

eGrant Management System

Printed Copy of Application

Applicant: HORIZON SCIENCE ACAD-MCKINLEY PK

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

Cycle: Original Application

Sponsor/District: HORIZON SCIENCE ACAD-MCKINLEY PK

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

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Program Overview

Program:	Charter School Program - Quality School Options (QSO)
Purpose:	<p>The purpose of this Request for Proposal (RFP) is to solicit from charter school design teams working with a school district, or from charter schools already in operation, proposals that meet the purposes of the federal public Charter Schools Program, which are listed below.</p> <ol style="list-style-type: none">1. Provide financial assistance for the program design and initial implementation of charter schools;2. Expand the number of high-quality and educationally diverse charter schools throughout the state by supporting the efforts of charter school design teams and organizers; and3. Evaluate the effects of charter schools, including their effects on students (in particular, on student academic achievement), staff, and parents.
Type of Submission:	Application
Application Type:	Federal Competitive Grant
Expected Number of Awards:	Anticipated awards include up to 12 Program Design grants and up to 10 Implementation grants
Total Grant Award:	Estimated total program funding for fiscal year 2017 is \$7,025,000
Award Range:	<p>Funds for Program Design activities can be no more than \$150,000 for a maximum of 18 months. Funds for Implementation activities can be no more than \$400,000 per 12-month period for a maximum of 24 months. Combined, activities cannot exceed 36 months total. Individual grant awards will vary, depending on the needs addressed in the approved proposals and the total appropriation for the program. No more than 50% of the total grant award will be awarded to a specific geographical area, as defined by the Regional Area Statewide Map linked below, unless there are available funds. All grants are awarded based on a competitive process using peer reviewers.</p> <p>Regional Area Statewide Map</p>
CFDA Number:	84.282A
CSFA Number and Short Name:	586-00-1155 Charter Schools
GATA Requirements:	<p>Grant Accountability and Transparency Act (GATA) website GATA Rules GATA Legislation</p>
2 CFR Part 200 Requirements:	Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
Federal Legislation:	Title V, Part B, Subpart 1 of ESEA as amended (Section 5201-5211)
Federal Guidance:	Charter Schools Program, Title V, Part B, Non-Regulatory Guidance
State Legislation:	105 ILCS 5/27A - Charter Schools
State Rules:	See 23 Illinois Administrative Code 650
ISBE Website:	Charter Schools Home Page
Eligible Applicants:	<p>Not-for-profit organizations that have submitted a charter proposal to the appropriate school district(s) or the Illinois State Charter Commission upon appeal and existing charter schools that are fully ISBE-certified within the first two years of operation are eligible to apply. Charter school agreements must be authorized by local boards of education or by the Illinois State Charter Commission upon appeal. Applicants interested in applying for more than one campus must complete the Multiple Schools Decision Worklist linked below.</p>
Replicating Charters:	<p>A charter school operator that has multiple charter campuses that are merely extensions of each other (i.e., one charter school with multiple campuses) must complete the Multiple Schools Decision Worklist and submit it to:</p> <p>charter@isbe.net Click here to access Multiple Schools Decision Worklist</p>
Funding Note:	<p>Payment under this grant is subject to passage of a sufficient appropriation by the General Assembly for the program. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient funds (i.e., state, federal, or other) for this program.</p> <p>Receiving continuation funding is contingent upon federal appropriation to ISBE as well as meeting substantial progress requirements. Implementation funding will not be awarded until a progress report is provided for Program Design activities, if appropriate.</p> <p>In the event the grantee's proposal is delayed or the charter school does not open, no additional funding will be disbursed after the official Authorizer notification to the grantee. Immediately contact Project Administrator Claudia Quezada for next steps at cquezada@isbe.net.</p>
Start Date:	July 6, 2016
End Date:	August 31, 2017
Grant Period:	<p>Program Design activities will have a term of no more than 18 months. Implementation activities will have a term of no more than 24 months. Successful applicants may receive funds in future fiscal years via continuing application (not to exceed 36 months in total). Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding</p>

grant period.

- Application Deadline:** Proposals must be submitted electronically by 4:00 p.m. on Tuesday, July 5, 2016. Late or substantively incomplete proposals may not be eligible for consideration.
- Expenditure Reports:** Cumulative expenditure reports, submitted quarterly, and a final completion report are required.
- Program Performance Reports:** Successful applicants are required to submit all requested ISBE reports in the prescribed format.
- Webinars:** A Bidders' webinar titled Guidance on Developing and Submitting the Quality School Options RFP was held on Friday, April 15, 2016. If you were unable to attend the live webinar, the informational portion was recorded and has been posted on the ISBE charter school website. Other previous webinars may also be found there.
- [Go to http://www.isbe.net/charter/](http://www.isbe.net/charter/)
- Fiscal Information:** [Requirements for Accounting, Budgeting, Financial Reporting, and Auditing](#)
[State and Federal Grant Administration Policy, Fiscal Requirements and Procedures](#)
- Applicant Questions:** For more information on this RFP, contact Claudia Quezada by phone at 217/524-4832 or by email at cquezada@isbe.net.
- Intent to Apply Form:** In order to access the online Request for Proposal, potential applicants must complete and return the Intent to Apply form available at the ISBE Charter Schools home page:
[Federal Charter School Program Grant section](#)

Applicant Entity Information

Applicant/Organization Name* School Name*

Administrator Last Name* Middle Initial Administrator First Name*

Address 1*

Address 2

City* State* Zip + 4*

Phone* Extension Fax

Email*

Applicant Entity Website Address

Program Contact Person:

Last Name* First Name* Middle Initial

Address 1*

Address 2

City* State* Zip + 4 *

Phone* Extension Fax

Summer Phone * Extension Email*

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

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

Proposal Type (select one):*

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

Activity Period:*

- Regular Project Year - activities completed through June 30, 2017. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries (involved in start-up activities) for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- Extended Project Year - activities occurring between project begin date and August 31, 2017.

Grant Period:

Begin Date: July 1, 2016

End Date: 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 McKinley Park 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 increase access to technology, science labs and equipment for students and teachers, provide professional development for staff in order to improve academic achievement for students and engage the larger community in meaningful ways.

Agency DUNS Number *:

[Click here for additional DUNS information](#)

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

Agency's Annual Gross Revenues*:

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

AND

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

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

* Required field
v8.15

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

Is this an Original application or Amended application? *

- Original Application Amended Application

Grant Changes

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

([count] of 1500 maximum characters used)

*Required field

Background

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

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

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

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

Grant award numbers and amounts:

Funds for Program Design activities can be no more than \$150,000 for a maximum of 18 months. Funds for Implementation activities can be no more than \$400,000 per 12-month period for a maximum of 24 months. Individual grant awards to fund highly qualified programs will vary, depending on the needs addressed in the approved proposals and the total federal award for the program. No more than 50% of the total grant award will be awarded to a specific geographical area, as defined by the Regional Area Statewide Map linked on the Overview page, unless there are available funds.

The purpose of charter schools is to:

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

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

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

charter@isbe.net

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

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

In order to encourage the formation of charter schools that accomplish these objectives, ISBE will give priority consideration to those proposals designed to achieve related results (see Criteria for Review and Approval of Proposals section). For instance, a rapidly growing school district might consider a charter school as a way to address infrastructure inadequacies for its expanding student population. Likewise, a school district with a school that is failing to meet state standards could convert that school into a charter school, thus providing students and their families with a high-quality educational choice.

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

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

1. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, educationally disadvantaged students served by the charter school;
2. Either -

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

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

- Federal Legislation
- Federal Guidance
- State Legislation
- State Rules
- ISBE Charter Schools Home Page

Eligibility Criteria

Not-for-profit organizations that submitted a charter proposal to the appropriate school district(s) or the Illinois State Charter Commission upon appeal and existing charter schools that are fully ISBE-certified within the first two years of operation are eligible to apply. Charter school agreements must be authorized by local boards of education or by the Illinois State Charter Commission upon appeal.

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

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

A charter school operator that has multiple charter campuses that are merely extensions of each other (i.e., one charter school with multiple campuses) must complete the Multiple Schools Decision Worklist (see Overview page) and submit it to

charter@isbe.net.

Required Program Components

Each program funded must include the components listed below.

- A. A description of the educational program to be implemented by the proposed charter school, including:
 1. How the program will enable all students to meet challenging state student academic achievement standards;
 2. The curriculum and instructional practices to be used;
 3. Educational innovations and rigorous accountability mechanisms; and
 4. How the curriculum will be aligned to the Illinois Learning Standards.
- B. A description of how the charter school will be managed, including a description of the financial model that will allow for long-term financial solvency.
- C. A description of:
 1. The objectives of the charter school;
 2. The methods by which the charter school will determine its progress toward achieving those objectives; and
 3. How the charter school will address low-performing subgroups.
- D. A description of the administrative relationship between the charter school and the authorized public chartering agency, including a description of clear separation of the governance of the charter school from local educational agency (LEA) oversight.
- E. A description of how parents and other members of the community will be involved in the program design and implementation of the charter school.
- F. A description of how the authorized public chartering agency will provide for continued operation of the school once the federal grant has expired, if such agency determines that the school has met the objectives described in C.1. above.
- G. A request and justification for waivers of any federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that will be waived for or otherwise not apply to the school.
- H. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other federal programs administered by the Secretary.
- I. A description of the student lottery (if applicable) and how students in the community will be:
 1. Recruited and informed about the charter school; and
 2. Given an equal opportunity to attend the charter school.
- J. A description of the thoroughness of the approach to attract, recruit, admit, enroll, retain, and serve at-risk and other educationally disadvantaged students and the plans for meeting the needs of those who may be underserved in more traditional environments, including the number of students to be served by the school.
- K. A description of the recruitment and retention strategy that will attract highly qualified staff that represent the diversity of the community being served and will meet the needs of all students.
- L. A description of how a charter school that is considered an LEA under state law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.
- M. A description of proposed Multi-tiered System of Support (MTSS) Strategies, including:
 1. The creation of a Leadership Team and other structure(s);
 2. Completion of an MTSS self-assessment;
 3. Participation in foundational systems training (including work with Illinois CSI and MTSS Network);
 4. Development of a multi-year MTSS Implementation plan; and
 5. Participation in regular professional development, technical assistance, and coaching to build and sustain capacity for MTSS.
- N. A description of how the charter school is/will be of high quality. A high-quality charter school shows evidence of strong academic results for the past three years (or over the life of the school, if the school has been open for fewer than three years), based on the following factors:
 1. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, educationally disadvantaged students served by the charter school;
 2. Either -
 - a. Demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA (20 U.S.C. 6311(b)(2)(C)(v)(II)) at the charter school; or
 - b. No significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA (20 U.S.C. 6311) at the charter school and significant gains in student academic achievement for all populations of students served by the charter school;
 3. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other educationally disadvantaged students served by the charter school that are above the average academic achievement results for such students in the state;
 4. Results on a performance framework established by the state or authorized public chartering agency for the purpose of evaluating charter school quality; and
 5. No significant compliance issues, particularly in the areas of student safety, financial management, and equitable treatment of students.
- O. A description of the need for the charter school, based on a needs assessment, and how the proposed program will

support the identified need(s).

Fiscal Information

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

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

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

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

1. Funds may only be used for costs associated with the Program Design and initial Implementation of a charter school.
2. In general, grantees may not use grant funds for normal operating costs. Under certain circumstances, written approval from ISBE based on justification may be entertained.
3. Grant funds may not be used for the administrative fees or expenses of the school district with which the applicant is working unless the applicant voluntarily enters into a mutually agreed upon arrangement with the school district for the provision of administrative services.
4. Grant funds may not be used for ADA compliance, building construction or renovation, or for related salaries and benefits.
5. In all cases, normal operating expenses including, but not limited to, salaries, benefits, postage, ADA compliance and utilities, are not allowable grant expenditures. The Implementation grant, however, does contain a short-term provision for salaries and benefits as detailed below.
6. In the event the grantee's proposal is delayed or the charter school does not open, no additional funding will be disbursed after the official Authorizer notification to the grantee. Immediately contact Project Administrator Claudia Quezada for next steps at cquezada@isbe.net.

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

[The Uniform Guidance is available here](#)

[The GATA legislation is available here](#)

Key Financial Management Requirements

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

Allowable Expenditures

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

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

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

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

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

[State and Federal Grant Administration Policy, Fiscal Requirements and Procedures
Requirements for Accounting, Budgeting, Financial Reporting, and Auditing](#)

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

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

Review Criteria

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

Program Design/Implementation Proposals (100 Points)

- Educational Program:** The quality of the charter school's proposed educational program, including accountability mechanisms, alignment to the Illinois Learning Standards, and the number of students to be served. (25 points possible)
- Budget:** The extent to which the proposed budget is consistent with the proposal's activities and appears to be cost-effective. (25 points possible)
- Underserved Populations:** The thoroughness of the applicant's approach to attracting at-risk and other educationally disadvantaged students and the plans for meeting the needs of those who may be underserved in more traditional educational environments. (25 points possible)
- Diversity and Community:** The level of diversity and the degree to which the members of the planning partnership represent the community to be served and the scope and thoroughness of its approach to involving parents and community members in the proposed charter school. (15 points possible)
- Governance and Finance:** The strength of the proposed governance system and the financial model to ensure that charter school resources are used effectively. (10 points possible)
-

Implementation ONLY Proposals (100 Points)

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

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

- 1) Operate a charter school outside of the City of Chicago;
 - 2) Assist students to remain in or, in the case of dropouts, to return to school through grade 12;
 - 3) Serve educationally disadvantaged students in rural areas; and/or
 - 4) Serve districts with lowest-performing schools.
-

Appeal of Award Denial

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

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

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

Mail a hard copy of the appeal to:

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

Program Evaluation and Reporting Participation Requirements

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

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

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

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

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

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-McKinley Park Authorizer Evaluation 2013-2015 .pdf
- Attachment 3 HSA-McKinley Annual Review Summary.xlsx
- Attachment 4 HSA-McKinley Park Charter Agreement.pdf
- Attachment 5 HSA McKinley Park FY16 Budget.xlsx
- Attachment 6 HSA McKinley Park FY17 Budget.xlsx
- Attachment 7 Concept Most Recent Audit Report.pdf
- Attachment 8 HSA-McKinley Park Annual Report.pdf
- Attachment 9 HSA-McKinley 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 McKinley Park NWEA Subgroup Performance.xlsx

Any uploaded files will appear to the right.

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

Attached is the decision by the Illinois State Charter School Commission on Concept Schools' appeal (ISCSC- Concept Decision.pdf). Upon this decision, the charter was awarded to Concept and the Illinois State Charter School Commission became the authorizer of the school. Attached are also the documents that the grant narrative refers as attachments.

* 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

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

([count] of 7000 maximum characters used)

Horizon Science Academy-McKinley Park Charter School (HSA-McKinley Park) is a high performing charter school located in the City of Chicago. Opened in 2013 with 450 students in K-8, today HSA-McKinley Park serves 615 students in K-10. HSA-McKinley Park will eventually be a K-12 school serving 725 students by adding one grade each year. HSA-McKinley Park has established a great reputation of being an effective learning environment in such as short time period. Currently, there are around 500 students on the waiting list of HSA-McKinley Park. HSA-McKinley Park 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. 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 the City of Chicago. Horizon Science Academy-McKinley Park is a dba (doing business as) name for Concept Schools. Concept operates two other schools in the City of Chicago, Horizon Science Academy-Belmont and Horizon Science Academy-Southwest Chicago. 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 the students are in special education programs as 6% are English language learners. Authorized by the Illinois State Charter School Commission in 2013, HSA-McKinley Park serves predominantly minority students (83% Latino, 5% African American, 6% Multiracial, and 6% White) and economically disadvantaged families (83% of HSA-McKinley Park student are eligible for free and reduced lunch program). HSA-McKinley Park, however, shows significant growth on NWEA assessments and outperformed their counterparts in the Chicago Public School District on the PARCC assessments in 2015. In fact, HSA-McKinley Park student performed at or very close to state averages on the PARCC last year. HSA-McKinley Park has attained 92% student retention and 84% staff retention rates this year. Since its inception, HSA-McKinley Park has also met 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-McKinley Park has a state-of-the-art facility that is being developed gradually to accommodate its planned expansion. This planned growth creates ongoing needs for HSA-McKinley Park as new labs, furniture, technology equipment are to be added every year. The facility, which used to be an industrial building, is large enough to accommodate around 800 students, has a parking lot, a playground, and some green space. HSA-McKinley Park's vision is to provide its students with an effective education with unprecedented opportunities, technology infused instruction, state-of-the-art labs and equipment, increased technology, and innovative programs. HSA-McKinley Park does one-to-one computing at the high school level, implements nationally recognized STEM programs such as Project Lead the Way and maintains an award-winning Robotics program. In addition to one-to-one computing program that high school students use, HSA-McKinley Park teaches computer classes from Kindergarten through high school in stationary computer labs. In computer classes, students learn how to use the computers, Microsoft Office, coding, gaming, web design, animation, languages, and more. HSA-McKinley Park 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 a significant number of new teachers every year, hence invest in professional development of our teachers notably. HSA-McKinley Park is a new school. It has been around since 2013. There is great learning takes place at the school, teachers and students are accomplish phenomenal things all the time. However, there is not enough awareness of this great learning environment in the McKinley Park and the larger Chicago community. Therefore, HSA-McKinley Park has been organizing various events for the community members to be engaged and informed about the school and to let them know the great work that takes place at the school. If awarded, funds from the CSP grant will be used in the areas below. These areas are driven by the aforementioned needs and vision of HSA-McKinley Park: *Building an additional state-of-the-art science lab with all the necessary materials and equipment for the high school students who are currently using the middle school science lab. A new lab would allow HSA-McKinley Park to continue providing innovative, hands-on, and project based science instruction to our students *Increasing access to technology and equity for our students by providing all of the high school students with Chromebooks, laptops for teachers, smart boards, iPads, additional computer labs with 3D printers*Invest more in the existing award-winning Robotics program to expose our students to unique engineering programs *Professional Development (teacher and leadership training around literacy, instructional leadership, culturally relevant pedagogy, student engagement and other topics)*Community engagement (organizing events such as community breakfast, luncheon, showcase and preparing and annual report to be sent to parents and community stakeholders)As an experienced operator, Concept School will benefit from and manage the CSP grant effectively, if awarded. The CSP grant funds will be a great support to HSA-McKinley Park 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.

*Required field

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

[Yellow 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-McKinley Park Charter School (HSA-McKinley Park) is modeled after the school design developed by Concept Schools, NFP. This proven successful model by Concept is a student-centered, evidence-based design that has been continuously 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 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, to 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-McKinley Park 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-McKinley Park 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-McKinley Park 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-McKinley Park 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-McKinley Park 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-McKinley Park 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 competitive colleges and the world they will find themselves in. 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-McKinley Park promotes respect for diversity and creates a context in which teachers' and students' experiences can be understood, appreciated, and connected to the curriculum. HSA-McKinley Park has a diverse faculty and administration. Ten percent of the HSA-McKinley Park staff is African American, while 20% is Latino, 5% is Asian, and 65% is Caucasian. Knowledgeable and skilled teachers - HSA-McKinley Park 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, 46% of the HSA-McKinley Park teachers hold Master's degrees while the average teaching experience is 5 years. Collaborative planning and professional development - Because so much is expected of HSA-McKinley Park' 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-McKinley Park has a very active parent teacher organization. The formal governance committee of HSA-McKinley Park 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 alte

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-McKinley Park to operate rather than manage. Concept-managed schools are separate 501 (c) (3) entities with board(s) of directors independent of Concept. Concept enters into a management agreement with the local school board to manage their schools whereas at McKinley Park, Concept is the charter holder. Horizon Science Academy McKinley Park Charter School is a dba (doing business as) name of Concept Schools, NFP. In order to accommodate this new operation, Concept modified its organizational and governance structure slightly. Concept's Board of Directors formed a committee to govern HSA-McKinley Park. This committee is called HSA-McKinley Park Governance Committee. The Governance Committee consist of five members. Two of the five members are Concept Board members. There are three community members/parents on the governance committee of HSA-McKinley Park. Concept's Board gives 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 comprehensive 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 works with the school principal, Concept regional superintendent and other appropriate Concept staff in running the schools. HSA-McKinley Park has a separate bank account under Concept and it is self contained in terms of financial management. There is no commingling of funds between HSA-McKinley Park and Concept's main account or any other schools Concept operates. In the meantime, HSA-McKinley Park benefits from the capital resources, human resources, tools and systems that Concept's school network already has in place. For example; assessments, professional 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-McKinley Park. The amount of reimbursement, however, is dependent upon the surplus that HSA-McKinley Park has at the end of each year. Moreover, such a 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-McKinley Park. How much of a reimbursement there is for Concept is a secondary issue. If the schools do not have any surplus, there will be no reimbursement for Concept. Aside from the HSA-McKinley Park 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-negotiable features 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-McKinley Park Committee includes the following community members along with Ahmet Uysal and Omer Topaloglu from the Concept's main board: Fatima Villasenor-Mikva Challenge-Peace and Leadership Council Intern Efrain Salas-Legacy, Inc. -Point of Sale Technician Nicole Jones, MBA-Parent-Horizon Science Academy-Southwest Chicago 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-McKinley Park *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-McKinley Park. *Promote HSA-McKinley Park's mission - Advocate for HSA-McKinley Park 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-McKinley Park principal to provide vision and leadership to the school. *Establish HSA-McKinley Park policies - Develop and approve all HSA-McKinley Park 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 HSA-McKinley Park 's long term strategic plans *Develop community partnerships- As appropriate, board members 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. The Board of Directo

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-McKinley Park that were included in the charter proposal: Metric Measurement Baseline 2013 2017 Grades Served K-8 K-12% Proficient PSAE 22% NA 65% Graduation Rate Graduation Rate 58% NA 95% College Readiness ACT Composite Av 18 NA 22 College Readiness AP Exams 15% NA 60% College Readiness Passing AP test 35% NA 50% College Prep Mission College Acceptances 60% NA NACollege Prep Mission College Attendance 90% NA NA Attendance Rate Attendance Rate 85% 97% 97% Student Retention Rate Annual Retention 80% 80% 90% Teacher Retention Rate Annual Retention 81% 80% 90% Parent Conference Attnd Annual Average 70% 80% 80% Concept Board of Directors developed a rubric for the goals above and for measuring 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 Metric

2013 2017 Total Cost Per Student Financial Statement \$10,460 \$10,594 Variance to Budget Monthly Financial Reports <5%
<5% Teacher Satisfaction Survey 90% 90% Student Demand # Of applicants per seat 1 3 Parent Satisfaction (%) Survey 85%
90% Community partnerships Meaningful partnerships 2 5 Home visits Concept Student inf system >20% >40% After school
participation Concept Student inf system >60% >60%

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

As a non-selective school, some of our students come to HSA-McKinley Park academically behind their grade level and, in some cases, three to four years behind. Once enrolled at HSA-McKinley Park, 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-McKinley Park 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-McKinley Park:

- *Before- and after-school tutoring - A student with a failing grade in a subject stays after school or comes to school before classes to receive additional help from their teachers. This tutoring is mandatory and continues 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 Saturdays to work with teachers on fundamental skills.
- *Pull-out programs - Some of the HSA-McKinley Park 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-McKinley Park 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.
- *Buckle Down Institutes - Horizon Science Academies have a total of four professional development days during the school year. Normally, students are not in attendance on professional development days because teachers are either attending workshops or involved in-group learning activities. Students who have missing assignments and tests are asked to come to school on professional development days. They work on their class work with help from tutors who come from partnering organizations such as the University of Illinois at Chicago. In their data analysis meetings, HSA-McKinley Park 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 misleading

At the Summer Institute, the annual Concept Schools' conference, and the professional development days, HSA-McKinley Park provide extensive training to teachers regarding the use of data to guide instruction. The faculty of HSA-McKinley Park is proficient in analyzing data and developing specific strategies to address negative trends. This is accomplished by modeling, analyzing data as teams, reading, 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, 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 Student Information System to support parents and students at home or outside the school. HSA-McKinley Park informs parents and provides trainings to them about how to effectively use the data and Concept's student information system. The parents of HSA-McKinley Park 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-McKinley Park 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. McKinley Park is considered and LEA, a single school district and works with the Illinois State Board of Education directly. Although, the school is located within a district, Chicago Public Schools, due to its authorizer being the Commission, Chicago Public School District has no oversight authority over HSA-McKinley Park. The Board of Directors of Concept Schools is conscientious and very protective of the autonomy that HSA-McKinley Park 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-McKinley Park must follow. The Commission assesses the HSA-McKinley Park as operation fee in an amount of 2.5% of the General State Aid each year. The Commission evaluates HSA-McKinley Park 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 IL State Charter Commission Schools (Attachment 1) for further details. Also please find the attached Annual Evaluation of HSA-McKinley Park by the Commission (Attachment 2) based on the aforementioned Accountability System. Attached is also how such evaluation of HSA-McKinley Park has 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-McKinley Park full autonomy in financial management, facility, hiring and firing, programmatic decisions, school day and year, organizational structure, professional development, and more. However, materials 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).

* 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

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 philosophy and approach Concept-managed schools become great assets for their communities in such a short time. 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 to more people HSA-McKinley Park 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. Opportunities for community participation in the operation of HSA-McKinley Park 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-McKinley Park 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-McKinley Park currently has partnerships with Northwestern University, UIC, Back of the Yard Community Organization, First Robotics, and Lumity. Horizon Science Academies organizes 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-McKinley Park is to them. In addition to the community breakfast, HSA-McKinley Park also organizes another event called HSA-McKinley Park Showcase. Students give a variety of subject-related presentations, delivered through a theatrical format. The Annual Showcase involves many students in the school and aims to be interactive and engaging. Horizon Science Academy students prepare for the showcase with a supervising teacher who facilitates the presentation. Again, community leaders, elected officials, business members, and prospective parents are invited to the annual showcase. The annual showcase publically demonstrates to the community the ongoing success and intellectual vibrancy of our students and teachers. HSA-McKinley Park 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-McKinley Park.

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-McKinley Park has just finished its third year in operation. It started off with 450 students and in 2015-2016 school year, the school was serving 615 students in Kindergarten through 10th grade. HSA-McKinley Park will add one grade each year to be a K-12 campus serving 725 students. In 2016-2017 school year, HSA-McKinley will serve 710 students in Kindergarten through 11th grade. Since its inception in 2013, HSA-McKinley Park has met its enrollment goals and maintained a waiting list each year. There are more than 400 students on the waiting list of HSA-McKinley Park currently for the upcoming school year. HSA-McKinley Park has also maintained a strong financial health since its inception. Per pupil amount for HSA-McKinley Park was \$ 11,706 during the 2015-2016 school year. The per pupil amount is based on Per Capita Tuition Cost of Chicago Public Schools. In addition to the per pupil amount, HSA-McKinley Park 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-McKinley Park was \$ 8,234,000 in FY2016. Please find the attached FY16 budget for HSA-McKinley Park (Attachment 5). The school maintained a considerable amount of surplus at the end of each fiscal year since 2013. For FY2017, HSA-McKinley Park prepared a balanced budget with an estimated revenue of \$9.5 million and a surplus around \$400K. This budget does not include the \$200K that will come from the CSP grant, if awarded. Therefore, HSA-McKinley Park 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-McKinley Park (Attachment 6). As it was mentioned answering the question about the management and governance of HSA-McKinley Park, the charter holder is Concept Schools and HSA-McKinley Park 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 CPS 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.*

Not 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: *Science (building an additional state of the art science lab with the necessary equipment)*Technology (Chromebook laptops for one to one computing, laptops for teachers, smart boards, and an additional 3D printer)*Engineering (Equipment and other expenses for the Robotics program)*Professional Development (teacher and leadership training around literacy, instructional leadership, culturally relevant pedagogy, student engagement and other topics)*Community engagement (organizing events such as community breakfasts, luncheons, showcase and preparing an annual report to be sent to parents and community stakeholders) Please see the attached annual report of HSA-McKinley Park for 2014-2015 (Attachment 8). As a STEM-focused school, HSA-McKinley Park invests considerable amount of funding each year in STEM related program, equipment, and training. At the high school level, students use one-to-one computing. Each student is assigned a

Chromebook to access the Internet, digital course materials, and digital textbooks. Therefore, as the number of students grow each year at the high school level because a new grade is added each year, need for additional and new technology equipment arise each year. We plan on using 60% of the CSP funds (\$121,830) for such technology equipment. HSA-McKinley Park had one science lab in the 2015-2016 school year which was used for both elementary and junior high teachers and students. We plan on building another lab that will serve the high school teachers and students next year. CSP funds will be used to build this state-of-the-art lab next year. As it was mentioned in previous sections, HSA-McKinley Park has an award winning Robotics program in which students as early as in Kindergarten are involved. Students in Robotics programs are involved not only in engineering but also in community service. They organize field trips and other programs to promote engineering with other children in their community. HSA-McKinley Park also invests in the Robotics program by providing the teams with all the equipment that they need. We plan on supplementing our investment in the Robotics program through the CSP fund, if awarded. In addition to the per pupil funding, state categorical funding, HSA-McKinley Park 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-McKinley Park received the aforementioned federal funds in the amount of \$861K. HSA-McKinley Park 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-McKinley Park for 2015-2016 school year (Attachment 9). As it could 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-McKinley Park 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

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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-McKinley Park the recruitment process is also personalized. We reach out to meet students and parents where they are comfortable. HSA-McKinley Park 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*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 listsUsing the above methods helps ensure that the invitation to hear directly about HSA-McKinley Park is widely circulated. HSA-McKinley Park 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-McKinley Park 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-McKinley Park 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-McKinley Park 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-McKinley Park. 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-McKinley Park had 635 students enrolled and 701 students were put on the waiting list. For 2016-2017 school year, HSA-McKinley Park will have 735 students are already enrolled 509 students have been put on the waiting list. Last year, HSA-McKinley Park held its lottery on March 4, 2015. This year, we held it on March 4, 2016.Separate waiting lists are maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission serves to place students in order on the waiting lists. Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school contacts the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts are made to contact the family of the student on the top of the waiting list and receive confirmation of whether the student is still interested in enrolling at HSA-McKinley Park before proceeding to the next name on the list. HSA-McKinley Park maintains documentation of the attempts made to contact the parents of any student removed from the waiting list. Waiting lists are not carried over from year to year, but instead the waiting list for each year is derived from the random lottery. Each year, the school sends a new enrollment application directly to the parents of each child on the prior year's waiting list. If there is continued interest on the part of the parents, they will apply again for the new grade level. Immediately after the lottery, HSA-McKinley Park 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-McKinley Park 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-McKinley Park organizes small group orientations instead of a one-time, large assembly as part of our relationship-building process 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-McKinley Park 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-McKinley Park 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-McKinley Park 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-McKinley Park. As HSA-McKinley Park students are required to wear uniform, which they are able to purchase at the school, the fee for uniforms is also waived for 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-McKinley Park has been able to attract, recruit, admit, retain, and serve at-risk and other educationally disadvantaged students successfully or effectively reflect the surrounding community. Below are the current demographics and academic diversity at HSA-McKinley Park: Total # of students: 615 Latino: 82% African American: 6%White: 5% Asian: 1% Multiracial: 6% Special Education: 13%English Lanquaaqe Learners: 23%Free & Reduced Lunch: 83%Male: 53%Female:

47% HSA-McKinley Park 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 - McKinley Park 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-McKinley Park serves ALL students regardless of their academic backgrounds and disabilities, or economic status*It is also clearly communicated to the community that HSA-McKinley Park is a free, PUBLIC charter school, not selective, and not for only STEM oriented students*These strategies allow HSA-McKinley Park to recruit and admit students from different backgrounds in terms of race, socio-economic, academic, language skills, gender, and any other underserved populations. Once admitted, HSA-McKinley Park employs further strategies to ensure that student of diverse backgrounds and educationally disadvantaged students stay with the school. These are the following strategies: *Conduct home visits by staff*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 evening and Saturday opportunities for parents to participate in parent/student teacher conferences each semester*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*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 a 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. HSA-McKinley Park is very cognizant of the positive relationship between instructional time and student learning outcomes. Results from significant amount of research studying the impact of instructional time on desired learning outcomes appear to be consistent and particularly beneficial to at-risk students. For example, the Expanded Learning Time Initiative in Massachusetts, launched in 2005 and implemented by more than 10,000 students in 19 schools, contributed to impressive student achievement gains in math, reading, and science compared with their peers attending other public schools in the state. Additionally, a considerable number of teachers reported satisfaction with the amount of time available for instruction. In their in-depth examination of 30 extended-time schools serving high-poverty populations, in order to build a strong foundation and assure future academic success, unlike many other programs, Horizon Science Academies' elementary programs start 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-McKinley Park's elementary program design, and they start as early as at the Kindergarten level. HSA-McKinley Park 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-McKinley Park's 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-McKinley Park 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-McKinley Park improve and retain academically disadvantaged students. Teachers at HSA-McKinley Park 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-McKinley Park: *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-McKinley Park 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 through out 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-McKinley Park students get pulled out of special classes to receive one-on-one instruction from either teachers or tutors or Title I teacher

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-McKinley Park 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 has been revoked or are currently suspended by the Illinois State Board of Education or any other state. Teacher qualities that HSA-McKinley Park 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)*Deep content knowledge*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 knowledgeTeachers are recruited using various job postings, including the local newspapers, NPO.net, Idealist.org, Teach for America, and Golden Apple Foundation. HSA-McKinley Park posts job descriptions to major universities/colleges for distribution through e-mail newsletters, bulletin boards, and other publication sources. Additionally, HSA-McKinley Park 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 schoolsThe administrative team of HSA-McKinley Park 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-McKinley Park works closely with the Regional Superintendent of Concept. Based on Concept's organizational structure, all 30 schools are divided into 7 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. Although HSA-McKinley Park 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-McKinley Park needs the appropriate number of administrative positions. Below are the key responsibilities and components of HSA-McKinley Park 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-McKinley Park 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-McKinley Park. The hiring process for the HSA-McKinley Park does not discriminate based on race, color, creed, religion, national origin, gender, marital status, disability, sexual orientation, or age. HSA-McKinley Park spends a considerable amount of time on teacher recruitment and hire teachers that will further the mission and vision of the school. We follow the Haberman Teacher and Administrator recruitment protocol. The 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. More information may be found on www.Habermanfoundation.org

A comprehensive recruitment process at HSA-McKinley Park includes:

- *Online screening tests (Haberman Star Teacher Online Screening),
- *written answers to a list of questions about teaching philosophy, experience, classroom management, and urban education
- *formal in-person interview,
- *reference check,
- *demonstration 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-McKinley Park 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-McKinley Park 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-McKinley Park 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 op

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-McKinley Park is considered an LEA. It is considered a single school district. 613 a 5 of the Individuals with Disabilities Education Act is not applicable to HSA-McKinley Park. Under the guidelines of the Individuals with Disabilities Education Act, HSA-McKinley Park serves special education students in a way that an LEA should. Below is a summary of how HSA-McKinley Park serves special education students. Special education programs and services at HSA-McKinley Park is provided in accordance with federal laws and regulations relating thereto, as well as the student's Individualized Education Plan, IEP. HSA-McKinley Park hires special education staff to meet the needs of its special education students. HSA-McKinley Park established a special education committee including the special education coordinator, director of school, 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-McKinley Park. 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 general 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 or 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 must state the reasons for the referral and include any test results, records, or reports upon which the referral is based, if any, 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 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 the Federal Law, are sent to the student's parents. Initial evaluations, re-evaluations and revisions of IEPs, and the procedures relating thereto are the responsibility of the special education coordinator. HSA-McKinley Park implement the IEP developed by the special education coordinator and committee for each student with a disability. HSA-McKinley Park provide 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-McKinley Park 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-McKinley Park 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-McKinley Park 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 Director of Special Education 5 full-time Special Education Teachers 1 full-time special education teacher assistant 1 part-time Speech Therapist 1 part-time School Social Worker HSA-McKinley Park receives services 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-McKinley Park was 20,172 dollars last year. Individuals with Disabilities Education Act, 613 e 1 B is about Joint Establishment of Eligibility and again does not apply to HSA-McKinley park. HSA-McKinley Park has been able to establish and maintain programs of sufficient size and scope to effectively meet the needs of children with disabilities. Therefore, HSA-McKinley Park 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-McKinley Park 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-McKinley Park 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-McKinley Park 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-McKinley Park 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-McKinley Park 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 consists of 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-McKinley Park uses the 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-McKinley Park uses the followings for diagnostic assessments: *STAR Reading/Math*Measuring Up - Insight*ACT Practice Tests*End of Course and/or District Assessment*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-McKinley Park 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-McKinley Park 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 provide extensive training to teachers of HSA-McKinley Park 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-McKinley Park. 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-McKinley Park 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-McKinley Park: *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. Aforementioned forms that HSA-McKinley Park uses are attached (Attachment 10). Attached also are resources that HSA-McKinley Park has been using in each year of RTI and the way in which students are screened and monitored (Attachment 11). Concept Schools' central office staff has been providing training the the HSA-McKinley Park 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-McKinley Park along

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, along with or outside of establishing a strong reputation as a network, Concept has built a 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 centers. 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 capacity to operate its own schools rather than managing them. As a result of such a desire, Concept opened three schools in Chicago to operate rather than manage. One of these schools is Horizon Science Academy-McKinley Park. 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 and historically under-served areas. The Concept network currently serves more than 12,000 students. Seventy-five percent of the 12,000 students are minority children 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-McKinley Park. 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 EMOs 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 PSAT scores in 2008. CMSA is the top 14th non-selective high school in Chicago based on the 2013 test scores out of 90+ high schools. *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-McKinley Park has been performing highly. HSA-McKinley Park serves predominantly minority students. Eighty-three percent of HSA-McKinley Park students are Latino, 5% are African American, and 6% are White, and 6% are multiracial. Eighty-three percent of the HSA-McKinley Park student are eligible for the free & reduced lunch program as they come from economically disadvantaged families. HSA-McKinley Park has met the rigorous academic, financial, and organizational accountability standards of the Illinois State Charter School Commission since its inception. Attached are the annual reports released by the Commission for the last two years. HSA-McKinley Park retained 92% of its students this year. The retention rate for staff is 84%. HSA-McKinley Park has a total of 70 staff members. The attendance rate for 2015-2016 school year was 95.1%. Due to the reputation of being an effective learning environment that HSA-McKinley Park has established

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-McKinley Park is expanding by adding a grade each year. In 2015-2015 school year, HSA-McKinley Park serves 615 students in Kindergarten through 10th grade. This number will increase to 710 in K-11. HSA-McKinley Park has a state-of-the-art facility that has been developed gradually to accommodate the planned expansion. New labs, furniture, technology equipment are added every year. The facility which used to be an industrial building is large enough to accommodate around 800 students, has a parking lot, playgrounds, and some green space. What drives the needs for HSA-McKinley Park is this planned growth. HSA-McKinley Park needs to add a new science lab for its high school students. Thus far, freshmen and sophomores were utilizing the middle school science lab for experiments, hand-on activities, and projects. It, however, was burdensome on teachers and students due to HSA-McKinley Park's STEM focus and increased number of STEM activities. HSA-McKinley Park does one-to-one computing at the high school level. Students use Chromebooks to access the Internet, online materials, textbooks, and other resources that teachers use such as Google classroom. HSA-McKinley Park will be adding almost 90 freshmen next year. Therefore, the school needs significantly more Chromebooks to accommodate its high school freshmen and continue providing instruction though increased use of technology. In addition to the Chromebooks that high school students use, HSA-McKinley Park teaches computer classes from Kindergarten through high school in stationary computer labs. In computer classes, student learn how to use the computers, Microsoft Office, coding, gaming, web design, animation, languages, and more. HSA-McKinley Park has one traditional stationary computer lab and a Project Lead the Way (PLTW) Lab. The PLTW lab consists of computers specifically configured for the PLTW classes at the high school level, therefore, is not used by middle and elementary student. In order to accommodate the computer classes at the elementary and middle school, HSA-McKinley Park needs to build another stationary

computer lab next year. Apple iPads are used by elementary and middle school students a lot in classrooms. HSA-McKinley Park currently has two mobile iPad carts with 30 iPads that teachers sign up and use in their classrooms. However, that is not enough to accommodate all teachers who want to use them in their classrooms. Unfortunately, many times, teachers could not use them because they were in use by other teachers. Teachers requested we increase the number of iPad carts at the school. Therefore, HSA-McKinley Park needs to add another sorely needed iPad card using the funds from the CSP grant, if awarded. HSA-McKinley Park is a new school. It has been around since 2013. Great learning takes place at this school and teachers and students are accomplish phenomenal things all the time. However, there is not enough awareness of this great learning environment in their community. Therefore, HSA-McKinley Park needs to organize various events for the community to engage them and let them know the great work takes place at the school. HSA-McKinley Park plans on using some funds from the CSP grant to organize community breakfasts, community luncheons, and neighborhood student showcases. Another need for HSA-McKinley Park is high level, progressive professional development. HSA-McKinley Park already invests significant amount of funds in professional development however, the number of teachers will increase next year and the school's goal is to support them in their professional learning. Additionally, we need to further train our teachers on Common Core, PARCC, NGSS, RTI, and other new accountability measures. Therefore, HSA-McKinley Park needs to invest more in professional development not only for teachers but also for its administrators. HSA-McKinley Park 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 and increase equality by increasing access to technology for the HSA-McKinley Park high school students through one-to-one computing, which allows each student to be assigned a Chromebook laptop to access the Internet, digital course materials, and digital textbooks.

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

([count] of 1500 maximum characters used)

HSA-McKinley Park will purchase a total of 170 Chromebooks, Chromebook Console licenses, and Hapara licenses, which is a class instructional management tool for K12 teachers, learners, and administrators. HSA-McKinley Park high school students and teachers will be using these tools throughout the year. In the beginning of the 2016-2017 school year, HSA-McKinley Park will provide training to new students and teachers on how to use these technology tools effectively. HSA-McKinley Park's full-time STEM coordinators will provide support to teachers and students as well as monitor the integration of such technology in instruction.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

The equipment will be purchased in August prior to school opening on August 22, 2016. Students and teachers will be using the technology 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)

HSA-McKinley Park has a full-time STEM Coordinator, who will monitor the implementation of the program throughout the school year, providing support to teachers when needed. Equity component of the project goal will be measured by every student being assigned a Chromebook and having received training on how to effectively use it. Integration of technology in instruction is a component of the teacher evaluation system at HSA-McKinley Park. HSA-McKinley Park will utilize the teacher evaluation system in order to measure the effectiveness of the program. HSA-McKinley Park will use this year's data (average grade of technology integration on teacher evaluations of all HSA-McKinley Park high school teachers, which ranges between 0 and 5) as baseline. The effectiveness of the program will be measured by the increase on the average grade of technology integration of all high school teachers at the end of next school year. HSA-McKinley Park uses end of course assessments to measure student growth at the high school level. Such assessments are prepared by Concept and administered throughout the Concept network, which allows comparison between network schools and students. Another way through which the effectiveness of the program will be measured will be through the end of course assessments. It is expected that students in the one-to-one program will perform better on the end of course assessments due to increased engagement and tools available to them by the program.

Goal Number:

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

([count] of 1500 maximum characters used)

Improve educational outcomes in science for the HSA-McKinley Park high school 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-McKinley Park will establish a state-of-the-art science lab for the high school program. Currently, HSA-McKinley Park high school students use the middle school lab. Their access to the current lab is somewhat limited due to middle and elementary school students needing access to the lab, too. 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 22, 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 Science end of course assessments will be used to measure the effectiveness and impact of the science lab.

Goal Number: 3

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

([count] of 1500 maximum characters used)

Improve educational outcomes by increasing access to technology for HSA-McKinley Park elementary and middle school students through establishing an additional new computer lab, and making more iPads, and other technology tools available to them.

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

([count] of 1500 maximum characters used)

HSA-McKinley Park will establish a new stationary computer lab, purchase 30 more iPads, and a 3D printer for the use of elementary and middle school students and teachers. Currently, HSA-McKinley Park has mobile iPad and laptop carts that students use in classes. However, the school does not have sufficient number of them. Therefore, student usage of such technology use is somewhat limited.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

The computers for the lab, iPads and the 3D printer will be purchased in August prior to school opening on August 22, 2016. Installation will be done and the computer lab will be fully functioning by the end of August 2016. Students and teachers will be using the computer lab, iPads, and the 3D printer 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 computer lab by the end of August 2016. It will also be measured by an expected increase of technology integration in classrooms, which will be monitored by the STEM coordinator. Additionally, an increase of student achievement and growth in NWEA assessments will be used to measure the effectiveness and impact of the science lab.

Goal Number: 4

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

([count] of 1500 maximum characters used)

Increase integration of technology in instruction by providing HSA-McKinley Park 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-McKinley Park will purchase 40 laptops, smart boards, document cameras for its teachers to use in teaching. Currently, some of the HSA-McKinley Park teachers have laptops. Some of them need to be replaced and new teachers will be given laptops to use in classrooms. HSA-McKinley Park teachers use laptops heavily to communicate with parents and students, gradebook, monitor student progress, analyze data, and create resources for their students. In addition to laptops, HSA-McKinley Park teachers use other technology tools like Smart boards and document cameras frequently and effectively in classrooms. HSA-McKinley Park STEM Coordinator will provide teachers the necessary training on how to use these tools effectively. He will monitor their 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, Smart boards, and document cameras will be purchased in August prior to school opening on August 22, 2016. Installation of the Smart boards will be complete before September 2016. Training on how to effectively use these tools will be provided by the STEM Coordinator during summer teacher institute prior to school opening. 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-McKinley Park administrators and student incident reports throughout the school year.

Goal Number: 5

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

([count] of 1500 maximum characters used)

Increase the STEM related opportunities for HSA-McKinley Park students by investing in the existing Robotics program.

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

([count] of 1500 maximum characters used)

HSA-McKinley Park has an existing, award-winning Robotics program. Around 80 students from Kindergarten through high school are involved in it. Students in the program stay after school and come to school on weekends to work on building their robots and

competing in regional, state-wide, and national competitions. HSA-McKinley Park has volunteer parents and engineers involved in the program as coaches. HSA-McKinley Park will invest in the program further by purchasing additional equipment and materials for the Robotics program, sponsoring trips and camps for the Robotics teams.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

The 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 an increase in the number of students involved in the Robotics program. It will also be measured by an increase in the activities such as trips, camps, and community presentations by the Robotics teams. Such activities are tracked through the school's student information system by the Robotics coaches and monitored by the STEM Coordinator of HSA-McKinley Park.

Goal Number:

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

([count] of 1500 maximum characters used)

Increase the engagement and awareness of the McKinley Park community regarding the quality education that HSA-McKinley Park provides to students and families.

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

([count] of 1500 maximum characters used)

HSA-McKinley Park will 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. In addition to the community breakfast, HSA-McKinley Park will also organize another event called HSA-McKinley Park Showcase. Students will give a variety of subject-related presentations, delivered through a theatrical format. The Annual Showcase will involve many students in the school and aims to be interactive and engaging. Horizon Science Academy students will prepare for the showcase with a supervising teacher who will facilitate the presentation. Again, community leaders, elected officials, business members, and prospective parents will be invited to the annual showcase. The annual showcase will publically demonstrate to the community the ongoing success and intellectual vibrancy of our students and teachers. HSA-McKinley Park 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)

Community breakfasts and the showcase will be during the first semester of the 2016-2017 school year. 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 participation of the community members, prospective parents in our community events. HSA-McKinley Park 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-McKinley Park administers.

*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 style="background-color: #e0ffff;" type="text"/>
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	<input style="background-color: #ffffe0;" 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)	20000
Benefits (Obj 200)	69830
Purchased Services (Obj 300) Fees for outside consultants and experts to provide trainings to HSA-McKinley Park teachers and administrators- \$10,000 Preparing, printing, and mailing an annual report to the parents of HSA-McKinley Park and community stakeholders- \$10,000	20000
Supplies & Materials (Obj 400) 80 Chromebook (without card) \$220.00 each and the total is \$17,600.0080 Chrome Management Console License \$28.00 each and the total is \$2,240.00 250 Hapara instruction management software/tool \$15.00 each and the total is \$3,750.0030 iPads (without card) \$250.00 each and the total is \$7,500.00 90 Chromebook (Dell 13", Touch Screen, without card) \$290.00 each and the total is \$ 26,100 Robotics program (equipment, camps, and trips)\$10,000 total 8 Document Camera for classroom use \$330.00 each and the total is \$2,640.00	69830
Equipment (Obj 500) 1 Chromebook (Dell 13"\card) \$2,000.00 30 Laptopa for the new Computer Lab \$500.00 each and the total is \$15,000Science Lab furniture, equipment & supplies \$44,170.00 total 1 3-D Printer \$5,000.00 4 Smart Board \$4,000.00 each and the total is \$16,000.00	82170
Other Objects (Obj 600) Community Events (community breakfast, luncheon, school showcase etc) \$4,000.00	4000
Noncapitalized Equipment (Obj 700) 40 Staff Computers\$600.00 each. These items are more than \$ 500 but less than the capitalization limit of \$1,000 at HSA-McKinley Park	24000
Total Initial Implementation Budgeted Months 13-24	200000
Total Initial Implementation Budgeted Months 1-12	200000
Total Program Design Budgeted (up to 18 months)	200000
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	80 Chromebook laptops. \$220 each	17600	<input type="checkbox"/>
1000	400	80 Chrome Management Console License. \$28 each.	2240	<input type="checkbox"/>
1000	400	250 Hapara learning management software license for the Chromebooks. \$15 each.	3750	<input type="checkbox"/>
1000	400	30 iPads. \$250 each	7500	<input type="checkbox"/>
1000	400	90 Chromebook (Dell 13", Touch Screen). \$290 each	26100	<input type="checkbox"/>
1000	400	Robotics program (equipment, camps, and trips). Total \$10,000	10000	<input type="checkbox"/>
1000	400	8 Document Camera. \$330 each	2640	<input type="checkbox"/>
1000	500	Chromebook (Dell 13"\card)	2000	<input type="checkbox"/>
1000	500	30 Laptops for the Computer Lab. \$500 each	15000	<input type="checkbox"/>
1000	500	Science Lab Furniture, equipment & supplies	44170	<input type="checkbox"/>
1000	500	1 3D Printer. \$5000	5000	<input type="checkbox"/>
1000	500	4 Smart Board. \$4,000 each.	16000	<input type="checkbox"/>
2210	300	Fees for outside consultants and experts to provide professional development training to teachers and administrators at HSA-McKinley Park	10000	<input type="checkbox"/>
2210	700	40 staff computers. \$600 each. These are more than \$500 but less then the capitalization limit of \$1,000 at HSA-McKinley Park	24000	<input type="checkbox"/>
3000	300	Annual Report (for parents and community members -printing and mailing)	10000	<input type="checkbox"/>
3000	600	Community Events (community breakfast, luncheon, school showcase etc)	4000	<input type="checkbox"/>

Total Direct Costs	200000
- Capital Outlay Costs	106170
Allowable Direct Costs	93830
Indirect Cost Rate %	3.24
Maximum Indirect Cost *	3040

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				69,830	82,170			152,000
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			10,000				24,000	34,000
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			10,000			4,000		14,000
27	4000	Payments to Other Governmental Units								
29	Total Direct Costs				20,000	69,830	82,170	4,000	24,000	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: 06/22/2016
RCDT when agreed to: 15-016-9000-90

The application has been submitted for review.

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

Application was created on:	5/20/2016
Assurances were agreed to on:	6/22/2016
Consistency Check was run on:	7/12/2016
District Data Entry Business Manager	
District Administrator submitted the proposal to ISBE on:	7/12/2016
Grant Administrator	

Status Change	UserId	Action Date
Submitted to ISBE	hsamckinleygrants	07-12-2016

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