

eGrant Management System

Printed Copy of Application

Applicant: IJLA CHARTER HIGH SCHOOL

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

Cycle: Original Application

Sponsor/District: IJLA CHARTER HIGH SCHOOL

Date Generated: 8/17/2016 1:04:23 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*	
<input type="text" value="Institute for Latino Progress"/>	<input type="text" value="Instituto Justice and Leadership Academy"/>	
Administrator Last Name*	Middle Initial	Administrator First Name*
<input type="text" value="Salgado"/>	<input type="text"/>	<input type="text" value="Juan"/>
Address 1*		
<input type="text" value="2520 S. Western Avenue"/>		
Address 2		
<input type="text"/>		
City*	State*	Zip + 4*
<input type="text" value="Chicago"/>	<input type="text" value="IL"/>	<input type="text" value="60608"/> <input type="text" value="4809"/>
Phone*	Extension	Fax
<input type="text" value="773"/> <input type="text" value="890"/> <input type="text" value="0055"/>	<input type="text"/>	<input type="text" value="773"/> <input type="text" value="376"/> <input type="text" value="8571"/>
Email*		
<input type="text" value="juan@idpl.org"/>		
Applicant Entity Website Address		
<input type="text" value="http://www.institutochicago.org"/>		

Program Contact Person:

Last Name*	First Name*	Middle Initial
<input type="text" value="Diaz"/>	<input type="text" value="Christine"/>	<input type="text"/>
Address 1*		
<input type="text" value="2570 S. Blue Island Avenue"/>		
Address 2		
<input type="text"/>		
City*	State*	Zip + 4 *
<input type="text" value="Chicago"/>	<input type="text" value="IL"/>	<input type="text" value="60608"/> <input type="text" value="4817"/>
Phone*	Extension	Fax
<input type="text" value="773"/> <input type="text" value="890"/> <input type="text" value="8060"/>	<input type="text"/>	<input type="text" value="773"/> <input type="text" value="890"/> <input type="text" value="1537"/>
Summer Phone *	Extension	Email*
<input type="text" value="773"/> <input type="text" value="890"/> <input type="text" value="8060"/>	<input type="text"/>	<input type="text" value="c.diaz1@idpl.org"/>

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

Budget Contact Person:

Last Name	First Name	Middle Initial
<input type="text" value="Tovar"/>	<input type="text" value="Miguel"/>	<input type="text"/>
Address 1		
<input type="text" value="2520 S. Western Avenue"/>		
Address 2		
<input type="text"/>		
City	State	Zip +4
<input type="text" value="Chicago"/>	<input type="text" value="IL"/>	<input type="text" value="60608"/> <input type="text" value="4908"/>
Phone	Extension	Fax
<input type="text" value="773"/> <input type="text" value="890"/> <input type="text" value="0055"/>	<input type="text"/>	<input type="text" value="773"/> <input type="text" value="376"/> <input type="text" value="8571"/>
Summer Phone	Extension	Email
<input type="text" value="773"/> <input type="text" value="890"/> <input type="text" value="0055"/>	<input type="text"/>	<input type="text" value="m.tovar@idpl.org"/>

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

Proposal Type (select one):*

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

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

Activity Period:*

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

Grant Period:

Begin Date: July 1, 2016

End Date:

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

General Education Provisions Act *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

([count] of 500 characters used)

IJLA Mastery Campus structures its educational model around the premise that all students will learn. CPS funds cover costs for special education teachers and case managers who provide services required by state law. The Campus employs special education teachers who jointly review each student's IEP with faculty and develop lessons with accommodations. The Campus provides students with access to all special education services, i.e. instructional; inclusion; IEP; support services; etc.

*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)

IJLA's Mastery Campus will use funds for staff development to increase student academic achievement and graduation rates, and attain successful post-secondary placement for all youth.

Agency DUNS Number *: 099210445

[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

Any uploaded files will appear to the right.

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

* 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

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

([count] of 7000 maximum characters used)

In July 2012, Instituto obtained a five-year charter from CPS to operate a multi-site alternative school. The charter proposal was written by Instituto and fully reflects Instituto's mission, vision, school design, and curriculum. Charter personnel are hired by Instituto and adhere to organizational policies and procedures set forth by the organization. While independent from CPS, all Instituto policies are in adherence to charter law and aligned with CPS standards where necessary. IJLA's Mastery Campus bases its instruction on a comprehensive college preparatory curriculum tied to a social justice framework. The curriculum design aligns with the essential elements recommended by Doug Reeves' research for 90/90/90 schools. In these schools, more than 90% of the students are eligible for free and reduced lunch; more than 90% are from ethnic minorities; and, more than 90% meet or achieve high academic standards according to independently conducted tests of academic achievement; the curriculum also incorporates MTSS. The following elements comprise an MTSS Tier One Infrastructure: Gap-to-Goals Intake; Personalized Education Plan (PEP); Conley's Cognitive Strategies; Competency-Based Evaluation system; Backwards-by-Design Curriculum Map; 24 credits; rigorous blended academic programming and competency rubrics; interdisciplinary learning; communication skills; and, embedded nonfiction resources. The Gaps-to-Goals intake process matches competency levels to appropriate coursework. A social-emotional assessment also informs the development of a student's PEP. The school team uses this data to create the Skills Mastery Inventory, comprising Illinois State Standards, MTSS, and Conley's Strategies, from which academic and social-emotional competency goals are developed in collaboration with the student, parent(s) / guardian(s), mentor, teacher and / or counselor. Students with IEPs or EL and general education needs will have an academic program available to any student in the 3rd MTSS Tier, ensuring that the student receives tutoring and other wraparound services as needed; combined, they form a comprehensive PEP. Ongoing monitoring of the PEP portfolio by student, teacher, counselor, and family represents a growth-based assessment system that captures credit gains per core subject area and leads to a targeted date for graduation. IJLA's Mastery Campus currently has an MTSS leadership team that includes the social worker as lead, along with the principal, and, Dean of Students. To strengthen the leadership team, one to two teachers will be hired using requested funds to help identify and focus on implementing specific academic interventions. This team will meet weekly to review student behavior and academic performance, and work with counselors, teachers, and registrars to develop a plan that is researched-based, data-driven, and at the appropriate tier level for each student. A preliminary self-assessment using Kansas' self-assessment tool indicates the IJLA Mastery Campus is at the emerging/developing level of implementation. Priority for the 2016-2017 academic year is to guarantee a common vision and language for Tier 1(Universal) interventions. This will help ensure that leadership and staff approach their work using preventive, promotional, and proactive means; professional development is key to meeting this need. In addition, acquiring and utilizing the best tools to track interventions and document data will be imperative to effectively meeting student needs. IJLA's Mastery Campus uses several systems to measure progress towards achieving goals. The Competency-Based Evaluation System (aligned to Illinois State Standards) guides the improvement of instruction and student achievement by embedding student work within a technology-based portfolio linked to competencies, while the STAR assessment system is used for calibration. STAR compiles grade-level equivalency data to aid in adjusting task difficulty based on the frequency of correct and incorrect answers in math and reading domains. Reading includes: word knowledge and skills; comprehension strategies and constructing meaning; analyzing literary text; understanding the author's craft; and, analyzing argument and evaluating text. STAR Test 54 math domains include: numbers and operations; algebra; geometry and measurement; and, data analysis, statistics, and probability. IJLA's Mastery Campus has also implemented CPS' IMPACT system (i.e. ACT; Workkeys; attendance; retention; free or reduced lunch; and, credits) as a third component in addition to STAR and Competency-Based Evaluation. Mastery Campus students receiving special education services receive priority academic programming pursuant to Section 13 of the Individual Education Plan (IEP) through joint consultation between the student's case manager and programmer. No general education classes within the school's master schedule comprise more than 20% disabled youth. The daily schedule allows for time blocks of specialized instruction, tutoring, and individualized pacing of material. Every attempt is made to place students in the Least Restrictive Environment. Persons providing related services must also consider the Least Restrictive Environment for determining where the student will receive services. Services provided in the regular education classroom with supplemental aids and services always receive priority consideration. IJLA Mastery Campus administrators annually assess disabled students' eligibility for participation in extended school year instruction prior to August 1 of each academic year. CPS provides a 4- to 6-week summer remediation program for those students deemed likely to regress during summer months. If this is not possible, the Mastery Campus enrolls the student in its own 5-week summer program. The Mastery Campus will increase attendance from 72% to 78% by June 2017. In addition, 100% of student enrollment targets will be met each quarter of the 2016-2017 school year so that the Mastery Campus begins each academic quarter with full enrollment. To ensure all students graduate on time and with a postsecondary plan, all Mastery Campus students will: enroll in a college preparation course as a graduation requirement, including preparing and submitting three college applications; submit a financial aid application; create a resume; take part in mock interviews; and, participate in a dual enrollment course, internship, job shadowing, or workforce development program based on her/his passions and interests. With these structures in place, IJLA's Mastery Campus anticipates that 100% of its of Mastery students will graduate college- and/or career-ready by June 30, 2017 having: met all graduation requirements (both academic and social-emotional competencies); developed a strong and viable post-secondary plan and met all job-readiness criteria; and, demonstrated at least 1.5 points of growth in STAR assessments.

*Required field

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

[Empty text box]

- 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

IJLA Mastery Campus bases its instruction on a comprehensive college preparatory curriculum tied to a social justice framework. The curriculum design aligns with the essential elements recommended by Doug Reeves' research for 90/90/90 schools. In these schools, more than 90% of the students are eligible for free and reduced lunch; more than 90% are from ethnic minorities; and, more than 90% meet or achieve high academic standards according to independently conducted tests of academic achievement; the curriculum also incorporates MTSS. The following elements comprise an MTSS Tier One Infrastructure: Gap-to-Goals Intake; Personalized Education Plan (PEP); Conley's Cognitive Strategies; Competency-Based Evaluation system; Backwards-by-Design Curriculum Map; 24 credits; rigorous blended academic programming and competency rubrics; interdisciplinary learning; communication skills; and embedded nonfiction resources. All curriculum will be aligned to the new Illinois Learning Standards.

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

Instituto has a 15-member governing board of directors and a seven-member advisory board for the charter school. The board tasks its President and CEO to carry out the mission, vision, and goals of the school. The CEO hires a Principal to run the school and hire all teachers, counselors, and administrators budgeted. The CEO utilizes Instituto's CFO, CIO, and Compliance and Data Support Manager to ensure adherence to standards set by its charter authorizer and charter law. The annual school budget is designed to ensure baseline financial targets set by its charter authorizer which gives the school a healthy balance sheet. Instituto also holds assets that the governing board and CEO can leverage for future needs.

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

IJLA Mastery Campus uses several systems to measure progress towards achieving goals. The Competency-Based Evaluation System (aligned to Illinois State Standards) guides the improvement of instruction and student achievement by embedding student work within a technology-based portfolio linked to competencies, while the STAR assessment system is used for calibration. STAR compiles grade-level equivalency data as an aid in adjusting task difficulty based on the frequency of correct and incorrect answers in the math and reading domains. Reading includes: word knowledge and skills; comprehension strategies and constructing meaning; analyzing literary text; understanding the author's craft; and, analyzing argument and evaluating text. STAR Test 54 math domains include: numbers and operations; algebra; geometry and measurement; and, data analysis, statistics, and probability. IJLA Mastery Campus has also implemented CPS' IMPACT system (i.e. ACT; Workkeys; attendance; retention; free or reduced lunch; and, credits) as a third component in addition to STAR and Competency-based Evaluation.

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

The Gaps-to-Goals Intake process matches competency levels to appropriate coursework. A social-emotional assessment also informs the development of a student's PEP. The school team uses this data to create the Skills Mastery Inventory, comprising Illinois State standards, MTSS, and Conley's strategies, from which academic and social-emotional competency goals are developed in collaboration with student, parent(s) / guardian(s), mentor, teacher and / or counselor. Students with IEPs or EL and general education needs will have an academic program available to any student in the 3rd MTSS Tier, ensuring that the student receives tutoring and other wraparound services as needed; combined, they form a comprehensive PEP. Ongoing monitoring of the PEP portfolio by student, teacher, counselor, and family represents a growth-based assessment system that captures credit gains per core subject area and leads to a targeted date for graduation.

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.*

Instituto is a 39-year-old not-for-profit corporation founded on a belief that education is the power and freedom to live and enjoy the best this country has to offer. Instituto is governed by a 15-member board of directors. In July 2012, Instituto obtained a five-year charter from Chicago Public Schools to operate a multi-site alternative school. The charter proposal was written by Instituto and fully reflects Instituto's mission, vision, school design, and curriculum. Charter personnel are hired by Instituto and adhere to organizational policies and procedures set forth by the organization. While independent from CPS, all Instituto policies are in adherence with charter law and aligned to CPS standards where necessary.

* Required Field

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[Empty text box]

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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.*

Instituto has an advisory board for the school that engages parents, alumni, and community members in planning, design and implementation. The advisory board has been engaged from the moment Instituto began designing the school. Currently, it meets every other month and receives reports from the Principal, CFO, and CEO. It assists the school with strategies for recruitment, retention, and post-secondary options. Parents are also engaged in daily school life. Counselors partner with parents to ensure students' persistence through high school, helping the student obtain resources to assist with social-emotional challenges, mental health and substance abuse, and pregnancy, parenting, and child care for students who are or will become parents themselves.

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.*

Illinois charter schools on average receive \$7,341/student as compared to the \$9,709/student CPS schools receive. Illinois regulations indicate that charters shall receive no less than 75% of the school district's per capita student tuition. Thus, through start-up, planning, and implementation the federal grant represents a critical resource for meeting all financial needs. Following the grant period, Instituto will take on responsibility for raising the funds necessary to cover the support formerly provided through federal monies. It will pursue new funding using four key strategies: grants management; individual giving; special events; and, new media. Instituto's success in each of these areas has led to increases in unrestricted and individual giving as well as institutional giving from private and corporate foundations and other governmental entities.

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

No waivers will be sought.

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

Funds for IJLA's Mastery Campus will primarily be used for the following: Purchased Services; Supplies and Materials; and, Equipment; a smaller percentage will cover staff time for coordinating Mastery Campus programming with Instituto's Career Pathways programs, leading to post-secondary certifications in healthcare, manufacturing, or information technology. The Career Pathways programs receive other federal funding from the U.S. Department of Labor via the Chicago Cook Workforce Partnership that can be used to support workforce development services provided to eligible IJLA Mastery Campus students who enroll in one of the programs.

* Required Field

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[Redacted]

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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.

IJLA's Mastery Campus works closely with CBOs and educational partners in the surrounding communities to identify and recruit youth. To further inform and attract students, enrollment teams consisting of teachers and special education staff provide parents / guardians with information about enrollment procedures and transportation. Team members answer questions, help fill out forms, and generally support parents in applying for the lottery. The school has also focused on quickly integrating homeless youth through expedited student and parent / guardian orientations, assessment and placement, acquisition of records, and transportation assistance.

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.*

The process for identifying out-of-school youth who might benefit from IJLA Mastery Campus' approach to academics and social-emotional learning will comprise the activities described in (J) above. These interactions help inform youth and families of the services and supports available at the Mastery Campus. Once recruited, each prospective student participates in an orientation session and completes a lottery application; staff administer a strengths-based assessment via one-on-one interviews.

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.*

IJLA Mastery Campus' leadership chooses and prioritizes applicants for teaching positions who are credentialed in their content area(s), committed to alternative education, and most importantly, believe that all youth can learn. Applicants participate in a rigorous interview process that filters for these qualities. Current staff and students participate in the interview process to ensure quality applicants are chosen. IJLA partners with key organizations (e.g. Teach for America, etc.) to help identify candidates that exemplify the values and best practices of Instituto and IJLA Mastery Campus. Retention of staff is a top priority. Leadership prioritizes building a high-performing team by holding retreats during which leadership and teaching staff reflect on the accomplishments and challenges they have encountered, and work in teams to adjust curriculum and refine IJLA Mastery Campus' academic structure according to changing student needs; these retreats have proven very successful in minimizing faculty turnover. Other approaches include building leadership skills capacity among teacher-leaders and establishing shared leadership teams to improve and enhance school culture and staff morale.

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.*

IJLA Mastery Campus students receiving special education services will receive priority academic programming pursuant to Section 13 of the Individual Education Plan (IEP) through joint consultation between the student's case manager and programmer. No general education classes within the school's master schedule will comprise more than 20% disabled youth. The daily schedule allows for time blocks of specialized instruction, tutoring, and individualized pacing of material. Every attempt will be made to place a student in the Least Restrictive Environment. Persons providing related services must consider the least restrictive environment for determining where the student will receive services. Services provided in the regular education classroom with supplemental aids and services should always be considered first. IJLA Mastery Campus administrators will also annually assess disabled students' eligibility for participation in extended school year instruction prior to August 1 of each academic year. CPS will provide a 4- to 6-week summer program remediation program for those students deemed likely to regress during summer months. Should this not be possible, IJLA Mastery Campus will enroll the student in its own 5-week summer program.

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.

IJLA currently has an MTSS leadership team that includes the social worker as lead, along with the principal, and Dean of Students. To strengthen the leadership team, one to two teachers will be hired using requested funds to help identify and focus on implementing specific academic interventions. This team will meet weekly to review student behavior and academic performance, and work with counselors, teachers, and registrars to develop a plan that is researched-based, data-driven, and at the appropriate tier level for each student. A preliminary self-assessment using Kansas' self-assessment tool indicates the IJLA Mastery Campus is at the emerging/developing level of implementation. Priority for the 2016-2017 academic year is to guarantee a common vision and language for Tier 1(Universal) interventions. This will help ensure that leadership and staff approach their work using preventive, promotional, and proactive means; professional development is key to meeting this need. In addition, acquiring and utilizing the best tools to track interventions and document data will be imperative to effectively meeting student needs. Professional development for all staff will be conducted each quarter and address student needs using data and goals from the Mastery Campus' multi- year MTSS plan.

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.*

In Chicago, nearly 40,000 youth between the ages of 15 and 20 and approximately 97,000 youth ages 16 to 24 are out-of-school youth without a high school diploma. Out-of-school youth have very few high quality options to high school completion. Most schools

have graduation requirements ranging from 18 to 21 credits, well below college readiness requirements. Instituto offers a rigorous option for out-of-school youth who believe post-secondary education and / or job training is a critical part of their future. Out-of-school youth have competitive advantages in life that can be further developed through Instituto's competency-based approach to education. Instituto's six school-wide competencies ensure students excel at their towering human strengths while mastering other key areas of human growth. As a result, students transform with 21st century tools for success in college and the workforce. Out-of-school youth are often searching for their purpose in life. IJLA's Mastery Campus curriculum drives them to discover their passion. Three Pathways credits allow students to explore their passions and interests through internships, research, coursework, and independent study.

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).*

Each of Instituto's programs is informed by the 10,000 families it serves annually on the Southwest Side of Chicago, where the need for investment in education, job training, and community services to move families beyond poverty is evident. Latinos make up 66% of the population in these areas, with more than 29% of families living below 100% of the Federal Poverty Level (FPL). The median family income is \$35,422 and the average income for individuals seeking Instituto's services is \$17,905. Area residents also have low levels of education: 39% of individuals age 25 and over lack a high school diploma or equivalent, and another 29% lack formal education beyond high school. Paired with a shortage of workforce training opportunities, this situation prevents individuals from achieving job security and financial stability, much less careers with strong growth potential. It has resulted in a 17% unemployment rate for individuals who are 16 years of age or older. IJLA's Mastery Campus will enable youth ages 16 to 24 from surrounding communities to overcome these limitations by providing opportunities to pursue their passions and interests and, along the way, acquire the academic and social-emotional competencies they will need to succeed in the world.

* Required Field

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- 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)

IJLA's Mastery Campus will implement a competency-based educational model in all subject areas in alignment with state standards (CCSS, NGSS). This model will provide students with a viable curriculum based on course competencies. Teachers, students, and parents / guardians will be able to articulate and monitor a student's learning progress. In this way teachers can effectively assess whether a student is meeting each competency. Unpacking and identifying power standards is no easy feat, thus ample time and professional development is needed to develop and calibrate meaningful curriculum.

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

([count] of 1500 maximum characters used)

1. Teachers will receive professional development in curriculum development, including: (a) Unpacking appropriate Illinois State Standards (CCSS for English, math, history; NGSS for science). Teachers will identify what students will know and be able to do for each standard. (b) Using Understanding-By-Design as a framework to develop clear, purposeful, and aligned (vertically, horizontally) curriculum. After unpacking, teachers will learn how to organize the standards by units. Assessments (both formal and informal) will be created to measure student learning and lessons developed to effectively engage all students. (c) Using a blended learning model to support competency-based education. Students will receive some instruction and content online so that they can control the time, place, pace, and path to mastering course standards. Teachers will create modules and/or full courses to support student interventions and/or differentiation to help students master content competencies. 2. A retreat will be held at the beginning of the year to prioritize school initiatives, communicate SMART goals, and begin working in content and interdisciplinary teams; the retreat will also include community- and team-building exercises. 3. Counselors will receive training in the ASCA National Model to develop social-emotional competencies. These competencies will strengthen students' decision-making skills as they become college- and career-ready.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

1. August/September 2016 Retreat: Introduction to Curriculum Framework: (a) Build common language on effective instruction and curriculum development: (i) Refine and tune UBD units; (ii) Build common language for IJLA Mastery Campus model; (iii) Communicate the vision for competency-based education; (iv) Introduce blended learning and its models; and, (v) Build/refine structures to support mission/vision. (b) Team-building exercises: (i) Align mission and vision; (ii) Build an effective team; and, (iii) Integrate new staff into school culture. 2. October 2016: Common Core/NGSS curriculum development for Semester 1: (a) UBD development for Semester 1 courses: (i) Refine course competencies; and, (ii) Create aligned assessments. 3. December 2016: ASCA Model Training: (a) Refine social-emotional competency goals; and, (b) Build common language and vision for social emotional development. 4. January 2017-June 2017: Common Core/NGSS curriculum development for Semester 2: (a) UBD development for Semester 2 courses: (i) Refine course competencies; and, (ii) Create aligned assessments.

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)

1. Quantitative and qualitative data will be used to measure effectiveness: (a) First, a regular review and tuning of course curriculum maps will take place. A rubric will be created to evaluate maps on unpacked standards, meaningful and aligned assessments, and clear course competencies. All maps will score a "3" or "proficient" or better by the end of the school year; (b) A rubric will be created to assess social-emotional competencies' clarity and purpose. Social-emotional competencies will score a "3" or "proficient" or better by the end of the school year. In addition, students will receive surveys to ensure clarity of the competency and how they play a role in their overall development. Student surveys will indicate an overall "Agree" or "Strongly Agree" in various survey questions; and (c) STAR data will be used to measure and assess curriculum effectiveness and student learning. All curriculum will be aligned to the new SAT college admissions exam and STAR assessment. STAR will be administered three times per year to monitor progress towards a viable curriculum. All students will demonstrate at least 1.5 points of growth from the beginning to the end of the year.

Goal Number:

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

([count] of 1500 maximum characters used)

1. One-hundred percent of IJLA Mastery Campus students scheduled to graduate will graduate college and/ or be career ready by June 30, 2017. Students will: (a) Meet graduation requirements (both academic and social-emotional competencies); (b) Develop a strong and viable post-secondary plan and meet all job-readiness criteria; and, (c) Demonstrate at least 1.5 points of growth in the STAR assessments of English and math.

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

([count] of 1500 maximum characters used)

1. To ensure all students graduate on time and with a post-secondary plan, all Mastery Campus students will: (a) Enroll in a college preparation course as a graduation requirement, including preparing and submitting three college applications; submitting a financial

aid application; and, creating a resume; (b) Participate in mock interviews to ensure they will perform well in any interview; and, (c) Take a dual enrollment course, internship, job-shadowing, or workforce development program based on their own passions and interests. Curriculum materials will be purchased to refine this course and partnerships developed with Instituto's Career Pathways programs to prepare students for career certifications. 2. To help meet the needs of students, several supports will be put in place, including: (a) Tutoring for students needing additional time and supports to master course competencies; (b) College and job site visits to expose students to various career opportunities based on their passions and interests; (c) Paid internships for eligible students to build soft skills (i.e. time management, project management, etc.); and, (d) Stipends to cover costs of professional office clothing for job interviews and daily attire.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

1. August/September 2016: (a) Purchase and refine curriculum; 2. September-December 2016: (a) Develop internship partnerships and create partnership agreements; 3. December 2016/January 2017: (a) Purchase clothing; participate in mock interviews; and, 4. January-June 2017: (a) Participate in internships, dual enrollment classes, job-shadowing and/or certification courses.

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)

1. Quantitative and qualitative data will be used to measure effectiveness, including: (a) 90% positive feedback from students and community partners on student placement and performance; (b) 60% of Mastery Campus students placed in internships, dual enrollment programs, job-shadowing and/or certification courses; and, (c) 100% of Mastery Campus students graduate on time.

Goal Number:

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

([count] of 1500 maximum characters used)

1. Attendance and Recruitment: (a) Attendance will increase to 78% from 72% by June 2017. The purpose of this goal is to ensure that all students attend school on a daily basis. Attendance and student achievement are directly correlated; thus, daily attendance must be closely monitored and communicated to all key stakeholders; and, (b) One-hundred percent of student enrollment targets will be met each quarter in the 2016-2017 school year. The purpose of this goal is to ensure that the Mastery Campus begins each academic quarter with full enrollment.

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

([count] of 1500 maximum characters used)

1. Staffing tasks will involve: (a) Creating a recruitment team: Goals and clear roles and responsibilities will be set for each team member; (b) Hiring a part-time staff member during the summer to help recruit students and build partnerships with community organizations; (c) Holding weekly team meetings to monitor progress; (d) Developing clear and effective promotional materials to use for recruitment efforts; (e) Holding open houses and in-school events to promote the Mastery Campus; (f) Developing a clear, efficient, and effective intake process; and, (b) Reaching out to community organizations and other partners to identify out-of-school youth.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

1. July 2016: (a) Create a recruitment team. Goals and clear roles and responsibilities will be set for each team member; (b) Hire a part-time staff member to help recruit students; (c) Hold weekly team meetings to monitor progress; and (d) Design and publish promotional materials for all recruitment. 2. August 2016: (a) Hold weekly team meetings to monitor progress; (b) Meet with school counselors and staff of community organizations to review student transfer/recruitment options; (c) Hold an open house; and, (d) Develop and implement a Refer-a-Friend campaign. 3. September-June 2016: (a) Repeat August activities each month to build a student waiting list; and, (b) Develop staff incentives to help with recruitment efforts.

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)

1. Quantitative and qualitative data will be used to measure effectiveness, including: (a) Tracking referral sources to identify the most effective recruitment strategies; (b) Meeting 100% of the enrollment goal by the quarter deadline; (c) Meeting 100% of the recruitment action steps; and, (d) Reaching a 20 student per semester waiting list target.

*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) Not Applicable	0
Benefits (Obj 200) Not Applicable	0
Purchased Services (Obj 300) Not Applicable	0
Supplies & Materials (Obj 400) Not Applicable	0
Equipment (Obj 500) Not Applicable	0
Other Objects (Obj 600) Not Applicable	0
Noncapitalized Equipment (Obj 700) Not Applicable	0
Total Program Design Budgeted	0
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) Principal (5% of \$90,000) = \$4,500 Career Pathways Counselor (50% of \$40,000) = \$20,000	24500
Benefits (Obj 200) Benefits@21%:Principal = \$945 Career Pathways Counselor = \$4,200	5145
Purchased Services (Obj 300) Curriculum Development = \$7,000--Professional development needed to build teacher capacity in implementing the Illinois State Standards, Common Core State Standards and using Understanding-by-Design as the curriculum framework. Competency Development = \$5,000--Specific to IJLA Mastery Campus Model. Leadership is implementing Competency-based Education; professional development is needed to grow this model. Activities will include site visits to other schools and resources to support training. Retreat = \$4,000--Team-building and school improvement planning at the start of each school year. Blended Learning = \$2,000--To develop effective structures and tools for online learning to meet individual student and programmatic needs. ASCA National Model = \$3,500--Framework for a comprehensive, data-driven counseling program. This will support the development of social-emotional competencies and an advisory program. Attendance Improvement = \$5,000--Improve attendance for at-risk students (i.e. incentives, promotional materials, etc.). Recruitment = \$6,500--Part-time, temporary staff member to help recruit students; promotional materials. College Preparation and Job Readiness = \$7,000--Curriculum material for college preparation and workforce development courses and CNA programming; college and employer visits, etc. Internship Stipends = \$24,000--\$2,000/student for 12 students Clothing = \$2,400--\$200/student for 15 students Tutoring = \$10,000--Interventions (i.e. hiring tutors or for teacher stipends) to support students struggling with skills and concepts. SAT Prep = \$3,000--Professional development for teachers to integrate SAT into the curriculum; preparation course to familiarize students with the new college admissions exam. Leadership Team = \$4,000--Stipends for teacher leaders for school improvement.	83400
Supplies & Materials (Obj 400) Odysseyware = \$15,000--Online virtual school/software to support students' individual academic mastery of course standards and access to courses that the Mastery Campus cannot offer, but which are needed for post-secondary success. Mastery Manager = \$1,500--Data management software to track student assessments and progression in mastering standards. Read 180 = \$5,000--Support students with low academic reading and comprehension skills to build remedial skills needed for rigorous grade-level work; intervention support. Rosetta Stone = \$1,500--Online programming for students to support bilingual education and intervention support. IXL and Khan Academy = \$10,000--Online mathematics curriculum programming to support student development on course standards; intervention support. Books = \$12,000--Build classroom libraries, i.e. maintain a collection of books of various genres and at different reading levels; purchase Common Core State Standard texts and supplemental materials.	45000
Equipment (Obj 500) Two Chrome Carts = \$8,000--Two Chrome carts (30 laptops each) will be purchased to assist in the blended learning model and differentiated supports for students. Google for Education = \$10,000--To support technology in the classroom	18000
Other Objects (Obj 600) Not Applicable	0
Noncapitalized Equipment (Obj 700) Not Applicable	0
Total Initial Implementation Budgeted Months: 1-12	176045
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) Not Applicable	0
Benefits (Obj 200) Not Applicable	0
Purchased Services (Obj 300) Not Applicable	0
Supplies & Materials (Obj 400) Not Applicable	0
Equipment (Obj 500) Not Applicable	0
Other Objects (Obj 600) Not Applicable	0
Noncapitalized Equipment (Obj 700) Not Applicable	0
Total Initial Implementation Budgeted Months 13-24	0
Total Initial Implementation Budgeted Months 1-12	176045
Total Program Design Budgeted (up to 18 months)	0
TOTAL FUNDS BUDGETED UP TO 36 MONTHS	175645
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	100	Principal (5% of \$90,000) = \$4,500 Pathways Counselor (50% of \$40,000) = \$20,000	24500	<input type="checkbox"/>
1000	200	Benefits@21%:Principal = \$945 Pathways Counselor = \$4,200	5145	<input type="checkbox"/>
2210	300	Curriculum Development = \$7,000 Competency Development = \$5,000 Retreat = \$4,000 Blended Learning = \$2,000 ASCA National Model = \$3,500 Attendance Improvement = \$5,000 Recruitment = \$6,500 College Preparation and Job Readiness = \$7,000 Internship Stipends = \$24,000 Clothing = \$2,400 Tutoring = \$10,000 SAT Prep = \$3,000 Leadership Team = \$4,000	83400	<input type="checkbox"/>
2220	400	Odysseyware = \$15,000 Mastery Manager = \$1,500 Read 180 = \$5,000 Rosetta Stone = \$1,500 IXL and Khan Academy = \$10,000 Books = \$12,000	45000	<input type="checkbox"/>
2900	500	Two Chrome Carts = \$8,000 Two Chrome carts (30 laptops each) will be purchased to assist in the blended learning model and differentiated supports for students. Google for Education \$10,000 To support technology in the classroom	18000	<input type="checkbox"/>

Total Direct Costs	176045
- Capital Outlay Costs	18000
Allowable Direct Costs	158045
Indirect Cost Rate %	0.00
Maximum Indirect Cost *	0

Indirect Cost 0

Total Allotment 0

Grand Total 176045
Allotment Remaining -176045

[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	24,500	5,145						29,645
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			83,400					83,400
8	2220	Educational Media Services				45,000				45,000
9	2230	Assessment & Testing								
10	2300	General Administration								
11	2400	School Administration								
12	2510	Direction of Business Support Services*								
13	2520	Fiscal Services*								
14	2530	Facilities Acquisition & Construction**								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services								
17	2560	Food Services								
18	2570	Internal Services*								
19	2610	Direction of Central Support Services								
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*								
23	2660	Data Processing Services*								
24	2900	Other Support Services					18,000			18,000
25	3000	Community Services								
27	4000	Payments to Other Governmental Units								
29	Total Direct Costs		24,500	5,145	83,400	45,000	18,000			176,045
30	Approved Indirect Costs X 0%									
31	Total Budget									176,045

* 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

CHRISTINE DIAZ

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

Agreed to on this Date: 07/07/2016
RCDT when agreed to: 15-016-2990-BS

The application has been submitted for review.

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

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

Status Change	UserId	Action Date
Submitted to ISBE	crdiaz	07-07-2016

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