

eGrant Management System

Printed Copy of Application

Applicant: FRAZIER PREP ACAD CHARTER ES

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

Cycle: Original Application

Sponsor/District: FRAZIER PREP ACAD CHARTER ES

Date Generated: 8/17/2016 1:04:56 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:

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)

All written communication used to provide outreach to new staff and families will be available both English and Spanish. All curriculum and instructional programs will be researched to determine it has been scientifically researched and effective with students of any gender, race, national origin, color, or disability. Materials will educate the students according to their academic needs. Students with disabilities covered under section 504 or IDEA will be provided with academic accommodations.

*Required field

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

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

Example of project description:

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

Project Description (do not use the & symbol):

([count] of 255 maximum characters used)

Funds will be used to provide professional development for teachers to improve academic achievement; to obtain high quality curriculum materials to support student instruction and close the achievement gap.

Agency DUNS Number *:

[Click here for additional DUNS information](#)

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

Agency's Annual Gross Revenues*:

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

AND

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

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

* Required field
v8.15

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

Is this an Original application or Amended application? *

- Original Application Amended Application

Grant Changes

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

([count] of 1500 maximum characters used)

*Required field

Background

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

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

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

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

Grant award numbers and amounts:

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

The purpose of charter schools is to:

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

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

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

charter@isbe.net

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

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

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

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

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

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

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

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

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

Eligibility Criteria

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

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

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

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

charter@isbe.net.

Required Program Components

Each program funded must include the components listed below.

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

support the identified need(s).

Fiscal Information

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

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

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

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

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

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

[The Uniform Guidance is available here](#)

[The GATA legislation is available here](#)

Key Financial Management Requirements

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

Allowable Expenditures

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

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

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

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

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

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

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

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

Review Criteria

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

Program Design/Implementation Proposals (100 Points)

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

Implementation ONLY Proposals (100 Points)

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

Bonus Points (10 points maximum)

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

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

Appeal of Award Denial

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

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

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

Mail a hard copy of the appeal to:

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

Program Evaluation and Reporting Participation Requirements

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

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

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

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

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

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

1. Provide the requested information below.

Opening Date*

Grades/age ranges served*

Number of students served*

Number of teachers*

Number of other staff*

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

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

Start Date Months 1-12

End Date Months 1-12

Total requested Initial Implementation Funds Months 1-12

Start Date Months 13-24

End Date Months 13-24

Total requested Initial Implementation Funds Months 13-24

Grand total requested funds for Initial Implementation Months 1-24

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

Click here for detailed instructions on uploading files

Choose File

Any uploaded files will appear to the right.

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

* Required field

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[Yellow highlighted box]

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

Chicago Public Schools

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

([count] of 7000 maximum characters used)

Frazier Preparatory Academy converted from contract school to a charter school to address the need for parents to have high quality alternatives to traditional public education in the North Lawndale area of Chicago. As we serve a population that is 100% minority, low income, and in many cases educationally disadvantaged, we seek to address the needs of the whole child. To lay the foundation for learning, we ensure all students are not hungry, are clothed properly, have access to any needed counseling or social work services, and are stimulated through a rich academic program and enrichment activities. Mission - Frazier Preparatory Academy Staff embraces students, families and communities to build and develop well-rounded individuals who are independent and critical thinkers intrinsically motivated to be life-long learners excelling in higher education and leaders of legacy. Vision - We will become the preeminent leader in education in Chicago by fostering each student's innate curiosity and joy of discovery, while addressing the growing need for improved achievement in all core subjects. Through an interdisciplinary curriculum, we improve student learning, increase learning opportunities for students and encourage the use of different and innovative teaching methods. The school is led by visionary teachers and leaders who are committed to individualized education and a school-wide belief that all children should be given opportunities to learn and succeed. Parents are actively involved in the education of their children - teachers, parents and students work as a team to increase student achievement. Frazier staff members understand that in order for students to learn 21st century skills including higher-order thinking, teamwork, communication and problem solving, they must be engaged in complex projects that resemble real-life work in different disciplines. They also must receive continual information about their learning progress. Research clearly shows the positive effect that this kind of assessment has on student learning (Black, et al., 1998). The school climate and culture will empower students to take ownership of their learning and take pride in their school. Teachers meet regularly with students in class and through advisory meetings. Each student has an individual learning plan developed by the student, teacher, and parent / guardian highlighting the student learning goals and objectives, semester course plan, and timeline for being college and career ready. Frazier Preparatory Academy teachers receive training to ensure that they have a deep understanding of how to develop relationships that are meaningful and sustainable with students in order to have greater likelihood for increasing student achievement. These relationships are important as staff members work to encourage students to work to their highest potential. Frazier Preparatory Academy understands how important it is to be vigilant at implementing an academic culture within the school. When entering our school, students easily see that academics are the main reason the school exists. College pennants are displayed throughout the school. Signs are displayed outside the classroom doors of each teacher highlighting his or her college and university experience including college / university mascot, tagline, and other pertinent facts. Eighth grade students receiving acceptance from letters high schools are featured in displays near the main office next to the quarterly school honor roll. Academic improvement is embedded into Northwest Evaluation Association assessments where students exceeding their targeted RIT growth special privilege including special field trips, lunch brought in from a popular restaurant, and free entry to school dances and athletic events during the period the testing covers. As a staff we understand the importance of having parents and guardians have an expectation that their children are college bound. As a means to engage parents in supporting high expectations for student achievement, Frazier Preparatory recently established a "Parent University Cafe." The program began as "Parent University" with the goal of having four to six parent education programs per year and now includes a lounge type setting where parents and guardians can come to the school on a daily basis to use technology, get help with looking for employment, increase their financial literacy skills, and work on learning new software programs. When parents spend time at "Parent University Cafe" every opportunity is taken to provide information to them about how they can support our efforts to ensure that each Frazier scholar is on track for "college readiness" because we know our students are "college bound" and we communicate this message whenever an opportunity presents itself. Frazier Preparatory Academy leaders and teachers see the need to improve the level of rigor provided in its educational program to ensure that students have the skills necessary to compete in our global economy. Teachers have received initial professional development training to provide a foundation of knowledge related to Science, Technology, Education, Arts, and Mathematics (STEAM) integration. Staff members understand that to achieve the school mission to ensure all students can be successful in high school and college, a more rigorous educational program that will successfully engage learners in educational activities that will advance and accelerate learning must be in place at Frazier Prep. Teachers understand that data projects increasing career opportunities for students graduating in the next decade for careers as mathematicians, computer systems analysts, software developers, medical scientists, and biomedical engineers. Our school sees the need for a full integration of STEAM to ensure that Frazier students are able to thrive in the new world economy. Funds from the CSP grant (implementation) will be used for professional development for all teachers to ensure all teachers are closing the achievement gap through research based methods. Second, we will fill holes in our current curriculum by purchasing materials in all core subjects. Third, Frazier Preparatory Academy will purchase software licenses for instructional software and assessments to monitor student progress and provide intervention and acceleration to all students. Finally, we will create a STEAM lab for middle school students that will include multiple opportunities for students in grades six through eight to use technology to create products that will demonstrate their mastery of core content learning standards. The STEAM lab will have Apple Mac Book Air lap tops and IPAD tablets, HD Smart Board, microscopes, probes and learning materials addressing coding and gaming, robotics, 3-D printing, and design. The School Improvement Committee will monitor our progress on our short timeline of implementation through monthly meetings.

*Required field

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[Redacted]

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

Chicago Public Schools

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

Frazier's educational program personalizes learning for all students by maximizing integration of exceptional classroom teaching with innovative blended learning technologies, and enrichment opportunities. The student centered approach is research based with recent studies showing increased results in student achievement when a personalized instructional model is implemented (Stanford Center for Opportunity Policy in Education, January 2014). In doing so, school leaders and staff leverage the power of academic data through the establishment of relationship building with differentiated goals to raise student proficiency levels on state and local assessments. Staff members fully understand that it is our collective responsibility to consistently use individual data to inform all of our instructional decisions to allow our team to be effective in its support of all students. Staff members receive on-going, job embedded professional development in the Data Wise Process to ensure teachers and support staff have a strong foundation in working with achievement, demographic, perception, and process data. We are working to build an instructional team that is effective and efficient in using data down to the individual student level to make monumental gains to ensure all students are proficient in reading and mathematics. The curriculum and instructional practices to be used at Frazier Preparatory Academy includes the Houghton Mifflin Harcourt (HMH) curriculum resources due to its alignment to the Illinois State Learning Standards and because of the digital resources available to meet the needs of both struggling and advanced learners. The HMH on-line Think Central resource provides a number of digital based resources for teachers and also provides learning activities for students that can be accessed on a variety of technology devices including tablets, readers, and cell phones. Due to funding challenges, there is currently partial implementation of aligned HMH curriculum resources. Fundamental to effective curriculum implementation is for teachers to be able to understand how to align curriculum resources with the Illinois Learning Standards. Frazier Preparatory Academy implements a 21st century learning model that begins with teachers having the responsibility of unpacking the academic standards to identify the skills students must master within the standards. Teachers are responsible for the development of unit plans, lesson plans, performance indicators, assessments, and learning activities within each unit. Frazier Preparatory Academy provides teachers with additional resources including curriculum maps, scope and sequence, and pacing guides so that all curriculum resources can be used to the fullest extent possible to provide assurance that the standards are taught and that mastery is assessed. Teachers are required to use and submit a monthly standards tracker along with results of short cycle assessments to ensure the standards are taught and assessed. Frazier Preparatory Academy is provided with a Teaching Learning Coordinator (TLC) from its Educational Management Company, Accel Schools. The TLC in collaboration with the principal have the direct responsibility to ensure that teachers consistently use research based instructional practices in classrooms on a daily basis. Frazier Preparatory Academy uses a variety of educational innovations and rigorous accountability mechanisms including many named in John Hattie's 2009 Meta-analysis which and place emphasis on the implementation of: Cooperative learning occurs as a result of interactions between members of a group (meaning two or more individuals). Cooperative learning promotes all students' high achievement through sharing their strengths and helping each other to overcome their weaknesses. Students are more able to collectively make and learn from errors, and their conversations can assist in having the goals, learning intentions and success criteria spelt out for all. Graphic Organizers and Concept Maps are tools that help students to sort, organize, summarize, retain and recall important information. Since most learners are visual, graphic organizers provide a great alternative to print for a more conceptual, big picture. These tools also foster effective group brainstorming techniques. The importance of concept mapping relates to its emphasis on summarizing the main ideas in what is to be learnt. Extended day and year - Frazier Preparatory Academy System's approach to improving student learning includes extending required instruction time. The extended school year enable students to graduate with significant more schooling than other children. Rigorous Curriculum Devoted to Basics with blocks of uninterrupted time devoted to the instruction of core content subjects including 120 minutes for daily literacy. Teaching to Multiple Intelligences - Frazier Preparatory Academy System recognizes different domains of ability, or "intelligences", as described by Dr. Howard Gardner. Our program seeks to capitalize on children's various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed. No Tracking by Ability - Frazier Preparatory Academy System is committed to providing all students with a first-rate education and believes that early tracking often polarizes students into winners and losers and becomes a self-fulfilling prophecy. Use of Technology - The national average student-to-computer ratio is three to one; our school goal is to target a one to one ratio of multimedia computing. In addition, every teacher and administrative staff member will have a tablet device to enable increased effectiveness for data collection and analysis. Frazier Preparatory Academy also uses the Compass Odyssey Integrated Learning System to supplement teacher instruction and track student progress in math and language arts. Compass Odyssey aligns with state standards and national standardized tests. It provides detailed reports to help evaluate individual students' needs, provides information for use in parent conferences, guides instructional decisions, and assesses progress toward critical goals. Experiential Learning - Frazier Preparatory Academy believes in the principles of experiential learning, that "people learn best by doing" and that "learning is the driving force in human growth and development." Frazier Preparatory Academy features both in-school experience-based learning units that are connected with field trips and community-based learning experiences. STEAM Integration - Frazier Preparatory Academy leaders and teachers see the need to improve the level of rigor provided in its educational program to ensure that students have the skills necessary to compete in our global economy. Teachers have received initial professional development training to provide a foundation of knowledge related to Science, Technology, Education, Arts, and Mathematics (STEAM) integration. Staff members understand that to achieve the school mission to ensure all students can be successful in high school and college, a more rigorous educational program that will successfully engage learners in educational activities that will advance and accelerate learning must be in place at Frazier Prep. To ensure our program will enable all students to meet challenging State student academic achievement standards, we will implement a high quality educational model. Frazier's rigorous individualized instructional model, developed by the leadership team and Frazier Preparatory Academy Board of Directors, hinges on several fundamental principles: - More time matters: Frazier Preparatory Academy has employed an extended school day. - Leveraging technology builds better

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

Frazier Preparatory Academy is governed by a Governing Board of Directors. The Board's primary responsibility is to set policy and be responsible for compliance with all applicable procedures and laws. Primary Functions and Duties of the Board

- 1 Define the Academy's mission. Ensure that action steps are measurable and monitored for progress.
- 2 Financial Management: A Budget and Finance Committee consisting of selected Board members, representatives, and the school's Head of School will develop the annual budget. The Board of Directors will approve and monitor the annual budget, ensuring a balanced budget. Obtain and approve an annual audit.
- 3 Periodically review insurance coverage to ensure assets are protected.
- 4 Human Resources: Ensure compliance with laws regarding employers and assist staff in policy development. Oversee ACCEL Schools' employee hiring procedures. Approve personnel policies. Approve employment contracts. Oversee ACCEL Schools' management of employee matters and functions.

The governing board will work with its Educational Management Company (EMO), ACCEL Schools to ensure that Head of School performance exceeds expectations each year. They will do this by reviewing student achievement scores, reviewing teacher performance in the classroom, reviewing parent-satisfaction forms and by speaking with the Head of School directly about the direction and leadership provided. This information will then be shared with ACCEL Schools and a decision reached about Head of School compensation, training, and future employment.

- 4 Information and Technical Support: ACCEL Schools will assist the Board in establishing a management information system with the technological and software support to ensure its effectiveness and compliance with state requirements. Assist staff in determining a needs assessment to make quality decisions.
- 5 Board Affairs: Define the Board's composition and mission. Ensure Board continuity. Institute Board governance training to help guide policy making and monitor effectiveness. Require Board members to be prepared for each meeting. The Board employs and oversees the EMO to ensure compliance and achievement in areas including: Educating students. Ensuring the safety and welfare of the students on campus. Acquiring and disposing of school property. Approving matters relating to school employees and contractors. Controlling the expenditure and receipt of school funds. Guiding and promoting the ongoing vitality of the school, its staff and its students.

The Board works diligently to ensure compliance with laws regarding employers and assist staff in policy development. They oversee ACCEL Schools' employee hiring procedures, approve personnel policies, approve employment contracts, and oversee ACCEL Schools' management of employee matters and functions. The Management Agreement sets forth certain decisions that have to be made or approved by the Board and those that can be made by ACCEL Schools as manager. In particular, the Board must approve budgets, significant school policies and other important matters. The bylaws also set forth certain actions that require Board and/or officer action, including the authority of officers to sign significant contracts. The Chair of the Board has the authority to establish committees proposed and approved by majority vote by the members of the Board of Directors. Authority of established committees will be defined and approved by the Board. At present, subcommittees are as follows: Community Relations, Finance and Fundraising. ACCEL Schools employs all Frazier Preparatory Academy staff and therefore, with oversight from the Board of Directors, ACCEL Schools manages the daily monitoring of school operations. ACCEL Schools and Frazier Preparatory Academy's Head of School act as the main liaison between the Governing Board and school staff. ACCEL Schools' Regional Vice President and Head of School attend Academy Board meetings and prepare reports for Board members as needed. As part of its services to the school, ACCEL Schools submits annual reports on comprehensive teaching and staff evaluations. Board members visit the school on a routine basis and participate in many school events. All Academy Board members undergo board training. Incoming members of the governance board are required to attend an annual training for new board members. On-going trainings are offered as the Academy as new board members are added and to ensure the board stays current. Board training topics include, but are not limited to: requirements of the Open Meetings and Open Records law, Robert's Rules of Order, community relations, school business issues, budget development, charter school law, policy development, and accountability requirements. ACCEL Schools will provide the board with extensive and objective "getting started" literature and training will occur with a reputable third party. A third party training organization will help the board develop policies and evaluation processes. Qualifications for Board membership shall include but not be limited to: 1 An interest in children and quality education; 2 Enthusiasm for the Academy and its mission; 3 A willingness to devote time and energy to accomplishing the school's mission; 4 Special skills needed to address the Academy operations; 5 The ability to represent the community and interpret community needs and views; 6 A willingness to accept and support decisions made democratically; and 7 An ability to act as a representative of the school within the community. The Board will continue to recruit new board members from the community based on these qualifications. All financial reports and key procedures involving reconciliations, payroll allocations and budget to actual variances are reviewed by the regional school controller, a CPA with extensive experience as a school auditor and/or providing school business management services. In addition to assisting as needed in the daily and monthly accounting process, the school controller also facilitates the budget development/amendment process and oversees the audit process. Frazier Preparatory Academy has found that the budget development/amendment process is most meaningful when a finance committee from the school's board of directors, the school leadership (as the practical source to identify what the school's needs are and how best to provide for those needs on a day to day basis) and regional management company leadership (as a resource for problem solving and thinking outside the box) are involved as team. To this end, an annual budget workshop and periodic group sessions are held to address both the general budget development process and to address school specific issues that need attention. The school accountant and the controller will work with the Board appointed auditors to provide all required documentation. The board is responsible for the fiscal health of the school and oversees all large purchases including contracts.

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

Our Vision at Frazier Preparatory Academy is that we employ professionals that are committed to embracing students, families, and communities to build and develop well-rounded individuals who are independent, critical thinkers who are motivated intrinsically to continue as life-long learners that go on to excel in higher education and are leaders of legacies. Our Mission is to provide a comprehensive, high quality, college preparatory education that results in our graduates succeeding in both high school and then college.

Educational and Organizational Goals and Objectives

Goal 1: All students at Frazier Preparatory Academy will become proficient readers and writers, and become mathematically numerate. **Objectives:** All students at Frazier Preparatory Academy grades Kindergarten through eighth grade for the first full year and each subsequent full year who perform at the proficient or higher on the MAP assessment in Reading/Language Arts and in Math will increase by 10% in the aggregate by grade by year from baseline data. These percentage goals will be cumulative in the event that a goal is not reached, the percentage will still increase by a full 10% from the targeted goal.

Goal 2: All students at Frazier Preparatory Academy will make adequate yearly progress, as established by Illinois State Board of Education in reading/ELA, math, and science. **Objectives:** Kindergarten and first grade students attending Frazier Preparatory Academy for the first full year and each subsequent full year will make 1.5 NCEs of growth in the aggregate by grade on the Reading and Math between the beginning and the end of that first full year. Second through fifth grade students attending Frazier Preparatory Academy for the first full year and each subsequent full year will make 1.5 NCEs of growth in the aggregate by grade on the Reading/ELA, Math, and Science between the beginning and the end of that first full year. Sixth, seventh and eighth grade students attending Frazier Preparatory Academy for the full year and each subsequent full year will make 1.5 NCEs of growth in the aggregate by grade on the Reading, Math, and Science. Progress will be determined through on-going monitoring of student achievement data on the Illinois PARCC assessment, NWEA, and the implementation of short cycle assessments at the grade and classroom levels. School level and subgroup information is shared at all board meetings and in reports to our authorizer.

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

Frazier Preparatory Academy is located on the west side of Chicago in the Lawndale area. The school serves over four hundred kindergarten through eighth graders with the majority of scholars qualifying for free and reduced lunch. The student population is

primarily made up of African American heritage and approximately 15% qualify for special education services. Approximately 10% of the population is identified as achieving two or more years above grade level. In an effort to meet the needs of all learners, all Frazier Preparatory Academy students receive additional supports through the school-wide Title 1 program, Multi-Tiered Systems of Supports (MTSS), Tier 1 interventions, tutoring and differentiated instruction provided during academic instruction. To identify at risk students, Frazier Preparatory Academy uses multiple assessments to determine learning deficiencies among students. NWEA assessments in reading and mathematics are administered three times a year to track student growth or decline. Teachers use this and other data to inform instruction so that targeted interventions can be put in place to close the achievement gap. Teacher leaders working at the K - 2, 3 - 5, and 6 -8 grade bands track achievement data for all students but in particular work to monitor achievement for students falling within each subgroup. Teachers also implement standard aligned short cycle assessments on a regular basis to have on-going achievement data that is used to inform instruction. To ensure that all learners have the opportunities to be successful, Frazier Preparatory Academy has adopted the approach to Universal Design for Learning (UDL). Staff members understand that there is no "one size fits all" curricula and use research from the Center for Applied Special Technology (CAST) to provide necessary foundational components to be able to meet the needs of low performing subgroups. Frazier teachers work to move barriers that impact learning and maximize learning opportunities for all students. The three principles of UDL include: Multiple Means of Representation - Teachers present content in a variety of ways Multiple Means of Action and Expression - Teachers provide options for students to be able to express what they have learned. Multiple Means of Engagement - Teachers give students a number of different choices to fuel their interests so they embrace the challenge of learning. To effectively implement UDL to address the needs of low performing sub-groups, teachers focus on instructional goals, methods, materials, and assessments. Through a comprehensive approach to professional development, teachers receive initial UDL training at the beginning of each school year and then have regular follow up in grade level meetings and through one on one meetings with the TLC who then collects data for sub-groups and works with the leadership team to address areas where little or no progress is taking place. This process is then aligned with the school's MTSS framework so that at risk students including those students who make up specific subgroups receive regular opportunities for progress monitoring. Frazier Preparatory Academy also understands the need for on-going communication to parents and guardians regarding UDL opportunities so that all students and those who may be at-risk can make the greatest possible gain. Critical to advancing achievement for subgroups is the school-wide implementation of short cycle assessments that are implemented on a school-wide basis at two week intervals. The short cycle assessments are aligned to specific learning standards and students must demonstrate mastery at 80% to achieve the standard. While most short cycle assessments are multiple choice, some include extended response items or performance activities. The goal is for the short cycle assessments to provide regular feedback to teachers so they are able to monitor the achievement of all students with a critical focus on subgroups who may be performing below acceptable levels of proficiency. It is also important to note that the short cycle assessments are also useful so that teachers are able to make instructional decisions related to those students performing two or more grades above their current level.

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.*

Frazier Preparatory Academy was authorized by Chicago Public Schools (CPS). Our initial relationship CPS was as a Contract School for five years. Now that the charter has been awarded, Frazier Preparatory Academy is responsible for providing documentation as to its academic, financial and general accountability to CPS. The school must demonstrate academic accountability through its curriculum alignment to Illinois Learning Standards and participation in all state mandated testing. Frazier Preparatory Academy must provide clear performance objectives to the Board as well as account for any decline in test scores. The school is financially accountable to CPS through their submission of detailed business plans, an external audit, documentation of compliance with the uniform system of financial record keeping, and submission of annual financial reports to the Board. CPS also monitors general accountability in the areas of compliance with all state, local and federal laws regarding health, safety and civil rights, all provisions of IDEA and NCLB. CPS may provide technical support to schools in the areas of school finance, grants management, exceptional student services, legislature, and academic standards and accountability. CPS provides reasonable flexibility to Frazier Preparatory Academy in our curriculum selection, daily operations and management. A high degree of autonomy is afforded to the school by CPS especially in the areas of budgeting, expenditures, and management of personnel. In matters of school finance, the authorizer provides assistance in budgeting and expenditures, but does not dictate mandatory expenses or formatting.

* Required Field

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Chicago Public Schools

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

Frazier Preparatory Academy mission is built on a strong foundation of high expectations and high levels of achievement for each student. From our time as a contract school to the development of our charter application, parents have had a voice in all programs and in our progress. Parents are involved at both the school and the board level. They are surveyed both formally and informally on a regular basis to assess their opinions on the operation of the school, climate, and programs. Fundamental to the success of each student is a multi-faceted approach integrating programs and activities that support the academic, social-emotional, and behavioral achievement of each student. To provide an optimum opportunity for success is to provide a holistic approach to education that takes the work that is done in the classroom and extends it beyond the walls of the school so that parents / guardians and community members understand and embrace opportunities to be actively engaged in the educational process. Specific examples designed to support the mission of Frazier Preparatory Academy include: Parent Involvement Parent Liaison - Frazier Preparatory Academy employs a parent liaison coordinator who works to increase parent involvement and community partnerships throughout the school. Parent Education - Parent education programs take place on a regular basis providing parents with a range of information from increasing parenting skills to aid and assistance with seeking employment. Parent Involvement Initiative (PII) - Parent volunteers provide support in classrooms, before and after school and at extra-curricular activities such as field trips and school assemblies. Community Partnerships Friends of Robert Steele Foundation - Donate school supplies, Christmas presents, assistance and support DMI Youth Care - Fall, winter, and spring after school programs, transportation after school home. Seven week summer tutoring and activity program offered on a sliding scale to families. After School Programs Tutoring - After school tutoring is provided by Title I funds. The program is designed to provide struggling learners with tutoring in core academic subjects. Frazier Preparatory teachers work in the program daily from 4:00 pm to 6:00 pm. Extra-Curricular Activities Afro-Male Mentoring - Young men in school mentoring upper elementary and middle school males. Mentors include lawyers, judges, police officers, ministers, etc. Divas - Young women in school mentoring upper elementary and middle school females. Mentors include lawyers, business, healthcare workers, etc. Double Dutch - Jump rope Mentoring - Boys and girls mentoring programs are provided to students throughout the school year. These programs involve are coordinated by the school and involve community members who work as guest speakers and mentors. Athletics (Football, Basketball) Frazier Preparatory Academy provides multiple opportunities for parent, alumni, and community residents to voice their opinions and provide valuable input regarding the implementation of all aspects of the school's operation. Frazier Prep utilizes Monthly meetings, community outreach fairs, door -to-door canvassing, parent and community surveys, suggestion boxes, as well as strategic collaborative planning systems with key community partners and stakeholders to foster involvement. Quarterly goal sessions with the school's Counselor will enable family members to work closely with teachers on behalf of each child's specific needs. Annually, the school will organize Monthly activities when parents and their children will engage in learning activities together; culminating events when students demonstrate their learning through performances and presentations; Monthly Sip and Chat Parent Coffee hour where parents can come into the school to informally chat with staff regarding concerns, and end of the year awards ceremony. The school will have an open door policy that welcomes parent observation and participation. Frazier Preparatory Academy also recognizes that importance of providing Community involvement which includes a strong alumni community, actively involved politicians, clergy and other community organizations, which builds a strong sense of tradition. Goal 1: Frazier Preparatory Academy is committed to a 25% increase in parental involvement through the Parent Involvement Initiative at all grade levels by fostering an environment of support, information, and education. Objectives: Eighty- (80%) of parents shall attend parent-teacher conferences at least once per academic year. Parent Orientation sessions will be held twice per year to provide information to parents on specific ways their parent involvement can lead to increased academic achievement, including workshops on helping children study at home and on test preparation. Quarterly Parent Workshops will be held in the Parent University Cafe with at least 25% parent participation focusing on Adult Education, Parent Networking and Resources, Professional Motivational Speakers and Job and Career Fairs. Goal 2: There will be a 20% increase of Parent satisfaction on the My Voice My School Parent surveys and improve by 10% in subsequent years. Objectives: The school will achieve an average satisfaction rating on the 5-Essential parent survey for the category of Parent/Teacher Partnership of 3.0 or better on a scale of one to five. The school will achieve an average satisfaction rating on 5-Essential parent surveys for the category of Quality of Facilities of 3.0 or better on a scale of one to five.

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.*

Frazier Preparatory Academy will obtain additional grant funds by partnering with an experienced grant writer. During our time as a contract school, we have worked with the Stean's Foundation and are actively pursuing additional foundations in the Chicago area. ACCEL Schools employs a full time grant writer with over seven years of experience winning federal education grants using grants.gov and e-application. During her time with ACCEL, Dr. Metcalf has won over 38 million dollars in grants. ACCEL Schools has extensive experience managing and securing school-based federal grants including Title I, IDEA, 21st Century Community Learning Centers, Public Charter School Program grants, Impact Aid, Grants to Reduce Alcohol Abuse, the Elementary and Secondary Schools Counseling grant and the Arts in Education-Model Development and Dissemination Grants Program. Dr. Metcalf will be available to provide technical assistance to the schools on the development and online submission of federal grants. Assistance with the management and administration of these grants will also be available. Dr. Metcalf has experience submitting grants to state, local, and federal agencies as well as foundations and corporations. The majority of the grants have been written, formatted and submitted through a collaborative approach with stakeholders at the school including administrators, teachers, parents, board members, students and community members. Submission methods have included both online and paper methods depending on the wishes of the grant maker. Through ACCEL School' extensive experience working with grant development and submission, Frazier Preparatory Academy will receive the benefit of their expertise. ACCEL Schools will provide ongoing research on available grants through the use of grants.gov, the Foundation Center and various online grants research websites. Frazier Preparatory Academy will also leverage local and federal funds to ensure all programs continue into the future as long as they are effective.

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.*

Frazier Preparatory Academy will utilize funds from the Charter School Implementation Grant to provide curriculum resources, technology, professional development, materials, supplies and equipment necessary to achieve its mission to implement a rigorous educational program designed to prepare a diverse community of scholars to be successful in college and in their careers through a flexible and highly individualized educational experience that develops analytical, compassionate, disciplined, and self-directed learners. CSP funds will be used in conjunction with federal funds including Title I, IIA and IDEA to provide educational services to students who are at-risk and/or students with disabilities. To be successful at accelerating achievement and closing gaps in learning, Frazier scholars must have updated, aligned curriculum resources for all core content areas. To date, the school has been able to purchase up to date, aligned curriculum materials in limited quantities for a limited number of grade levels. Many grade levels are using out dated resources that have no alignment to the Illinois Learning Standards. In some cases, the materials have copyrights that are over ten years old. In addition, there are no curriculum resources for social studies other than teacher made materials. With funds provided by the Charter School Implementation Grant, Frazier Preparatory Academy will purchase curriculum resources for the following content areas and grades: English Language Arts - grades 4, 5, 6, 7, 8 Mathematics - grades K, 1, 7, 8 Science - grades K - 4 Social Studies - grades K to 8 The goal is to purchase the resources prior to the beginning of the 2016 - 2017 school year and arrange for the necessary professional development so that teachers will be able to effectively use the materials on September 6, 2016, the opening day of school. The goal is to order the materials in July for delivery by mid-August. The professional development will be scheduled in mid-August so that teachers will have time to become familiar with the resources and to be able to develop comprehensive unit and lesson plans aligned to the core content standards. The Frazier Preparatory Academy STEAM lab will support the school's integration of Science, Technology, Engineering, Arts, and Mathematics throughout the curriculum, at each grade level. The first phase of STEAM integration is beginning at the middle school (grades 6 to 8) for the 2016 - 2017 school year. STEAM will give students the opportunity to be challenged by a rigorous curriculum designed to help students become creative problem solvers capable of applying what they learn to solve real world problems. An example of how the STEAM lab might be used is how to create innovative forms of energy to provide heat so that the earth's resources can be preserved or how to create better water filtration systems that can be used in homes, businesses, and schools where there is contamination in the water. In both instances, our scholars will integrate their mastery of the learning standards in English Language Arts, mathematics, science, and social studies. It will be in the STEAM lab where inquiry based learning will provide the basis for project based learning opportunities steeped in technology that will take learning to a new level for middle school students beginning this September. Frazier's commitment to improving instructional quality is embedded in the school's mission and the vision of the principal and school leadership team. This group has worked tirelessly to establish a culture that is not only built on student centered learning but also has a strong foundation in learning for the teachers, the school leadership, and for non-instructional staff. Funding from the Charter School Implementation Grant will provide the opportunity to provide high quality professional development that is targeted, so that teachers are able to improve their instruction to target the individual needs of all learners. The professional development will begin in August with a two-week pre-service program that will provide intensive training relating to the new curriculum resources that will be implemented. Teachers need deep training on how to use the resources to teach the skills that make up the standards. Much too often, teachers are given a half day training on how to use the various components that make up the resources. Frazier teachers need deep training in close reading, comprehension, using complex text, writing across the curriculum, and balanced literacy. Mathematics instruction must go beyond teaching at the surface level. Students need to be able to solve complex problems in a fluent manner. They need to know how to demonstrate their learning by applying their learning to a variety of situations. Teachers need to be comfortable teaching algebra and geometry across all grade levels. The pre-service program must set the teachers up for success. Beginning in September and going through December, professional development specialists in core content areas will coach teachers with a focus on improving the delivery of instruction. A great deal of training will also be necessary so that teachers are able to effectively use the new technology in the Frazier Preparatory Academy STEAM lab. It will be necessary for teachers to be highly skilled in using interactive white boards, tablets, probes, robots, software programs, video, graphics and movie making technology so that students are able to create products through technology based STEAM activities designed by teachers.

* Required Field

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

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

[Yellow highlighted box]

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

Chicago Public Schools

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.

If the number of applications exceeds the number of seats available in a grade, Frazier Preparatory Academy will accept students by a random selection process, or lottery. The school will grant enrollment preference to students meeting residency requirements established by the charter and formerly enrolled students. The school will maintain a waiting list of the remaining applicants. FPA will notify applicant families within one week of the lottery of student placements. The following applies to Frazier Preparatory Academy's process: If applications exceed the school's capacity a lottery is held; FPA's lottery policies and processes will be clearly written and distributed to reflect state laws regarding random selection and no preference; FPA's admission lotteries will be witnessed and occur in a public setting; and a neutral party will conduct the lottery on behalf of the school. The lottery will be well publicized, open to all, and will be easily understood and followed by all observers. To minimize the risk of bias, the Academy will exclude individuals who are employed by the school, individuals whose relatives are school employees, and those individuals who are seeking admission for their children, from the task of drawing names. Rather, an impartial individual, such as a certified public accountant or a retired judge, will be asked to draw the names. All students whose applications were filed by the application deadline will be separated by grade and entered into the lottery. A drawing of names by grade will then be held until all spaces are filled. Any applicant who is not admitted to the school during the lottery will be placed on the school's waitlist. Students whose applications are received after the deadline will be placed on the school's waitlist in the order that their applications are received, following the initial establishment of the waitlist by the lottery and by preferences established by law. In each successive school year, students who were enrolled in the school the previous year will keep their spaces in the school until they graduate or leave the school. Admissions preference will be given to siblings of pupils enrolled in the school. In the case of Waiting Lists; After all available spaces are filled, waiting lists will be maintained for each grade. Frazier Preparatory Academy will maintain complete student files for each student on the waiting list. When a space becomes available in a grade, the parent of the first student on the waiting list will be contacted and given a set period of time in which they can accept the position (one week). If the space is declined, the next person on the list will be contacted. Students will be maintained on the wait list for one year. Once the parent has accepted the position for their child: The appropriate Request for Transfer form will be immediately sent to the school of origin. A transportation request will be sent to the appropriate department, if applicable. Qualifying parents will complete the application for free or reduced lunches. Parents that need before and/or after school will be informed about the availability of space in the After School Program, if applicable. If space is available and the parent desires to enroll, all forms for the program must be completed in order to complete enrollment. The parent is given a copy of the Frazier Preparatory Academy Student Code of Conduct and asked to return their signed verification and agreement before the student enters the school. Emergency cards are completed prior to the student's attendance.

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.*

Frazier Preparatory Academy has an open enrollment process. The Academy fully complies with Illinois law regarding admission policies and procedures, as well as all other applicable state and federal provisions. In particular, as a public charter school, Frazier Prep does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis not permitted by a school district. FPA is nonsectarian in all respects, and complies with state and federal laws applicable to public schools concerning church-state issues. In accordance with the charter school law, Frazier Preparatory Academy does not charge tuition. We actively publicize open enrollment to all community sectors. When necessary, FPA will host its first enrollment lottery at a date compliant with the application enrollment window dependent upon the approval process with subsequent annual lotteries held on the first Monday of April in each year. Frazier Preparatory Academy strives to achieve a racial/ethnic balance reflective of the community it serves by actively involving the entire community in the school, and by reaching out during the enrollment process, to those sectors of the community which are underrepresented and underserved. It is our goal to found a true community school which is reflective in every way of the neighborhood and the community which it serves.

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.*

Frazier Preparatory Academy recognizes that effective teaching by highly qualified staff is critical to our success; therefore, we are fully invested in a process that attracts such professional educators that represent the diversity of the community being served while meeting individual student needs. Partnerships with Teach For America, the Illinois Network of Charter Schools and other organizations are in place to assist our efforts to recruit highly qualified staff members who are representative of the Frazier Preparatory Academy community. A merit-based bonus system is used to incentivize high qualified staff based on achieving school-wide and individual pre-determined goals such as student achievement and family participation in goal-setting parent-teacher sessions. Additionally, opportunities are in place for teachers to take on leadership roles within their grade or content area. As an existing school, Frazier Preparatory Academy (FPA) has a full staff that has been trained in our model. New teachers continue to be brought on board to replace unsuccessful teachers and in the future to fill new positions. FPA will advertise locally, regionally and nationally to attract the best staff, using Internet resources as well as local and regional newspapers forums and national periodicals. We will also host local job fairs and attend area college/university job fairs. Teachers will be required to hold a degree in education or related discipline (i.e. social science, humanities), hold the appropriate certification, demonstrate competence in all areas of content responsibility, demonstrate computer literacy, be respected as a professional educator and as an individual, and exhibit excellent verbal and written expression as well as strong interpersonal skills. Additional qualifications for staff positions are available upon request. Additionally, thorough background screenings will be performed on all staff at the school. Based on community support and readiness for the Academy's program, we are confident that the school will be able to attract additional qualified, enthusiastic staff member who embrace the school's mission. The charter school mechanism allows for schools that are schools of choice for teachers as well as for students and parents. We believe that the likelihood of employee satisfaction is higher when teachers affirmatively decide to teach at schools with specific curricular models or teaching methodologies. The Academy will offer teachers opportunities for professional growth and bonuses for outstanding job performance (if negotiations are accepted under our proposed model). The Academy's teaching staff will be provided the tools necessary to succeed: extensive professional development; the freedom to focus

on helping children learn; and access to state-of-the-art educational resources, including the latest textbooks, multimedia technology, and personal and classroom computers linked to the Internet. Because student learning will be interpreted as a direct reflection on how well they are taught, teachers and administrators will be personally and professionally invested in children's success and singularly focused on accelerating achievement. The Academy will prize diversity in its workforce as a diverse staff brings a valuable breadth of perspectives to tasks and decisions faced in any given day. Discrimination against any individual on the basis of race, religion, color, national origin, gender, age, sexual orientation, disability, medical condition, marital status, or veteran status will not be tolerated. All reasonable accommodations will be made for those covered by the Americans with Disabilities Act. The school's commitment to affirmative action means that beyond providing equal opportunities to all employees, the Academy will take positive action to hire and promote people of color, women, disabled persons, and veterans. Affirmative action will apply to all personnel activities, including employment advertising and recruiting; opportunities for upgrading and transferring; and providing opportunities for training and development. FPA will maintain the highest standards for equal employment opportunity and affirmative action including complying with applicable federal, state, local laws and regulations, and initiating and supporting programs and practices designed to create and sustain a diverse faculty and staff.

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.*

Frazier Preparatory Academy is considered a LEA under Illinois Law. Frazier Preparatory Academy provides quality education to all students including students with disabilities. The school offers a full range of programs and services to students who have an Individualized Education Plan (IEP). Frazier Preparatory Academy is committed to educating students in the least restrictive environment to the fullest extent possible. All services are provided to students with disabilities, based on need, as outlined on their IEPs. Frazier Preparatory Academy implements a model which fully includes all children receiving educational services in general education classrooms to the fullest extent possible. All teachers are provided with comprehensive professional development relating to inclusion, co-teaching, special education law, curriculum differentiation, MTSS, and accommodations and modifications. Frazier Preparatory Academy students having Individualized Education Programs (IEPs) are regularly assessed based on the goals and benchmarks outlined within. IEPs are reviewed minimally once a year (prior to the anniversary date) by the IEP team to check for student progress toward outlined goals. The IEP team sometimes will meet more often in order to modify the provision of programs and services or measurable goals. Additional IEP meetings are scheduled when any member of the team indicates such a review is necessary. All reviews and revisions of the IEP are done with advanced parental notification and support. Frazier Preparatory Academy's Lead Special Education Teacher (or Case Manager) provides oversight to the implementation of each student's IEP. Highly-qualified Special Education teachers implement the IEP (with support and collaboration from the general education staff members). The Special Education teachers also work in conjunction with related service personnel (such as Physical and/or Occupational Therapists, Speech/Language Pathologist, Social Worker, Nursing Consultant) as indicated on the student's IEP. The Lead Special Education Teacher (or Case Manager) is the designated liaison between CPS Office of Specialized Services and the school. Students receiving special education services receive instruction related to their IEP goals. All instruction is aligned with the Illinois State Learning Standards for that particular grade level. Teachers implement the general education curriculum incorporating accommodations and modifications for the individual students. Special education teachers co-teach with general education teachers for all core content instruction. Reading and math instruction is provided in the general education setting where possible. Students receiving special education program integrate with their non-disabled peers throughout the school day. Teachers and support staff members work to ensure that all students regardless of learning style, gender, age, ethnicity, socio-economic background, etc. are fully included in all school activities and are safe and respected at all times. All students are encouraged and invited to participate in extra-curricular activities, participate on field trips, and attend field trips. After school tutoring programs are available for all students. Frazier Preparatory Academy special education teachers, with oversight from the Lead Special Education Teacher / Case Manager provide assurance that students with disabilities participate in the PARCC Assessment and NWEA Assessment. Decisions regarding instructional and testing accommodations and modifications are made during the student's IEP meeting by the IEP team. The IEP team documents the participation on all assessments and documents the accommodations / modifications that are needed for the student to participate in local and state assessments. The accommodations / modifications that are documented within the IEP for assessment purposes are aligned with accommodations / modifications that are implemented on a daily basis. These fall into four categories and include: timing, setting, presentation, and response. General education teachers and special education teachers fully understand how to implement accommodation and modifications to ensure that each learning disabled student is assessed in accordance to his / her IEP.

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.

Frazier Preparatory Academy strives to provide a rigorous educational program to all students. To ensure the varying needs of our scholars are met, teachers must be well trained in the identification of disparities in learning and be skilled in using research based interventions to close achievement gaps. The Frazier Preparatory Academy leadership team has been working to implement a structured Multi-Tiered System of Support Framework. During the 2015 - 2016 school year, the Frazier team made progress in working with scholars identified as Tier II students needing support in reading and mathematics. The school's instructional leadership team made up of the principal, TLC and three lead teachers worked with grade level teams to identify students performing between the 15th and 35th percentile on NWEA mathematics and reading assessments. The TLC then worked to identify research based interventions that were delivered in small group settings in the classroom and in some cases in pull out sessions. Students received two Tier II MTSS sessions each week beginning in February 2016 and going through the end of May 2016. The interventions were provided by instructional assistants who collected achievement data that was reviewed on a weekly basis by teachers. The results of progress monitoring were shared by parents and guardians at parent teacher conferences and through regular progress reports that are sent home each week. Through the self-assessment process, the team determined that Frazier is in the beginning stages and is working toward full implementation of MTSS. Our plan is to utilize the MTSS model's three distinct tiers of service delivery. We realize that the majority of students will need only Tier 1 services, the least expensive and most broadly available options for serving needs. A smaller percentage of scholars, however, are in need more specialized assistance, or greater "dosages" of intervention: Tier 2 which was Frazier's focus this school year. The third tier is reserved for those learners who need the most intense assistance. The success of this intervention model hinges on teachers' and administrators' ability to meet the needs of the students in the primary and secondary interventions as possible, thereby concentrating resources on those students most in need of intensive aid who are in Tier 3. In applying the MTSS model on a school wide basis, the leadership team is finding the need to change the allocation of resources and reengineer their design and delivery of instruction to keep with the tenets of the three-tier approach. Such reallocation

of resources is projected to boost the academic performance of all students, not just those undergoing screening for possible entry into special education programs. Frazier Preparatory Academy is moving to implement its MTSS model by following these key aspects: Screening: Placement tests, used in conjunction with any other assessment portfolio information we have on the student and placement according to that screening (of course one data point is never used - and it does not apply to certain populations such as students with IEPs or ELL). Progress Monitoring: Teachers work to implement student assessments with fidelity. Students are given regular assessments to determine progress towards the state standards. Students with IEPs have goals and objectives with skills that are directly linked to state standards and benchmarks, and weekly short cycle assessments are taken to progress monitor students toward the annual goals and objectives. For students who are making progress, they are considered "responding to the intervention," typically referred to as school-wide supports. For students not responding to the school-wide supports, we move to the next level. Intervention: This first level of secondary support would be to use the progress monitoring and achievement data to identify students at risk. Group interventions are usually done for a period of "4" weeks, and the students are reassessed. Student responding to this intervention are either continued or removed from the intervention, depending on progress. Students not making progress are considered "Not responding to the intervention" and are moved to the next level. Approximately 4 week interventions are put in place and progress monitored. Students that respond to the intervention and make progress are often placed back to secondary levels of support, and hopefully placed back completely to independence. Students not responding to the interventions (with at least 12 weekly data points over time to support this) are then referred for additional evaluations (full and individual multidisciplinary evaluation). An intervention is put in place and then is evaluated at the designated interval. After all data from the evaluation is collected, the team's goal is to review findings and determine the most appropriate course of intervention: Continued general education interventions Long-term intervention through a qualifying condition via special education. Our goal is to identify a teacher leader who will be able to provide leadership to a formal MTSS team which will be established for the 2016 - 2017 school year. Policies and procedures need to be formalized to ensure data is collected and information is communicated vertically and horizontally on to ensure all stakeholders are in the loop. Roadblocks to services and interventions need to be eliminated through regular communication with all critical stakeholders including those in the community. We have learned that the selection of the appropriate interventions is just as critical as the process that Frazier goes through to determine the needs of the students. Our self-assessment identified that there is a lack of research based interventions and variety of resources available to meet the needs of those students identified as needing MTSS services. To be able to best serve the needs of all students, Frazier preparatory Academy would like to be able to implement I-Ready and the NWEA Skills Navigator. I-Ready uses an adaptive assessment to identify why a student is struggling with core academic content, provides on-going trend data and provides on-line and teacher led instruction targeted to the individual needs of students. I-Ready is aligned to the Common Core State Standards in reading and mathematics, assesses procedural and computational fluency, places emphasis on informational text, and has college readiness benchmarks embedded into assessments and is linked to Lexile measures commonly used by teachers at Frazier Preparatory Academy. The NWEA Skills Navigator will be used as a Tier II MTSS intervention to support achievement in math and reading comprehension. Frazier Preparatory Academy assesses kindergarten to grade 8 students three times per school year using the MAP assessment. To use the NWEA data more effectively, the implementation of the Skills Navigator will allow teachers to quickly assess progress in between MAP tests and then link specific instructional resources to meet the needs of the individual students. The individual assessment opportunity provided by the NWEA skills navigator will allow teachers to more effectively track how students respond to intervention strategies. Critical to the success of a successful MTSS program at Frazier Preparatory Academy is the need for a comprehensive plan for increased professional development opportunities. Teachers must have a deep understanding of the fundamentals that make up MTSS and understand the need for a consistent and equitable approach as outlined by the Illinois Center for School Improvement. Teachers must understand the need for regular data collection and analysis as well as how to use it to inform instruction

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.*

Frazier Preparatory Academy was a contract school with CPS for six years before being granted a charter. In that time we accomplished the following: We increased student academic achievement and attainment for educationally disadvantaged students served by the school. During our time as a contract school, Frazier Preparatory Academy saw continued growth. In 2008-2009, Frazier recorded a 10.5% increase in students meeting/exceeding proficiency standards on state ISAT testing - and this placed the school among the top three contracts and charter schools in the City of Chicago in terms of academic improvement. In 2009-2010, according to achievement data, 70.2% of Frazier students met or excelled in the ISAT as compared to 56.4% in 2009. This is a 13.8% increase, and the second largest percentage increase, or gain, among the all charter and contract elementary schools in Chicago. In 2010-11, Frazier was named to the state Honor Roll Award for significant increases over time. In 2012, they received the Illinois State Board of Education's Academic Improvement Award. Eighty-five percent of 8th grade students are accepted annually into a high quality high school. We continue to shrink the subgroup gap between students with disabilities and those without. NWEA scores were improved this year for special education students due to improved progress monitoring and implementation of targeted interventions. Frazier Preparatory Academy did all of this while maintaining full compliance in the areas of student safety, financial management, and equitable treatment of students. Finally, due to the fiscal responsibility of the Board of Directors, Frazier continues to maintain an annual surplus even with the significant funding issues facing Chicago Public Schools. Through a strong academic staff and a diligent Board of Directors, we expect to see continued success in each of the five areas which define a high-quality charter school. The Board of Directors receives monthly reports on the academic, climate, parental involvement, and fiscal health of the school. The reports are developed by a strong School Improvement Team with members from the school, community, and our families. Through this constant monitoring, all parties are held accountable and interventions or program changes are implemented to ensure we continue to make progress.

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).*

Frazier Preparatory Academy serves over 425 students and draws from the surrounding neighborhood near the intersection of Douglass and Trumbull. The community is of high needs in relation to poverty and community development. Frazier Preparatory Academy is currently located in the community of North Lawndale. Historically, North Lawndale has been fighting to come back from devastating economic times since the 1960's. As with many neighborhoods, a combination of limited employment opportunities, resources, and high crime rates halted the growth of this community. Through foundations like the Steans Family Foundation and strong schools like Frazier Preparatory Academy, the citizens of this community are finding hope again. Frazier Preparatory has established itself as a solid educational institution and has ties to the local business, clergy, and local health agencies. Representatives are seen in the building on a daily basis and provide sponsorships for school based programs that include regular anti-bullying rallies, health fairs, and service learning projects. Chicago Public Schools continue to struggle to meet the needs of students and families resulting in the need for additional high quality charter schools. Upon reopening as a charter school, Frazier Preparatory Academy moved into a different CPS building. This change had a profound impact on our staff and students. While only moving a few blocks, our current location has an extremely high crime rate with the school going into lock down several times during the 2015 - 2016 school year. For our students and families, our school represents a safe haven from the violence on their streets and sometimes their own homes. Frazier Preparatory Academy owes it to our families to provide the highest quality education to empower everyone to achieve their dreams. That being said, we educate the whole child and start each day addressing basic needs that either cannot or are not being met at home. Teachers and administrators touch base with every child to ensure they have eaten,

are dressed properly, and are emotionally ready to learn. Our school is often home to our students from first thing in the morning until seven at night due to wraparound enrichment and academic services. Changes in family structure, economic needs, and other variables have created a need for greater family services for scholars and their families who live in the local community. Through community partnerships established with Garfield Park Hospital, Better Boys Club, and Homan Square YMCA we are able to provide a rigorous academic program as well as to provide social-emotional supports that help to provide the conditions necessary for Frazier Preparatory Academy scholars to learn. A new partnership with Malcomb X College will provide additional opportunities to meet the needs of the community helping parents and guardians who need to get their high school diploma and / or additional training. Several initiatives have been put into place to ensure Frazier Preparatory students have the skills necessary to become college or career bound. Fundamental to the success of Frazier Preparatory Academy is the collaborative partnership that Frazier staff members have with the Board of Directors, parents, guardians, and community members with ACCEL Schools Together they have implemented a model built on a foundation of continuous improvement. This model includes: Excellence in Academics: Emphasis on core content aligned to State of Illinois approved curriculum with a one-hundred twenty minute literacy block, ninety minutes of mathematics, science and social studies instruction. Frazier Preparatory uses a research based curricula integrated with twenty-first century instructional skills designed to meet the needs of all learners. Extended Learning Time: The Frazier Preparatory Academy model includes a longer school day and school year. This includes a one hour extension in the school day and twenty extra days in the school year. Secure Learning Environment: Students and families have a strong connection with Frazier Preparatory Academy. The school works to ensure that students feel safe and the learning environment is orderly so that all children can learn. Professional Development: Sustained job embedded professional development is built into the Frazier Preparatory Academy model. Professional development is based on student achievement data and is designed to improve teaching and learning in the core content areas. Teachers are provided with fifteen to twenty days of professional development on an annual basis. Community Support: Frazier Preparatory Academy sees the community as vital to helping each student reach his or her social, emotional, and academic potential. The philosophy that is followed is to eat, play, and pray with the community. Examples include: After school programming funded by Title I. Integrated Technology: Each classroom is equipped with eight computers to provide opportunities for students to do research, access the internet, and use computer software designed to support student learning. Parent Involvement: Frazier Preparatory Academy teachers conduct regular goal setting conferences with children and their parents so that all cooperate to ensure the student's success. Parents are expected to volunteer on a regular basis. Parents can access timely achievement data using technology via the Power School student information system.

* 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

Chicago Public Schools

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)

FPA will meet the needs of all students by providing a rigorous instructional program to ensure all students are college ready.

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

[[count] of 1500 maximum characters used)

A. Intensive professional development for our teachers on the new curriculum, high quality instructional methods in reading and math, and use of the STEAM Lab.B. Purchase of research based materials in all core subjects and software.C. Create a STEAM Lab for middle school students to support the Science and Math standards.

Timeline: Indicate when activities will take place.*

[[count] of 1500 maximum characters used)

A. PD - August with a two-week pre-service program that will provide intensive training relating to the new curriculum resources that will be implemented. September - December, professional development specialists in core content areas will coach teachers with a focus on improving the delivery of instruction. A great deal of training will also be necessary so that teachers are able to effectively use the new technology in the STEAM lab.B. Purchase orders will be placed by the second week in July to ensure delivery in time for professional development.C. The STEAM Lab will be launched no later than the end of September once teachers have received sufficient professional development to ensure maximum use.

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)

A. PD - will be evaluated through teacher surveys and administrator observations.B. FPA administers NWEA multiple times throughout the year to monitor student progress. C. Student, teacher, parent, and administrative evaluations and surveys will occur midyear and at the end of the year.

Goal Number:

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

[[count] of 1500 maximum characters used)

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

[[count] of 1500 maximum characters used)

Timeline: Indicate when activities will take place.*

[[count] of 1500 maximum characters used)

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

[[count] of 1500 maximum characters used)

*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) N/A	0
Benefits (Obj 200) N/A	0
Purchased Services (Obj 300) Professional Development - August 1, 2016 to December 21, 2016 English Language Arts PD - Pre Service 2 days Total - \$2,500 Mathematics PD - Pre Service 2 days Total - \$2,500 Multi-Tiered Systems of Support Pre-Service 1 day Total - \$1,500 Academic Coaching - ELA 12 days \$1,500/day Total - \$18,000 Academic Coaching - Mathematics 12 days \$1,500/day Total - \$18,000 Total Professional Development \$42,500 Software Description Quantity Unit Cost Total Cost NWEA Skills Navigator 450 \$ 4.00 \$1,800 I-Ready 100 \$60.00 \$6,000 Total Software \$7,800	50300
Supplies & Materials (Obj 400) Curriculum Resources ELA - Houghton Mifflin Harcourt, Journeys (Grades 4, 5, 6, 7, 8) - \$17,600 Houghton Mifflin Harcourt, Collections (Grades 4, 5, 6, 7, 8) - \$12,600 Mathematics - Houghton Mifflin Harcourt, Go Math (Grades K,1) - \$8,000 Great Minds, Eureka Math (Grades 7, 8) - \$ 9,500 Science - Houghton Mifflin Harcourt, Science Fusion (Grades K, 1, 2, 3, 4) - \$13,500 Social Studies - (K, 1, 2, 3, 4, 5, 6, 7, 8) - \$25,500 Supplemental Resources (Grades K, 1, 2, 3, 4, 5, 6, 7, 9) - \$ 6,000 Total Curriculum Resources \$92,700 STEAM Lab 25 Mac Book Air with Protection Plan and Installation (\$1,599 each) - Total \$39,975 15 IPAD Tablets with Protection Plan, Apple Pen and Keyboard (\$847 each) - Total \$12,705 1 SMART Board with Installation \$3,299 12 Digital Microscopes with Probe (\$85 each) Total - \$1,020 Total STEAM Lab \$56,999	149699
Equipment (Obj 500) N/A	0
Other Objects (Obj 600) N/A	0
Noncapitalized Equipment (Obj 700) N/A	0
Total Program Design Budgeted	199999
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	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" value="50300"/>
English Language Arts PD - Pre Service 2 days Total - \$2,500 Mathematics PD - Pre Service 2 days Total - \$2,500 Multi-Tiered Systems of Support Pre-Service 1 day Total - \$1,500 Academic Coaching - ELA 12 days \$1,500/day Total - \$18,000 Academic Coaching - Mathematics 12 days \$1,500/day Total - \$18,000 Total Professional Development \$42,500 Software Description Quantity Unit Cost Total Cost NWEA Skills Navigator 450 \$ 4.00 \$1,800 I-Ready 100 \$60.00 \$6,000 Total Software \$7,800	<input type="text" value="50300"/>
Supplies & Materials (Obj 400)	<input type="text" value="149699"/>
Curriculum Resources ELA - Houghton Mifflin Harcourt, Journeys (Grades 4, 5, 6, 7, 8) - \$17,600 Houghton Mifflin Harcourt, Collections (Grades 4, 5, 6, 7, 8)- \$12,600 Mathematics - Houghton Mifflin Harcourt, Go Math (Grades K,1) - \$8,000 Great Minds, Eureka Math (Grades 7, 8) - \$ 9,500 Science - Houghton Mifflin Harcourt, Science Fusion (Grades K, 1, 2, 3, 4) - \$13,500 Social Studies -(K, 1, 2, 3, 4, 5, 6, 7, 8) - \$25,500 Supplemental Resources (Grades K, 1, 2, 3, 4, 5, 6,7, 9) - \$ 6,000 Total Curriculum Resources \$92,700 STEAM Lab 25 Mac Book Air with Protection Plan and Installation (\$1,599 each) - Total \$39,975 15 IPAD Tablets with Protection Plan, Apple Pen and Keyboard (\$847 each) - Total \$12,705 SMART Board with Installation \$3,299 12 Digital Microscopes with Probe (\$85 each) Total - \$1,020 Total STEAM Lab \$56,999	<input type="text" value="149699"/>
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	<input type="text" value="199999"/>
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	<input type="text" value="400000"/>

*Required field

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

See the category descriptions linked here

<u>BUDGET CATEGORY AND DESCRIPTION</u>	<u>AMOUNT</u>
Salaries (Obj 100)	<input type="text"/>
Benefits (Obj 200)	<input type="text"/>
Purchased Services (Obj 300)	<input type="text"/>
Supplies & Materials (Obj 400)	<input type="text"/>
Equipment (Obj 500)	<input type="text"/>
Other Objects (Obj 600)	<input type="text"/>
Noncapitalized Equipment (Obj 700)	<input type="text"/>
Total Initial Implementation Budgeted Months 13-24	<input type="text"/>
Total Initial Implementation Budgeted Months 1-12	199999
Total Program Design Budgeted (up to 18 months)	199999
TOTAL FUNDS BUDGETED UP TO 36 MONTHS	<input type="text"/>
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	300	NWEA Skills Navigator Software-quantity 450 @\$4 per unit	1800	<input type="checkbox"/>
1000	300	I-Ready Software - quantity 100 @\$60 per unit	6000	<input type="checkbox"/>
1000	400	ELA - Houghton Mifflin Harcourt, Journeys (Grades 4,5)	17600	<input type="checkbox"/>
1000	400	ELA - Houghton Mifflin Harcourt, Collections (Grades 6,7,8)	12600	<input type="checkbox"/>
1000	400	Mathematics - Houghton Mifflin Harcourt, Go Math (Grades K,1)	8000	<input type="checkbox"/>
1000	400	Mathematics - Great Minds, Eureka Math (Grades 7,8)	9500	<input type="checkbox"/>
1000	400	Science - Houghton Mifflin Harcourt, Science Fusion (Grades K-4)	13500	<input type="checkbox"/>
1000	400	Social Studies Curriculum - Houghton Mifflin Harcourt (K-8)	25500	<input type="checkbox"/>
1000	400	Supplemental Resources for core subjects (Leveled readers, informational text, math manipulative, Accelerated Reader) (K-8)	6000	<input type="checkbox"/>
1000	400	Mac Book Air with Protection Plan and Installation - Quantity 25 for \$1,599 per unit.	39975	<input type="checkbox"/>
1000	400	iPad Tablets with Protection Plan, Apple Pen and Keyboard - Quantity 15 @ \$847 each	12705	<input type="checkbox"/>
1000	400	SMART Board with Installation	3299	<input type="checkbox"/>
1000	400	Digital Microscopes with Probe - Quantity 12 @ \$85 each	1020	<input type="checkbox"/>
2210	300	English Language Arts (2 days) and Mathematics (2 days) Preservice. \$2,500 for each training.	5000	<input type="checkbox"/>
2210	300	Multi-Tiered Systems of Support Pre-Service (1 day)	1500	<input type="checkbox"/>
2210	300	Academic coaching for ELA and Mathematics (12 days for each subject @\$1,500 per day)	36000	<input type="checkbox"/>

Total Direct Costs	199999
- Capital Outlay Costs	0
Allowable Direct Costs	199999
Indirect Cost Rate %	0.00
Maximum Indirect Cost *	0

Indirect Cost 0

Total Allotment 0

Grand Total 199999
Allotment Remaining -199999

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			7,800	149,699				157,499
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			42,500					42,500
8	2220	Educational Media Services								
9	2230	Assessment & Testing								
10	2300	General Administration								
11	2400	School Administration								
12	2510	Direction of Business Support Services*								
13	2520	Fiscal Services*								
14	2530	Facilities Acquisition & Construction**								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services								
17	2560	Food Services								
18	2570	Internal Services*								
19	2610	Direction of Central Support Services								
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*								
23	2660	Data Processing Services*								
24	2900	Other Support Services								
25	3000	Community Services								
27	4000	Payments to Other Governmental Units								
29	Total Direct Costs				50,300	149,699				199,999
30	Approved Indirect Costs X 0%									
31	Total Budget									199,999

* 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

[TIFFANY A BROWN](#)

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

Agreed to on this Date: 06/09/2016
RCDT when agreed to: 15-016-2990-BY

The application has been submitted for review.

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

Application was created on:	6/9/2016
Assurances were agreed to on:	6/9/2016
Consistency Check was run on:	7/8/2016
District Data Entry Business Manager	
District Administrator submitted the proposal to ISBE on:	7/8/2016
Grant Administrator	

Status Change	UserId	Action Date
Submitted to ISBE	tbrownfrazierprep	07-08-2016

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