								
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*								
23	2660	Data Processing Services*								
24	2900	Other Support Services								
25	3000	Community Services			30,000					30,000
27	4000	Payments to Other Governmental Units								
29	Total Direct Costs				61,000	12,100	105,200		21,700	200,000
30	Approved Indirect Costs X 3.24%									
31	Total Budget									200,000

* 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

[Hizir Disli](#)

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

Agreed to on this Date: 07/08/2016
RCDT when agreed to: 15-016-9010-90

The application has been submitted for review.

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

Application was created on:	7/8/2016
Assurances were agreed to on:	7/8/2016
Consistency Check was run on:	7/13/2016
District Data Entry Business Manager	
District Administrator submitted the proposal to ISBE on:	7/13/2016
Grant Administrator	

Status Change	UserId	Action Date
Submitted to ISBE	horizonbelmontgrants	07-13-2016

Expand All

Charter Schools Program - QSO - Request for Propos

[Charter Schools-QSO - RFP](#)

Page Status **Open Page
for editing**
Unlock
Section

Save

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

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