

eGrant Management System

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Applicant: Intrinsic Schools

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

Cycle: Original Application

Sponsor/District: Intrinsic Schools

Date Generated: 7/13/2016 4:03:07 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*

Intrinsic Schools

School Name*

Intrinsic Schools 2

Administrator Last Name*

Zaikos

Middle Initial

Administrator First Name*

Melissa

Address 1*

4540 W Belmont

Address 2

City*

Chicago

State*

IL

Zip + 4*

60641

Phone*

708 887 2735

Extension

Fax

Email*

mzaikos@intrinsicsschools.org

Applicant Entity Website Address

http://intrinsicsschools.org/

Program Contact Person:

Last Name*

Matthew

First Name*

Shaw

Middle Initial

Address 1*

4540 W Belmont

Address 2

City*

Chicago

State*

IL

Zip + 4 *

60641

Phone*

773 680 0446

Extension

Fax

Summer Phone *

773 680 0446

Extension

Email*

mshaw@mdsadvisors.com

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

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

Proposal Type (select one):*

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

Chicago Public Schools

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

Activity Period:*

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

Grant Period:

Begin Date: July 1, 2016

End Date: 06/30/2017

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

General Education Provisions Act *

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

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

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

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

[[count] of 500 characters used)

Intrinsic Schools ensures equitable access to, and participation in our program for students and teachers and other program beneficiaries regardless of gender, race, national origin, color, disability, or age through the following measures: We actively recruit minority students and students with disabilities, We actively recruit teachers and other staff who are members of underrepresented groups such as minorities and women, All of our recruitment and orientation materials are translated

*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)

Program Design and Implementation for Intrinsic School 2

Agency DUNS Number *:

[Click here for additional DUNS information](#)

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

Agency's Annual Gross Revenues*:

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

AND

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

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

* Required field

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.
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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

Chicago Public Schools

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

1. Provide the requested information below.

07/01/2017 Anticipated Opening Date*

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

1000 Anticipated number of students to be served*

60 Anticipated number of teachers*

80 Anticipated number of other staff*

2. Upload a copy of formal authorizer approval or evidence of submission of a charter proposal.* This could include a copy of the board action or letter from the board approving the charter, or a copy of the submission letter that includes a date and a cover page of the charter proposal.

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

A. Program Design - not to exceed 18 months

07/05/2016 Start Date

06/30/2017 End Date

150000 Total requested Program Design funding

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

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

07/01/2017 Months 1-12 Start Date

06/30/2018 Months 1-12 End Date

400000 Total requested Implementation funding - Months 1-12 only

07/01/2018 Months 13-24 Start Date

06/30/2019 Months 13-24 End Date

400000 Total requested Implmentation funding - Months 13-24 only

800000 Total requested Implementation funding

950000 Grand total requested funds for Program Design and Initial Implementation

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

Click here for detailed instructions on uploading files

Choose File no file selected

Boardd Report School 2 06071616-0427-EX16.pdf Any uploaded files will appear to the right.

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

* Required field

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

([count] of 7000 maximum characters used)

This proposal is to apply for both program design and implementation funds for Intrinsic Charter School 2. The proposed school is our first replication of the existing Intrinsic Schools campus. This grant will provide us with the funding necessary to provide salary support to our School 2 principal and network chief of staff during the year prior to the launch of the school and to procure the technology and furniture that are critical to our ability to implement the educational program described throughout this proposal. Over the course of the next 12 months our resident principal and network chief of staff will engage in start-up activities for the new school including: student recruitment, community engagement, teacher hiring, development of school specific systems and procedures, and ensuring that the school facility is ready for an on-time opening in August 2017. During implementation, the Intrinsic School 2 team will realize the educational program that is described in this application. A summary follows: Mission and Vision The mission of Intrinsic Schools is to prepare all students for 21st century post-secondary success and to cultivate independent, intellectually curious learners. To achieve this, we will create a new model informed by the experience of great teachers that leverages technology to personalize learning. A critical element of our mission is to create a sustainable and replicable model. We will combine proven instructional practices led by teachers and technologies that we believe will make both the learning experience better for students and the model more efficient. We believe we need to establish proof points to validate that the Intrinsic model can be replicated. A second Intrinsic charter school in Chicago will provide this proof point and allow us to further develop our model, while demonstrating that Intrinsic's successes can be achieved across multiple school environments. To achieve our mission, we will provide a rich learning environment to all students regardless of socio-economic status, parental education level, English proficiency, and prior learning difficulties. We will serve all students, regardless of circumstance. We aspire to be a model for how to serve the diverse needs of Chicago's middle and high school students. We will utilize what we have learned over the course of the last three years at the first Intrinsic charter school, and from national best practices, to inform and guide the development of the second school. Educational Philosophy, Model and Culture At the foundation of every great school is a strong, coherent culture. At Intrinsic, we envision a culture that inspires all students to strive for high levels of academic success and to pursue their interests in depth. We believe a balanced focus on achievement and the pursuit of passions will promote a positive academic environment. We embrace a warm and strict culture that allows students to learn and teachers to teach. Accordingly, we view it as our responsibility to implement a culture of discipline, respect, and hard work every minute of every day, to ensure student safety and maximize time on task. Through clear rules and consistency, all students will learn to take responsibility for themselves, their school, and their community. Our EPIC core values are at the heart of our school culture. Our educational philosophy is informed by brain compatible learning principles and decades of experience in the field of education. We built our model by starting from student characteristics we believe are critical for success and are the basis of our core values - empathy, perseverance, independence, and curiosity (EPIC). We layered in technology to enhance the student experience needed to develop these characteristics. The Intrinsic Blended-Personalized Learning Model The Intrinsic Blended-Personalized Learning Model will ensure 21st century post-secondary success for all our students. We believe solid instructional practices can be both enabled and enhanced with technology. We built our model by starting with the student characteristics we believe are critical for success, and then by layering in technology to enhance the student experience needed to develop these characteristics. We believe in two main tenets for the use of technology: 1. Technology for Differentiation: After years of work to get better data in the hands of teachers, we learned that providing teachers with specific data on the learning profile of each student is only the first step toward differentiation. In most cases, the data reveals that a class of 30 students requires at least ten or more different plans in order to match student readiness for concepts being taught. While it's impossible for a teacher to create ten different lesson plans, technology can adapt for all 30 students so that at any given time each student can be working around a similar concept but on different activities based on individual learning needs. 2. Technology to Achieve Small Group Instruction: Personalization can be best achieved in small groups where teachers provide targeted instruction to meet each student's needs. Our large pod spaces are typically staffed with three teachers serving 60-65 students. Math and English students typically spend 50% of their time working on independent activities overseen by one teacher. Activities could include: writing or revising a paper, practicing problems, watching a video and taking guided notes, or reading independently. While half the class works independently, the other half is split into two groups of fifteen students or fewer to receive direct instruction from the other two teachers. These small groups allow teachers to spend more time with each student and hold students more accountable for participation in group discussion and activities. Our goals for this grant focus on meeting our mission, to prepare all students for 21st century post-secondary success and to cultivate independent, intellectually curious learners. To this end, we will measure four CSP programmatic goals: -Academic Growth-Academic Attainment-Participation -Habits of Mind The goals and activities described throughout the application are closely aligned with the CSP definition of a high quality charter school.

*Required field

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A. Describe the educational program to be implemented by the proposed charter school, including:*

1. How the program will enable all students to meet challenging State student academic achievement standards;
2. The curriculum and instructional practices to be used;
3. Educational innovations and rigorous accountability mechanisms; and
4. How the curriculum will be aligned to the new Illinois Learning Standards

Intrinsic School 2 is a replication of the existing Intrinsic Charter School currently located on Chicago's northwest side which opened in the 2013-2014 school year. The existing school has been highly successful earning the highest possible rating from Chicago Public Schools (CPS) for the second year of operations and the second highest rating from the first year of operations. The program described below delineates the key factors that have led to our early success. All Students Meet State Achievement Standards. Intrinsic Schools is developing a model that propels all students toward 21st century post-secondary success. We anticipate wide academic and socio-economic diversity among our students and have developed our educational philosophy to promote student growth and attainment for each and every student regardless of his or her background. Our educational philosophy is driven by five main beliefs about how students learn: 1 - Education is a continuous process that addresses and meets students' intellectual, emotional, physical, and social needs. 2 - Learning is a social process where students benefit from a mix of instruction where some is tailored to a student's instructional level, and some is learned collaboratively with peers at a common, rigorous level. 3 - Learning Experiences at school should be framed around larger essential questions that are relevant to students' lives and interests. 4 - If students are taught to set and monitor goals, they will gain awareness and control over their own learning and become more motivated to achieve. 5 - Technology can improve the educational experience for students if paired with great teaching. Innovation. The Intrinsic Blended-Personalized Learning Model will ensure 21st century post-secondary success for all our students. We believe solid instructional practices can be both enabled and enhanced with technology. We built our model by starting with the student characteristics we believe are critical for success, and then by layering in technology to enhance the student experience needed to develop these characteristics. We believe in two main tenets for the use of technology: 1. Technology for Differentiation: After years of work to get better data in the hands of teachers, we learned that providing teachers with specific data on the learning profile of each student is only the first step toward differentiation. In most cases, the data reveals that a class of 30 students requires at least ten or more different plans in order to match student readiness for concepts being taught. While it's impossible for a teacher to create ten different lesson plans, technology can adapt for all 30 students so that at any given time each student can be working around a similar concept but on different activities based on individual learning needs. 2. Technology to Achieve Small Group Instruction: Personalization can be best achieved in small groups where teachers provide targeted instruction to meet each student's needs. Our large pod spaces are typically staffed with three teachers serving 60-65 students. Math and English students typically spend 50% of their time working on independent activities overseen by one teacher. Activities could include: writing or revising a paper, practicing problems, watching a video and taking guided notes, or reading independently. While half the class works independently, the other half is split into two groups of fifteen students or fewer to receive direct instruction from the other two teachers. These small groups allow teachers to spend more time with each student and hold students more accountable for participation in group discussion and activities. Technology is integrated into all learning at Intrinsic Schools. Each student is given a Chromebook that is his/her device to use during the day and take home at night so that learning can be enriched by technology both during and outside of school. This is one of the mission critical items that this grant will fund. Curriculum and Instruction. Within the tenets of differentiation and small group instruction, teacher co-teaching teams are empowered to define the model for their individual classes. Teams own the design of their courses and are responsible for determining the appropriate mix of online and offline instruction. This mix could include: purchased or free online instructional tools, technology-enabled, teacher-created resources; or offline tools such as teacher-created "packets," physical manipulatives and paperback novels. Our instructional practices are built upon this mix of approaches that are critical to ensuring that students have experienced a wide variety of instructional strategies to prepare them for post-secondary success. For example: while online math programs can provide excellent sources of high quality, Common Core aligned problems and both video and remote tutoring support, we find that students should complete the problems on paper to show their work and then input the answers online. When teachers collect the "scratch" work, students typically perform better and the teachers have formative data ("the work") to assess misconceptions. The same is true for paper novels; we have found that while some online tools allow for annotation, students are more likely to annotate texts when they can write in a physical book. Specific instructional approaches used include: Scaffolded Instruction, Mini-Lessons, Small Group Targeted Instruction, Collaborative Group Work, Socratic Seminars, Team Teaching, Common Rubrics, Flipped Learning, Online Programs. Alignment to Illinois State Learning Standards. Curriculum and assessment at Intrinsic Schools has been meticulously aligned to and planned from the Illinois State Learning Standards, Common Core State Standards for English Language Arts & Mathematics, Next Generation Science Standards, the ACT College and Career Readiness Standards, and other National and State Learning Standards (Music, World Language, etc.) AP and other college-level courses will follow their respective course syllabi, in which students will receive college credit upon successfully meeting all course requirements. Our curricular scope and sequence, which outlines the order in which content and skills will be delivered, has been intentionally designed to integrate and reinforce concepts across disciplines and grade levels. Through technology-enabled data collection, our teachers will routinely assess the effectiveness of the curricula and make modifications as necessary. Rigorous Accountability. Our mission is to prepare all students for 21st century post-secondary success and to cultivate independent, intellectually curious learners. Our new model of secondary schooling marries proven instructional strategies led by great teachers with high quality technologies for differentiated and small group instruction. To ensure all of our students graduate college and are career ready, we have set aspirational, measurable goals to evaluate our school model in terms of student academic achievement (including components of our next generation learning model), student habits of mind, school culture, parent engagement, and operational efficiency. We believe successful school leaders use multiple data points to drive organizational decision-making and propel continuous school improvement holistically. The overall plan is comprehensive in terms of assessing both individual student growth and overall school performance compared to similar schools against local and national benchmarks. When reporting our results, we will provide data on growth and performance, as well as comparative and trend analyses (including all subgroups). These are described in more detail in response to Question C.

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

The Intrinsic Schools Board is ultimately responsible for the effectiveness and success of each of the Intrinsic Schools. While the staff of the network office and individual schools is charged with the day-to-day management of the schools, the Board sets long-term goals and strategy, provides current oversight of the finances and programs of the school and ensures compliance with applicable laws, the bylaws and the charter. Academic Oversight - The Board, working with the CEO and school staff will set academic goals for each year. The CEO and school staff will design curriculum, implement programs, allocate resources and collect data. At each Board meeting real-time data on student performance will be presented to the Board, and adjustments to academic programs and/or resource allocation will be considered on a frequent basis in line with the Intrinsic value of continuous improvement. Financial Oversight - Prior to the beginning of each fiscal year, the CEO will present an annual budget to the Board for approval. The Board will review and approve the annual budget for each school and for the organization as a whole. At each Board meeting, the Board will be presented and will review the financial statements of both the school and the organization as a whole. The Treasurer of the Board and Finance Committee will monitor the school's financial health and activities on a monthly basis. The Board will hire an auditor and review and approve the annual audit of the organization. Operational and Legal Oversight - The Finance Committee of the Board will recommend operating policies and procedures to the full Board to ensure that the Intrinsic Schools meets all CPS, State and Federal compliance requirements. Twice a year, the Finance Committee of the Board will review the full set of Intrinsic policies and procedures to verify that they are complete, comprehensive, and meet all applicable laws. As necessary, the Board will retain an external lawyer to review the policies in part or in their entirety. Human Resources Oversight - The Board will hire, set the salary and benefits for, and evaluate the CEO. Through the Governance Committee the Board will work with the CEO to set annual goals and periodically provide feedback on progress toward those goals. The Board will also set major policies and procedures for school operations and HR matters. Board of Directors The Intrinsic Schools' Board of Directors has extensive leadership and oversight experience in both the corporate and non-profit sectors. They have demonstrated a strong commitment to the school in both time and resources and have contributed their expertise in key areas such as strategic planning, education, finance, law, fundraising/development, human resources, technology, and operations. Following are brief bios for each board member: Jim Frank, Chairman of the Board - President and CEO of Wheels Inc., Frank is also Vice Chairman of the Board of Trustees of the University of Chicago Hospitals, a member of the Board of Trustees of the University of Chicago, Chair of the Finance Committee of the Field Museum of Chicago, and as a member of the board for Illinois Network of Charter Schools (INCS). David Epstein, Treasurer of the Board - Epstein is an entrepreneur with diverse experiences including in the areas of strategy, organizational management, start-up execution, finance and trading, law, real estate and construction. Harriet Meyer - Meyer is a nationally recognized leader in shaping public policies and creating innovative programs that help young, at-risk children and their families. Jim Palos - Palos most recently served as the president of Wright College, the largest of the City Colleges of Chicago. Justin Manly - Manly is a Principal in the Chicago office of The Boston Consulting Group. Josh Tolman - Tolman serves as CTO of ThinkCERCA, an online provider of award-winning tools and resources to help schools personalize critical thinking instruction. Network Leadership We recognize that it is essential to have the right network office team in place to facilitate expansion and ensure the successful incubation, launch and ongoing operations of new schools. To this end, we have developed a seasoned and highly skilled network office team to lead these efforts. The caliber of the current network office team is unusual for a young network. Key leadership staff includes: -Chief Executive Officer, Melissa Zaikos: The CEO is hands-on in the instructional and operational activities of the school. The CEO not only leads the annual strategic planning process with the principal but also provides coaching on data-driven instruction, teacher observation and feedback, and student culture. Finally, the CEO is the overall owner of the instructional model and makes decisions on what is and is not required to be consistent across all schools. Zaikos currently serves as both CEO and Principal of the first Intrinsic School. Under Zaikos's leadership, Intrinsic has had a highly successful first three years of operation. Intrinsic received a rating of 1 on the CPS School Quality Rating Policy (SQRP) for its first year and a rating of 1+ for year two. These represent the second highest and highest ratings, respectively. -Chief Financial Officer, Matthew Shaw: The CFO for the Network is directly responsible for all aspects of the school's finances and maintains all financial records. The CFO oversees purchasing, accounts payable, payroll, budgeting, financial reporting, and developing and implementing financial systems. The CFO reports to the CEO and is the staff liaison to the Finance Committee of the Board. Shaw has over 15 years of experience as a leader in the charter schools sector. -Director of Technology, Marcos Alcozer: The Director of Technology sets the overall strategic direction for the tech architecture. School Leadership School 2 Principal, Tim Ligue: The principal is both the instructional and overall leader of the school. He or she sets all instructional goals and participates in all data meetings in order to set the tone for data-driven instruction. Because Intrinsic is committed to observing all teachers on a bi-weekly cycle that includes observation and debrief meetings, roughly 40% of the principal's time is devoted to observation and feedback. The remainder of the principal's time is distributed between supporting a positive staff culture, working with teacher teams to evolve the instructional model, professional development, working with the Parent Advisory Council to create a community of involved parents, and teacher hiring. Ligue currently serves as a Resident Principal for Intrinsic. In this role, he is responsible for shaping the culture at Intrinsic, working with teachers on instructional practices, and general administration. Before joining Intrinsic, Ligue worked at Chicago Public Schools as an instructional support leader, helping principals develop and actualize performance and growth strategies.

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

To ensure all of our students graduate college and are career ready, we have set aspirational, measurable goals to evaluate our school model. Our educational goals and metrics are reported using a balanced scorecard to provide a diverse perspective on student achievement. The overall proposed plan outlined below is comprehensive in terms of assessing both individual student growth and overall school performance compared to similar schools and against local and national benchmarks. Our growth goals reflect an emphasis on growing all students and setting aggressive growth targets for students who come to us multiple grade levels behind. To this end, we create learner profiles for each student that guide personalized learning plans (PLPs). We believe collaborative analyses and action planning around learner profiles will help us meet our attainment goals, which are focused on our mission. School Level Measures School-wide performance measures and evaluation are vital to school success. We believe that student growth and performance measures should align to the school-level metrics and measures. While setting up structures and protocols for performance management, we have identified indicators and benchmarks of school performance and growth against which the school's success will be evaluated on an annual basis. We have set ambitious targets to track our progress with respect to academic growth, academic attainment, participation, and habits of mind. A significant component of our academic system is to also measure the efficacy of our next generation learning model. As such, our strategic plan incorporates school level metrics on student growth and attainment from the CPS School Quality Rating Policy (SQRP), school climate and culture benchmarks established internally, and evidence-based measures from successful blended learning schools across the country. Our objective is to score a 1+ or 1 (the highest and second highest scores) on the CPS SQRP. Student Growth Measures Individual student growth is the focus of our educational goals and metrics. We measure this using the Northwest Evaluation Association Measures of Academic Progress (NWEA) assessment in middle grades and the ACT for high school. The school will administer formative assessments from PARCC as they are available, and we will track progress on growth measures as per the recommendation of the district. Our growth measures are based on preparing students for high school and college readiness. In order to ensure that the Intrinsic Graduate is college and career ready, we know he or she likely must achieve beyond typical annual growth. For students entering our doors below grade level, the level of needed growth and academic supports to ensure preparedness for post-secondary success is even more pronounced. Thus, we will also measure the percent of students making growth necessary to reach the NWEA 50th percentile by 8th grade, which we define as "catch-up growth" Since achieving this benchmark is critical to student success, Intrinsic will invest heavily in needed

structures and supports in its middle school. In high school, we will measure students making expected gains on EPAS-aligned interim and Common Core aligned performance tasks. To have a thorough understanding of each student's needs, we use a variety of assessment tools including, but not limited to: interim assessments and performance tasks, skill- and content-embedded quizzes and tests, analysis of student work via common rubrics, survey data, and online program data. This multi-faceted approach will allow us to provide students with the supports they need in a timely manner. We believe our blended-personalized approach to instruction will help us meet our aggressive catch-up growth targets and propel all students on their college and career trajectory. Student Academic Attainment Academic attainment measures are often gatekeepers to post-secondary options and thus we will monitor them closely. We expect roughly 50% of our incoming students to score above the 40th percentile on NWEA, 20% of our students to fall between the 20-39th percentile, 30% of students to be below the 20th percentile and about 20% to be on track for college readiness. This data reveals that a majority of our students will require custom catch-up growth in high school in order to meet our benchmarks. In order to build personalized pathways for our students to achieve their individualized catch-up growth targets, we created an academic summary for each student. This summary consisted of longitudinal standardized assessment data points to identify each student's precise instructional level. Additionally, we developed an index score for each student for relative comparisons within the cohort for assignments of specific interventions and supports. This data summary is one component of a student's learner profile that helps us develop personalized learning plans for our students so they can achieve the attainment levels for college and career readiness. We plan to offer both Advanced Placement classes and early college courses to our juniors and seniors. We will measure ourselves both on access to such courses and student performance. Because we believe communication and influencing skills are critical for post-secondary success, student writing will be assessed based on grade-specific, school-wide writing rubrics and teachers will grade one another's student writing to ensure inter-rater reliability. We will monitor four-year college acceptance and Bachelor's degree attainment. We also want data to follow our students during their college experience as opposed to waiting for graduation data, and will therefore also track an annual retention rate. Student Participation Intrinsic defines participation as students being on-time and present at school daily and remaining enrolled at Intrinsic until graduation. However, we believe in student choice and want students to attend their best-fit school. In participation, we closely track and monitor student attendance, retention, and acceptance and transfers to selective enrollment schools. According to the University of Chicago Consortium on Chicago School Research, students who are chronically absent have lower test scores and grades, and have a lower likelihood of being on-track in and graduating from high school. We believe attendance is a critical factor in ensuring college and career success and persistence. Habits of Mind The relationship between a strong school culture and high student performance is undeniably clear. We believe in order to prepare all students for life after Intrinsic, we must meticulously track both academic and non-academic data. Student independence and ownership over learning is a key component of the Intrinsic Model. Additionally, we strive to create a learning environment infused with the growth mindset. According to Carol Dweck, a prominent researcher on human motivation, challenge-seeking and resilience are key factors to success. She notes that people with a growth mindset, an understanding of intelligence as something that can be attained rather than something that is genetic, achieve more in the long-term than their peers with fixed mindsets. Thus, we believe the growth mindset is a fundamental for post-secondary success. In measuring habits of mind, we employ both school-wide surveys, individual rubrics and self-reflection tools. In addition to the educational objectives, we are committed to ensuring the school is both operationally effective and efficient and financially responsible.

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

Intrinsic Schools was designed to meet these diverse learning needs of all students, including low-performing subgroups, and prepare them for post-secondary success. We work aggressively to assess student needs, remediate skill deficiencies, and extend the learning of accelerated students. We believe that combining great teaching with technology enhances the learner experience and allows for students to become active participants in their learning and for teachers to become efficient and effective in meeting individual student needs. Our teachers employ a comprehensive set of proven instructional strategies that have led to improved student outcomes during our collective work at Chicago Public Schools and other public schools with similar populations. We anticipate that we will have a highly diverse student population that will enter Intrinsic with a wide range of skills and knowledge. As such, for Intrinsic students to achieve mastery and perform at their fullest potential, our framework for teaching and learning is informed by the following tenets: - Multiple data points should be used to guide instructional decisions. - Formative data should be used to guide flexible groupings. - Educating diverse populations requires a holistic approach and should be differentiated to address individual students' academic, developmental, and socio-emotional needs. - To accelerate each student's growth, he/she should receive instruction at both his/her instructional level and grade level. - Weekly professional development activities are rooted in systematic review of quantitative and qualitative student academic and behavioral data. At Intrinsic, we use blended learning as a vehicle to personalize learning for our students. Our teachers strategically employ curated and created resources, both technology- and non-technology-based resources, in order to effectively meet each student where he/she is and accelerate his/her learning potential and growth. Our teachers review student needs, preferred learning modalities, and the task at hand when selecting particular instructional resources and instructional strategies. We leverage technology for differentiation, to achieve small-group instruction, and to promote student independence. We rely on technology mainly to support differentiation and small group instruction. In addition, technology supports our ability to personalize learning in the following ways: - Varying student-to-teacher ratios - Varying pacing based on student profile - Building background knowledge and strengthening foundational skills according to the needs of each individual student. - Allowing students to receive instruction through their preferred modalities - Offering choice and access to information on virtually all topics - Increasing peer-to-peer collaboration - Increasing rigor through content creation and enabling students to share instructional strategies with peers (Bloom's Taxonomy: Application, Analysis, Synthesis) - Allowing students to accelerate and take specialized, online courses and/or student-created independent studies. Personalization is a shared task between teachers and students. Since each student has the opportunity to work at his or her own pace, they must set their own goals, manage their own time and monitor their own progress. The role of the teacher shifts from content provider to facilitator of deeper student thinking. Intrinsic teachers provide students with structures for academic independence, and they become guides and motivators as our students need them. Technology allows us to review data frequently, which enables us to customize curricular choices for our students. Intrinsic students and teachers act as partners and technology is the fuel to design personalized learning pathways. When combined with the expertise of our teachers, technology enhances the learner experience by its ability to bring curriculum to life and facilitate authentic and nonlinear learning, provide multiple access points to rigorous content, foster social learning and student creation, and offer real-time feedback and progress monitoring data to ensure students receive just-in-time instruction. At Intrinsic, we recognize that certain students require additional interventions and support. We will utilize targeted assessments to identify such students and to inform their instruction. Teacher teams will use data to make informed decisions about student placement and intervention support. To implement this approach, we have redesigned the typical high school classroom which has proven to be highly successful at the existing Intrinsic School campus. Our unique classrooms, which we refer to as pods, are designed for two to three teachers who work with approximately 60 students during each instructional block. The flexibility of our pod space makes possible various forms of small-group instruction and/or one-on-one tutoring. The funds from this grant will provide us with the necessary resources to purchase the specific furniture needed in this re-envisioned classroom.

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.*

The flexibility and autonomy afforded the authorized public chartering agency, Chicago Public Schools, is outlined in the Illinois School Code. (105 ILCS 5/Art. 27A), Illinois State Charter Schools Law. The law specifically states that its purpose is to provide an

avenue for the creation of innovative educational techniques and programs. Additionally, the law states that a charter school shall be a non-profit that is administered and governed by its board of directors. Illinois State Charter School law exempts charter schools from nearly all state rules that inhibit flexible operation and management. This law exempts charter schools from all other state laws and regulations in the School Code governing public schools and local school board policies with the following exceptions: -The requirement to conduct background checks-Portions of the code related to student discipline-Portions of the code related to school report cards-The Tort Immunity Act-The section of the General Not for Profit Corporation Act regarding indemnification of officers directors, employees, and agents-The Abused and Neglected Child Reporting Act-The Illinois Student Records Act-The P-20 Longitudinal Education Data Systems Act-The Educational Labor Relations Act. In addition, the law specifically states that a charter school is responsible for the management and operations of its fiscal affairs. Further, charter schools are granted autonomy to select vendors and service providers. The law also provides charter schools with tremendous autonomy regarding personnel. The only restrictions related to hiring are that a minimum of 75% of instructional staff must be state certified and those who are not state certified must meet certain minimum requirements. As a charter school, Intrinsic Schools has the freedom and flexibility to establish its own: school calendar and schedule, curricula, employment policies, student discipline policies and manage its own operations.

* Required Field

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

Intrinsic fully recognizes the importance of engaging the community into the fabric of the school, but it is crucial to underline that community engagement is a priority for Intrinsic regardless of our interests in expanding our network of schools. Our team has learned from experience with and observation of other schools that in order for a school to be successful, it is necessary to not only foster community support but also to develop strong community partnerships. In the absence of strong and ongoing community engagement, the school faces many risks ranging from lack of aldermanic support in completing a facility project to challenges maintaining a safe environment for students and families. Whereas the support of a local community will allow us to create meaningful partnerships, develop an integrated safety plan with nearby schools and law enforcement, and will facilitate student enrollment. Simply put: Involved and passionate parents, neighbors and organizations increase the chances our students have to achieve post-secondary success, and by extension elevate the communities in which we live. Community engagement makes us better. Toward the opening of a new Intrinsic campus, our approach to community engagement is to meet with local alderman as a first step in each local community. We have found that this is critical to building a broad base of support from multiple neighborhood stakeholder groups including parents, faith-based organizations, cultural institutions, businesses and other members of the community. We will then work with community partners to support us in the operations and success of our school. We will engage local community partners to: -Ensure we understand the history, character, and current needs and ecosystem-Target opportunities to build early connections, such as: making our campus available (gymnasium, classrooms, parking, field) to neighbors, parents and community groups, providing a variety of services (ELL seminars, Technology awareness and training courses, etc.), community Improvement Projects (Neighborhood cleanups, beautification projects, etc.)-Extend the learning of students through programs integrated into the core curriculum, afterschool and intersession programs-Expose students to the arts via local arts organizations and programming, with a focus on arts programs connected to the embedded cultures of our parents and students-Expose students to career routes, local businesses and professionals-Find adults who can support the growth of our students via tutoring and mentoring-We continue to solicit feedback from all stakeholders through meetings, school tours, emails, student recruitment activities, focus groups, and our website. To date, the feedback that we have received has been extremely positive and supportive of our plan to open a second school. In order to obtain more targeted feedback to inform planning, program design and implementation of the school, we sought input from our current families at the Belmont campus, hosted community leaders identified by the alderman for a tour of our current campus and a focus group with current students. We have presented the school proposal for feedback to the Homeowners of Westtown and East Garfield Park Neighborhood Association. We have met with local churches and non-profit organizations that provide wrap around services for the families we expect to serve. We have gone door to door in the three-block radius of school location to talk to community members and seek feedback. We also opened an office in the community. We hold office hours for families that want information about the school from 9-12 on Wednesday and 4-6pm on Thursday evenings. These meetings produced the following feedback: -Parents stressed the importance of having a new, high-quality school options for their children.-Parents stressed the importance of neighborhood recruitment to make sure that local neighbors have access to the school.-Parents agreed that one of the key benefits of Intrinsic Schools is that it is designed to allow students to improve at their own pace.-Parents requested a wide range of sports and other extracurricular opportunities for their children.-Parents expressed a strong desire that the school be easily accessible to public transportation.-Parents requested that Intrinsic assist students in developing personal financial literacy especially around areas related to credit, loans, compounding interest, budgeting, and saving.-Parents suggested that Intrinsic Schools should develop a course for parents regarding college applications, financial aid, scholarships and the admissions process as a whole.-Parents suggested that Intrinsic hold a series of classes for parents regarding technology and the use of Chromebooks.-Parents suggested that we offer GED classes for family members to bring the community into the school-We believe that students are better able to succeed academically and personally when their parents are engaged in their education. Fundamental to this belief is the importance of building a partnership between educators and parents that accelerates student learning. Intrinsic seeks to empower its families, helping them to attain skills to better advocate for their children's education. Family involvement takes place in various forms, including:-Support for enrollment: Members of the Parent Advisory Committee (PAC) organize parent volunteers to attend and support all recruitment open houses and enrollment events in order for prospective parents to ask questions of existing parents at both the middle and high school level. -Orientation activities: We begin each school year with parent meetings that reinforce the intentions behind our student code of conduct and academic policies, mission, vision and culture. All sessions are conducted in both English and Spanish. The principal and assistant principals answer general parent questions. -Weekly Newsletter: Each Monday a parent newsletter is sent home in hard copy to all parents in both English and Spanish. This includes announcements and celebrations. Students are required to return the signed portion of the newsletter the following day as part of an advisory grade.-Biweekly Progress Reports: Progress reports and merit/demerit counts are sent home every other week. Students are required to return signed progress reports the following day as part of an advisory grade.-Student-Led Conferences & Report Card Pickup: student-led conferences happen at the end of the first and third quarter. Translators are provided. At the end of each semester, we host report-card pick-up where parents can make appointments to see any teacher or administrator.-Parent Advisory Council: The parent advisory council serves as the conduit between the parents and administration on school-wide issues. At our Belmont Campus, the principal meets with the PAC every other Friday morning from 7:30 - 9:00. The PAC works to solve any school-wide issues, alert the administration to any communication and needs and support the school community. -Mentoring - A small group of parents run mentoring groups with our most challenging students. They meet weekly with these students in lieu of student detention and conduct frequent, in-formal check-ins with students about grades, behavior and attendance. Community partners play an integral role in the operations and success of our school. We rely on outside partners to provide a variety of services including: -Extending the learning of students - through programs integrated into the core curriculum, afterschool and intersession programs-Exposing students to the arts -Maintaining the health and well-being of our students-Helping students strengthen foundations skills-Providing

G. Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives.*

The items requested in our budget are for start-up and implementation expenses related to opening the charter school. As we grow to full enrollment, the school will become financially sustainable on recurring public revenue which includes a per pupil allocation, an independent facility supplement, state and federal poverty related funds, and special education funding.

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

Not Applicable

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

The grant funds will be used to provide salary support during the program design phase for the resident principal and the network chief of staff. This will enable them to engage in the important work of community engagement, student recruitment, staff recruitment and general preparation for the opening of Intrinsic School 2. During the planning year the funds will be used as follows: Resident Principal Salary - 100% FTE = \$112,500 Resident Principal Benefits and Payroll Taxes = \$14,550 Network Chief of Staff 25% FTE = \$22,950 Total = \$150,000 During the implementation years the funds will be used to procure Chromebooks or a similar type of technology and furniture that is needed to implement our unique program. During the implementation years the funds will be used as follows: Year 1 1200 student Chromebooks (or similar type of technology) at a cost of \$420 = \$84,000 20 staff Chromebooks (or similar type of technology) at a cost of \$800 = \$16,000 Furniture for each new student at a cost of approximately \$1,000 per student with 200 students = \$200,000 Furniture for each new employee at a cost of approximately \$1,000 per employee with 20 employees = \$20,000 Furniture for common areas, lunch room, gym, and offices = \$80,000 Total Implementation Year 1 = \$400,000 Year 2 2250 student Chromebooks (or similar type of technology) at a cost of \$420 = \$105,000 20 staff Chromebooks (or similar type of technology) at a cost of \$800 = \$16,000 Furniture for each new student at a cost of approximately \$1,000 per student with 250 students = \$250,000 Furniture for each new employee at a cost of approximately \$1,000 per employee with 20 employees = \$20,000 Additional furniture for common areas, lunch room, gym, and offices = \$9,000 Total Implementation Year 2 = \$400,000

* 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

Chicago Public Schools

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

J. Describe the student lottery process and how students in the community will be:*

1. Recruited and informed about the charter school, and
2. Given an equal opportunity to attend the charter school.

We take enrollment very seriously, seeing it as our first opportunity to educate and build sustainable relationships with students, parents and guardians, and our surrounding community. We will work closely with local aldermen and community groups to ensure that the local community is aware of the unique Intrinsic educational program, our academic successes as well as our focus on developing the whole child for both secondary and post-secondary success. As discussed in response to Question F, we actively engage all members of the community beginning with the alderman and extending to a multitude of stakeholder groups. We find that by building a broad base of support we are able to inform a large number of local families about Intrinsic and generate interest in our school. Expanding upon these relationships, our plan for the proposed school will follow the practices we use for our existing school. Between September and February we actively inform families and recruit new students through a wide range of activities which include: working with area K-6 and K-8 schools, attending high school fairs and student recruitment events within the community, attending community events, hosting open houses, distributing flyers, placing ads in community papers, and working with existing Intrinsic families to educate potential families. We may also draw upon existing waitlists for our Belmont campus which currently exceeds 500 students. In fact, all prospective students and parents, especially those who attended an open house or completed an online/print application, were informed of our plans for a second campus, and if they were interested in a second option they indicated their interest on the application. As described in response to Question K, Intrinsic does not discriminate in its recruitment practices. We do not ask students for any information regarding special education, ELL or living situation during the application process and we encourage all stakeholders to refer all students including those with IEPs, English Language Learners, students living in temporary living situations, and other at-risk students. Intrinsic is committed to giving all applicants an equal opportunity to attend the school. Intrinsic Schools will follow lottery, enrollment, and waitlist policies in accordance with Illinois Charter School Law and Illinois School Code. Lottery Policy If there are more applications received than seats available, Intrinsic Schools will hold a randomized lottery. All applications received by the application deadline will be entered into SchoolAdmin, a computerized admission and enrollment system that will be used to administer the Intrinsic Schools' lottery and maintain the Intrinsic waitlist. The randomized lottery provides an equal chance at admission for all applicants. However, in an effort to keep families together, the Intrinsic Schools lottery will give preferential treatment to siblings. The lottery will be broadcast in the school's multipurpose room and will be a public event, which can be attended by applicants and individuals representing Chicago Public Schools (CPS). Furthermore, the lottery will be videotaped, including a time/date stamp. Enrollment Policy Immediately following the lottery, applicants will be notified of their acceptance or position on the Intrinsic Schools' waiting list in writing by mail and electronically by email. All applicants selected for enrollment by the lottery will be required to accept the seat within a fixed number of days. Students will not be required to participate in any activities as a condition of enrollment. Waitlist Policy All applicants who are not selected for enrollment by the lottery will be placed on a waitlist in the order assigned by the randomized lottery. Should seats become available after the enrollment deadline, Intrinsic Schools will offer enrollment to waitlisted applicants according to their waitlist position. The waitlist will be updated on a continuous basis and will be maintained within the SchoolAdmin system.

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.*

In alignment with our mission and vision, we have found that the approach described above (in response to Question J) attracts a diverse student body that mirrors our targeted student population which includes at-risk and educationally disadvantaged students, including: students receiving special education services, classified as English Language Learners (ELL), and/or who may be in high-risk situations including, but not limited to: homelessness, low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues. Due to the personalized nature of our instruction, students with disabilities, ELLs, and students who are at-risk are notably interested in attending Intrinsic. In fact, at our existing school, students with disabilities and 504 plans make up more than 20 percent of our student population and approximately 83 percent of our students qualify for free or reduced price lunch. We will continue to encourage all students to apply to Intrinsic, including students with disabilities, ELLs, students who are at-risk, and students who are homeless. Intrinsic Schools welcomes all students and does not discriminate in its recruitment practices. We do not ask students for any information regarding their special education, ELL or living situation during the application process and we encourage all stakeholders to refer all students including those with IEPs, English Language Learners, and students living in temporary living situations. At Intrinsic, we believe in educating the whole child, focusing not only on academics, but also on social, emotional, and physical wellbeing. This approach is especially important for retaining and serving at-risk and educationally disadvantaged students. To this end, we will monitor students' social, emotional and physical health via our advisory system, weekly grade level meetings and weekly administrative team meetings. Students at Intrinsic are assigned an advisory upon entry, whether it be as a 7th or 9th grade student. The advisory structure of one advisor to roughly 20 same sex students remains intact throughout the student's tenure at Intrinsic. Advisors thus get to know their students, their families and their non-academic needs in depth. Advisors conference with students weekly about academic progress but also monitor and address any social emotional developments or concerns. Advisors address minor issues themselves but bring any larger concerns directly to the social worker or principal. Referrals for social work support are logged into our student information system and handled by the school social worker. Students meet with their advisory both in the morning and in the afternoon for a total of 25 minutes everyday except Wednesday and for a total of 60 minutes on Wednesdays. Middle school advisories are aligned to the grade level so the advisor is also present in the classroom. One teacher will facilitate a group of roughly 20 students for their entire time four years in high school at Intrinsic. The morning session of advisory is structured as a time for a check-in with students and a review of school announcements. It allows students to start their day on a positive note. The afternoon portion of advisory is a structured period for students to review their academic and behavioral progress, set goals, conference with their advisor, and build soft skills. On Wednesdays, the advisor will lead a lesson based on the needs of specific students; this time is intended for community building and to address social emotional needs of students. In addition, our staff, including special education teachers, content-specific teachers, instructors, assistant teachers, assistant principal, and principal, meet weekly to analyze general trends and devise plans to address the needs of individual students. Some of the topics discussed at these meetings may include, but are not limited to: -Gathering instructional resources-Studying current research-based instructional strategies that best support students with disabilities-Providing family

outreach and/or student socio-emotional support-Reviewing student data (including writing samples and other assessment data)- Reviewing student bi-weekly goal-setting sheets and discuss any changes or adjustments that may be needed to meet student needs-Reviewing co-teaching best practicesIntrinsic schools will also support students' social, emotional and physical health both internally and externally. As described above, our advisory structure is designed to be the first level of support for all student's social and emotional health. The next level of support for social and emotional health is our full-time social worker. Our assistant principal and social worker conduct home visits to partner with families to solve truancy issues and other at-risk behaviors. We partner with outside organizations to provide support for students requiring resources not available at school. We support student health on-campus via a comprehensive physical education and health program centered on individual fitness goals. We offer a range of competitive and club sports that provide additional opportunities for physical and mental health. All students have access to vision, hearing and dental services through outside partners that service students while at school. From an academic standpoint, Intrinsic is also well suited to retain and serve at-risk and educationally disadvantaged students. In response to Question D, we describe how we will assist low performing subgroups. From an academic standpoint, these techniques and approaches are similar to those that we employ for our at-risk and/or educationally disadvantaged students. In the book, *Educating Everybody's Children: Diverse Teaching Strategies For Diverse Learners*, the authors propose providing students with "an interdisciplinary approach to curriculum...in teaching culturally and linguistically diverse children." They also suggest varied learning configurations that include cooperative learning groups in combination with computer-mediated language learning. At Intrinsic, we are creating just that through technology-enabled systems, processes, and monitoring metrics that allow for a robust education for diverse learners. We believe we will be successful if we are able to offer a rich learning environment to all students regardless of socio-economic status, parental education level, English proficiency, and prior learning difficulties. We believe every student should receive support based on their specific and individual need, not their label. Technology will enable us to collect data, deliver "just-in-time" instruction, and continue to close any learning gaps to facilitate student learning in meeting and exceeding rigorous state and national grade-level standards. Real-time data is available to students, their families, and staff. Weekly goal-setting in response to performance data and teacher feedback is a common practice for students across content areas and grade levels. Our weekly schedule and school calendar is also organized to provide students with extra support throughout various times during the school year. Technology, also enables our teachers to create and curate content and deliver multi-modal, scaffolded lessons to meet the diverse needs of our students. Research-based, inclusionary practices are infused throughout the student's daily experience. This hybrid approach of leveraging technology with the highest quality pedagogy provides students with full access to a variety learning experiences.

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.*

The Intrinsic model is built upon both the hiring and development of great teachers. We will hire a mix of new and experienced teachers. Intrinsic will rely on its deep relationships with prestigious, reputable education organizations including the following as partners in sourcing high quality teachers: Apple Distinguished Educators, Facing History and Ourselves, Golden Apple, IIT, National Council for Teachers of Mathematics, National Board for Professional Teaching Standards, University Teacher Education Program (UTEP), Teach for America, The Broad Foundation, Loyola University, among many others. In addition to these partnerships, Intrinsic has very successfully utilized referrals from colleagues, traditional job fairs, and relationships with targeted universities in the recruitment of highly qualified and diverse staff. Furthermore, as more teachers learn about us, we attract candidates from highly successful traditional schools that are seeking an environment for creativity and believe in personalized learning. We are also highly competitive in recruiting new teachers out of top universities. This is helpful in building a staff with a variety of past experiences and avoiding groupthink around our school design. As we grow, we are especially prioritizing our efforts to attract, develop, and retain diverse talent. We are dedicated to providing our students with educators who genuinely understand the context and implications of their many nuanced backgrounds. To meet such an important vision, our Special Projects Director, a Chicago native of Latino heritage, launched an initiative focused on embedding best-in-class diversity mindsets and processes into our overall school culture. It is our belief that it is not enough to simply get diverse teachers in the building, but rather provide the environment and support that will empower them. As we further develop our focus on diversity, we will build our own Diversity & Inclusion Cadre, a group open to all teachers at Intrinsic. The Cadre will operate on four programmatic pillars: (1) Voice - providing a platform for our teachers to organize and mobilize against important diversity initiatives, (2) Development - ensuring teachers receive mentorship and trainings to help navigate the transition into new careers or cultural environments, (3) Community Building - using culture to proudly engage and empower our students and parents, and (4) Recruiting - strategically building a reliable pipeline of diverse teachers complimented with outreach from our staff. Specific to recruiting, we have also signed a strategic partnership with Golden Apple, who will help develop and place diverse talent in our schools for years to come. We are proudly working to give diverse talent a reason to want to work at Intrinsic. We believe that the key to building and retaining a highly qualified staff begins with a robust application process. We carefully review applications which consist of: a resume, demonstration of track record, evidence of technology integration, references and an essay. Candidates who advance after review of their application are invited to spend half a day at the school. The first portion of the interview will provide an opportunity to tour the school and observe Intrinsic classrooms and culture. Because our model is different than traditional schools, this will give candidates an opportunity to evaluate their fit with our school model and culture. The second portion of the interview will consist of a sample lesson given to a group of students and members of the hiring team. The candidate will receive the grade level and subject area of the sample lesson at least one week before the lesson. Members of the hiring team will use a rubric, similar to the teacher observation rubric used in Intrinsic classrooms, to evaluate the lesson. At the end of the lesson, the candidate will de-brief with members of the hiring team, while the students complete a short survey about the candidate's lesson. This survey will allow for a student voice in the hiring process. The final portion of the process will consist of different interviews, including one with the Director of Technology to determine current and future technology integration in the classroom. Items from the candidate's portfolio may be referenced during this interview. The candidate will also meet with the Dean of Culture or the Assistant Principal for a culture interview. Finally, the candidate will interview with the Principal. Intrinsic's teacher job satisfaction and retention is very high, especially for the Chicago charter sector. Over the past few years, we have honed our hiring criteria and which has led to very high retention rates. For example, between 2014 and 2015, we lost only 2 of 24 teachers, or approximately 8%. We anticipate retention for this year to remain at roughly 90%. Teachers report the level of collaboration at Intrinsic is a key to their success and job satisfaction. They also appreciate having a voice in the school design that we believe will become a model for personalized learning nationally. Our team is extremely mission-driven and is committed to the development of a model as our way to uniquely contribute more broadly to urban education. This too, impacts staff retention. We have developed the Intrinsic Schools compensation system after conducting extensive research into the Chicago charter school employment market and our own experience at our first campus. Teacher salaries will range from \$42,500 to \$85,000 based on experience and performance at the school. We are confident that with our targeted efforts will be able to attract, retain and grow a diverse staff.

M. Describe how a charter school that is considered an LEA under state law or LEA in which a charter school is located will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.*

Intrinsic Schools will fully comply with the State Law and our Local Education Agency's mandates pertaining to section 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act. Intrinsic Schools will meet all state and LEA requirements regarding the treatment and education of disabled students. As a charter school, Intrinsic Schools is required to make its services available to all students, regardless of achievement or ability. We will provide fair and equitable supplementary services to all disabled students.

We will work closely with the LEA to ensure that all required accommodations are provided to students with disabilities and will either receive dedicated funding or in-kind services from the LEA for the provision of these accommodations.

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.

Intrinsic Schools is uniquely positioned to implement a MTSS in the proposed school. At our first school campus we are in the process of creating the structures, systems and tools to enable us to implement MTSS with fidelity in the upcoming school year. As the School 2 campus will not open until fall 2017 we will have a year of experience and learnings from our SY2016-2017 implementation at our Belmont campus. During the upcoming school year, the MTSS Leadership Team will also develop a multi-year implementation plan for MTSS across the Intrinsic network of schools. We have already implemented many of the tools and systems to integrate MTSS into the daily fabric of our school. For example, our entire school model rests upon personalized, differentiated and small group instruction that meets the needs of all students and allows them to be grouped and regrouped throughout the school year depending on their mastery of the content and skills as well as their needs for intervention. To this end, we utilize multiple data points to guide instructional decisions and formative data to guide flexible groupings. We recognize that educating diverse populations takes a holistic approach and is differentiated to address individual students' academic, developmental, and socio-emotional needs. Further, in order to accelerate each student's growth, he/she receives instruction at both his/her instructional level and grade level. Weekly professional development activities are rooted in systematic review of quantitative and qualitative student academic and behavioral data which is further discussed through grade level teacher teams meeting which occur every three weeks. Teams utilize these opportunities to discuss how meet the social/emotional and academic needs of struggling students and the impact of prior interventions. In addition, our assistant principal, social worker, case manager, dean of culture and dean of students will meet weekly to track progress and evaluate interventions of students that have been referred by the grade level teams. Our advisory structure also provides multiple opportunities throughout the day and week to assess student social emotional needs. When an advisor notices a social emotional need of a student, he/she works with the Intrinsic social worker to create a plan for the student in partnership with the family. They will set a goal in conjunction with classroom teachers that describes the expected improvement in learning, select the intervention that will address the problem, identify how progress will be monitored, and carry out the interventions and check to be sure they are being done correctly. Furthermore, our school culture highly values innovation and continuous improvement. We have built structures that allow for addressing changing student needs. Our administrative team is fully committed to data-informed instruction and meets with teachers regularly to understand and respond to data. We initially started with the approach outlined by Paul Bambrick in Data-Driven Instruction (DDI). While we continue to use much of his approach, we no longer focus on whole-group re-teaching plans but rather on how to design opportunities to re-teach or extend specific standards or skills to specific students based on assessment data. While these structures and systems currently exist at Intrinsic, we need a more formalized approach to implementing MTSS and tracking related data. The Intrinsic Dashboard is a custom-built online platform built to provide students, teachers and administrators with the information that they need to make data driven decisions and plan for their futures. We have been working on creating and iterating the Dashboard for the last eighteen months to create a more useful and meaningful tool for all stakeholders. More specifically, we plan to implement an MTSS data aggregation and tracking component to the Intrinsic Dashboard at the beginning of the 2016-2017 school year. Over the course of the next school year, we will develop flow charts for specific interventions and tiers of support for all academic subjects and embed these within the Intrinsic Dashboard. When School 2 opens, we will put an MTSS leadership team in place from day one. This team will include the assistant principal, dean of students, dean of culture, special education case manager and school social worker. Together, they will build upon the work already done at our first campus and quickly execute an MTSS self assessment. All members of the MTSS leadership team will participate in trainings offered by the Illinois Center for School Improvement and by the Illinois MTSS Network progressing from the introductory level trainings to the more in-depth and targeted training that they offer. The MTSS leadership team will then create a series of professional development sessions that will be held both during the summertime professional development induction as well as multiple points throughout the school year. In addition, we will access the Chicago Public Schools knowledge center for additional resources.

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.*

As described throughout this proposal, Intrinsic is committed to operating a high-quality charter as defined in the background section of the RFP. Intrinsic is guided in large measure by the drive to continuously iterate and improve upon our new and unique educational model. When visitors of our Belmont Campus ask how we see ourselves after two-and-a-half years, we often say "We are a good third-year school," meaning we are proud of our progress but understand that creating a great school and a groundbreaking school model is a multi-phase process. Intrinsic is a learning organization that will continuously evolve. We encourage teachers and school leaders to test or pilot new instructional techniques, digital content, curricula, etc. We are an organization that encourages staff to take risks and try new approaches as we push the Intrinsic model forward. As teachers innovate, we need a mechanism to disseminate best practices and make new tools available to the network of schools. To this end, we have established the network level position of Director of Personalized Learning. The Directors of Personalized Learning provide support for the evolution of the learning model as well as project management around various pilot programs and facilitate shared learning across schools. In this role, the Directors of Personalized Learning will support teachers individually and in teams on how to best use online programs to inform blended and in-person instructional practices. Further, they will work with the schools leaders to determine professional development needs and lead professional development efforts related to implementation of best practices. The Board, working with the CEO and school staff will set academic goals for each year. The CEO and school staff will design curriculum, implement programs, allocate resources and collect data. The Education Working Group, a Board committee, will support the CEO and school staff in their work. At each Board meeting real-time data on student performance will be presented to the Board, and adjustments to academic programs and/or resource allocation will be considered on a frequent basis in line with the Intrinsic value of continuous improvement. We recognize that many emerging charter school networks have expanded at the expense of the academic success of the existing schools. At Intrinsic we do not view this as an acceptable outcome. In order to mitigate this risk, we operate a highly data driven school and monitor outcomes in real time. Student assessment and response to data drives the Intrinsic Schools model. Our school-level strategic plan outlines school-wide, cohort, and individual student academic benchmarks in the following ways:- School-wide: We track school-wide grade point averages and analyze course grade distributions.- Cohorts: We track performance (absolute scores) on interims, the EXPLORE, and the PLAN.- Individual Students: We track progress (within the year and year to year) on interims, online programs, and the NWEA. At Intrinsic, we believe in triangulating multiple data points in making sound instructional and organizational decisions that benefits our students and families. To this end, we utilize diagnostic tools,

assessments that check for understanding or mastery of grade-level skills and content, .assessments that check for understanding or mastery of skills and content identified on student PLPs, and summative assessments. The specific selection of the assessments is driven by the tool's ability to provide valid and reliable data and/ or actionable data. We have carefully selected our assessments to provide us with ongoing sources of data that allow us to evaluate our individual student's grade-level performance, and school performance as a whole throughout the school year. Additionally, we track other key pieces of data such as: culture data (merits, demerits, detentions, suspensions, etc.), student transfer rates, and staff turnover rates. We also measure parent and community involvement through the 5 Essentials Survey. At Intrinsic, we view the teacher observation and feedback cycle as a core component to our students' academic success. We are committed to observing all teachers on a bi-weekly cycle that includes observation and debrief meetings, which account for roughly 40% of the principal's time. Assistant principals, resident principals and deans are also engaged in teacher observation and feedback. To date our observation and feedback has been based on the Uncommon Schools model as detailed in the book Leverage Leadership by Paul Bambrick-Santoyo. While we have found these techniques to instrumental to our success, we are adapting and building upon them to increase their relevance to our model. To this end, we are:-Focusing meetings more on student work products rather than teacher delivery-Differentiating support for teachers based on their experience and outcome-Increasing the use of video to allow for greater clarity and teacher reflection-Integrating technology tools for observation and feedback-Working with teachers both individually and in teaching teams to support both individual practice and the effectiveness of POD Through Intrinsic's evolving observation and feedback practices, we will be able to ensure that teachers across the Intrinsic network are using the most effective instructional techniques. Professional development supplements this feedback through a collaborative process. For example, professional development on how to blend online/digital teaching with in-person instruction comes from sharing our own lessons learned, between teachers. Departments facilitate observations between teachers to see what is working in different pods, and to seek feedback from colleagues on the use of new technologies and classroom structures. Teachers are invited to present during the portion of the weekly professional development as best practices are identified that could be employed school-wide. Our Director of Personalized Learning supports teachers individually on how to use data from online programs to inform blended and in-person instructional practices. This data is part of a larger picture that is anchored by quarterly interim assessments and frequent review of daily exit tickets and student work. In addition, in order to maintain a high level of effective professional development we have budget \$800 per teacher for professional development during the course of each school year. One example of how we address challenges and areas needing improvement is how we approached our school culture. During our first year our approach to culture revolved around creating independent-minded students, but we learned that in order to foster that independence you have to start with highly organized structure. In our second year of operation, our primary goal was to instill a warm and strict culture of high expectations-effectively a culture restart-with 25 new staff members and two new classes of students, all of whom had zero experience working in an Intrinsic-like environment. Our principal team attended the Relay GSE principal training program in July 2014 and brought back a deep commitment to minute-by-minute, practice-perfect professional development. In August we brought our entire staff back early for three weeks of highly organized professional development in order to set the foundation for this new culture and ensure consistency when students arrived. This approach paid off greatly, allowing teachers to more quickly focus on instruction and developing the model. The success of this re-start was evidenced in our high staff-retention rate (92%), returning students (90%), our Well Organized designation via the 5 Essentials Survey, and our performance in the CP

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).*

Chicago Public Schools track record for preparing Chicago's high school students for post-secondary success is dismal. The ACT composite score in non-selective schools was just 16.75 in the 2014-2015 school year which is far from the composite score of 21 which is associate with being college ready. Furthermore, the CPS graduation rates and college completion statistics are shockingly low for the non-selective, traditional district schools. In the 2014-2015 school year only 68% of students in these schools graduated within five years. College enrollment among graduates of the non-selective, traditional CPS schools was only 52% in 2013-2014. Intrinsic Schools is designed to serve students city-wide from 7th-12th grades. Our mission is to prepare all students for 21st century post-secondary success and to cultivate independent, intellectually curious learners. It is our goal to ensure that all of our students graduate college and are career ready upon graduation. To achieve our mission we will combine proven instructional practices, next-generation technologies, a unique classroom design, and innovative management systems to create optimal learning experiences and organizational efficiency. Before graduating from Intrinsic, our students will be: Autonomous & Persevering: Independence and self-advocacy are skills that are critical for the 21st century and must be explicitly taught, modeled and measured. Intrinsic students will become increasingly responsible for their own learning as they demonstrate independence. Effective Communicators & Influencers: Written and oral communication skills will be emphasized across all content areas. Students will be expected to continuously think about how to solve existing problems, improve upon their ideas and apply their knowledge to new situations. Students will be expected to create evidence-based arguments, and will be assessed by common rubrics. Critical Thinkers & Problem Solvers: Students will be led to explore issues and academic questions in deeply rigorous ways that promote higher cognitive demand and cause them to ask further questions in which they are analyzing, evaluating, and creating new knowledge. Collaborative Learners: Because learning is social, student experiences will be designed for peer-to-peer interaction in both face-to-face and online settings. Throughout this proposal, we have defined the academic and social emotional approaches that have yielded highly successful outcomes. To implement our unique program, Intrinsic takes a different approach to the teaching and learning environment. As discussed above, we utilize technology for differentiation and to achieve small group instruction. In order to accomplish this we have redesigned the classroom and implemented team teaching. One of the core components of our model is the Intrinsic flexible learning environments. Intrinsic utilizes a unique classroom configuration model for the construction of its educational classrooms. Rather than constructing traditional classrooms, Intrinsic makes use of large classrooms, or "pods," which are designed so students intuitively use different areas of the learning environment for teacher-led instruction, peer-to-peer learning, and independent work. The pods consist of four linked rooms, including two large rooms for math and ELA instruction which serve approximately 60 students each and two smaller seminar rooms used for social studies and science which each serve 30 students. Each area of the pod is named and uses visible landmarks for easy student navigation: The Ocean features soft blue riser chairs that resemble waves, where teachers and students can engage in small-group discussion. The Shade is a large orange shade that hovers above tables designated for students to do structured group work or projects. The Boards (there are two board spaces in every pod) are areas for teacher-led direct instruction for groups of 10-15 students. The Coastline wraps around the perimeter of the room and is where students complete independent work. Depending on the course, students have a menu of options for independent work on The Coastline. At Intrinsic Schools, we strive to ensure our students' educational experience is cohesive and integrated. We believe teacher collaboration is critical to the success of our academic model. Due to our intentional alignment of curriculum, instruction, and assessment, we are constantly gauging what our students know and how to best facilitate their learning. Employing the Understanding By Design Framework in our planning, the curriculum is framed around essential questions that spark curiosity and are relevant to students' lives. As we grow, our department and grade level chairs will work with newer teachers to maintain horizontal and vertical articulation to reinforce skills and increase rigor. Our pods serve 60-65 students and are staffed by three adults, two core subject teachers and a special education or assistant teacher. Our co-teachers have 90 minutes of common planning time daily (60 minutes on Wednesday) so teaching teams can thoughtfully design the flow of student activities across the different pod spaces. The special education and intervention staff works with the content teams to discuss how to best support students with disabilities and/or learning difficulties. Together, team teachers review data to determine flexible groupings, to drive curricular

decisions, and/or the use of specific instructional strategies. This collective responsibility increases our capacity to meet the individual learning needs of all students while maintaining high expectations and rich learning experiences. Our outcomes are impressive for a young school. In our first year of operation we received the second highest possible rating from CPS, a one on the CPS School Quality Rating Policy (SQRP). In our second year of operation, we received a 1+ on the SQRP, the highest possible rating. As we continue to grow, iterate and evolve, we are confident that we will meet our goal of preparing all Intrinsic students for post-secondary success.

* 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

Chicago Public Schools

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

Enter at least one set of Goal Information (Goal, Activity, Timeline, and Evaluation). Click on the Add Additional Entries button to add Goal sets. Up to five additional sets of information may be added, for a total of six.

Goal Number 1**Goal: Describe the intention or purpose to be met.***

([count] of 1500 maximum characters used)

Academic growth for all students:As described in the response to Question C one measure that will indicate our success in meeting our mission to prepare students for 21st century post secondary success is measured by student academic growth targets.

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

([count] of 1500 maximum characters used)

Our entire educational program as described throughout the application will be used to meet this goal. The following specific tools will be used to measure growth.We will utilize the NWEA assessment for 7th, 8th and 9th grade students.We will utilize the ACT assessment for 9th-11th grade students.We will utilize an internally developed writing rubric for all students that is aligned to common core, Illinois State, SAT and ACT standards.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

All assessments will measure the end of year results against the beginning of year results.

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

([count] of 1500 maximum characters used)

The following metrics will be used to evaluate the effectiveness of the program:NWEA - 75% of 7th-9th grade students will meet growth targetsACT - On average, students will increase their ACT scores by two points from the beginning of the year to the end of the year.Writing Rubric - 75% of students will evidence growth in two or more sub categories.

Goal Number:

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

([count] of 1500 maximum characters used)

Academic attainment for all students:As described in the response to Question C one measure that will indicate our success in meeting our mission to prepare students for 21st century post secondary success is measured by student academic attainment targets.

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

([count] of 1500 maximum characters used)

Our entire educational program as described throughout the application will be used to meet this goal. The following specific tools will be used to measure growth:We will utilize the NWEA assessment for 7th and 8th grade students.We will utilize the SAT assessment for 11th grade students.We will utilize the freshmen on track rateWe will utilize the percentage of 9th grade students who are promoted

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

The assessments will be measured as follows:NWEA year end assessmentSAT assessment for 11th grade studentsFreshmen on track will be measured throughout the year9th grade promotion will be measured at the end of the year

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

([count] of 1500 maximum characters used)

The following metrics will be used to evaluate the effectiveness of the program:NWEA - On average, students will score in the 60th percentile for attainmentSAT - An average SAT score of 1030Freshmen on track -90% of freshmen will be on track9th grade promotion - 95% of 9th graders will be promoted

Goal Number:

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

([count] of 1500 maximum characters used)

ParticipationAs described in the response to Question C one measure that will indicate our success in meeting our mission to prepare students for 21st century post secondary success is measured by student participation.

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

([count] of 1500 maximum characters used)

Our entire educational program as described throughout the application will be used to meet this goal. This goal will be measured by attendance.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

This will be measured on an ongoing basis.

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)

Student attendance will average 93%.

Goal Number: 4

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

([count] of 1500 maximum characters used)

Habits of MindAs described in the response to Question C one measure that will indicate our success in meeting our mission to prepare students for 21st century post secondary success is measured by students habits of mind.

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

([count] of 1500 maximum characters used)

Our entire educational program as described throughout the application will be used to meet this goal. This goal will be measured by internal surveys.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

Surveys will be collected twice per year at the end of the first and second semesters.

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)

We will utilize and internal survey based on Duckworth's GRIT scale and the University of Chicago's My Voice My School survey. The standard for meeting this goal is 75% of students will agree or strongly agree with a minimum of 75% of the questions.

Goal Number: 5

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

([count] of 1500 maximum characters used)

Operational EffectivenessWe are committed to operating an efficient and financially responsible school.

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

([count] of 1500 maximum characters used)

High quality back office support, staff satisfaction and student satisfaction will be used to ensure that we are operating efficiently and fiscally responsible

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

These activities will take place all year and be measured at year end. The financial position of the school at year end will be used to evaluate the back office.The number of students retained from one year to the next will be used to evaluate student satisfactionThe number of staff members retained from one year to the next will be used to evaluate staff satisfaction

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)

Financial position - School will operate at an annual surplusStudent retention - A minimum of 85% of students will be retained from one year to the nextStaff retention - A minimum of 85% of staff will be retained from one year to the next

*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) Salary for resident principal 100% FTE Salary for network chief of staff 25% FTE	135450
Benefits (Obj 200) Benefits for resident principal	14550
Purchased Services (Obj 300)	
Supplies & Materials (Obj 400)	
Equipment (Obj 500)	
Other Objects (Obj 600)	
Noncapitalized Equipment (Obj 700)	
Total Program Design Budgeted	150000
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	

*Required field

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

See the category descriptions linked here

<u>BUDGET CATEGORY AND DESCRIPTION</u>	<u>AMOUNT</u>
Salaries (Obj 100)	<input type="text"/>
Benefits (Obj 200)	<input type="text"/>
Purchased Services (Obj 300)	<input type="text"/>
Supplies & Materials (Obj 400)	<input type="text" value="84000"/>
Chromebooks Students \$420 for 200 students	
Equipment (Obj 500)	<input type="text" value="316000"/>
Chromebooks staff \$800 for 20 staffFurniture \$1000 per student for 200 studentsFurniture \$1000 per staff member for 20 staffFurniture for common areas such as the gym, lunchroom, offices - \$80,000	
Other Objects (Obj 600)	<input type="text"/>
Noncapitalized Equipment (Obj 700)	<input type="text"/>
Total Initial Implementation Budgeted Months: 1-12	<input type="text" value="400000"/>
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	<input type="text"/>

*Required field

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

See the category descriptions linked here

<u>BUDGET CATEGORY AND DESCRIPTION</u>	<u>AMOUNT</u>
Salaries (Obj 100)	<input type="text"/>
Benefits (Obj 200)	<input type="text"/>
Purchased Services (Obj 300)	<input type="text"/>
Supplies & Materials (Obj 400) Chromebooks for 250 new studnets	105000
Equipment (Obj 500) Chromebooks staff \$800 for 20 new staffFurniture \$1000 per student for 250 new studentsFurniture \$1000 per staff member for 20 new staffFurniture for common areas such as the gym, lunchroom, offices - \$80,000	295000
Other Objects (Obj 600)	<input type="text"/>
Noncapitalized Equipment (Obj 700)	<input type="text"/>
Total Initial Implementation Budgeted Months 13-24	400000
Total Initial Implementation Budgeted Months 1-12	400000
Total Program Design Budgeted (up to 18 months)	150000
TOTAL FUNDS BUDGETED UP TO 36 MONTHS	950000

Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:

*Required field

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

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

Function Code	Object Code	Expenditure Description and Itemization	ChartRFP-4960 Funds	Delete Row
1000	400	Implementation Year 1Chromebooks for 200 students @ \$420 per computerImplementation Year 2Chromebooks for 250 students @ \$420 per computer	189000	<input type="checkbox"/>
1000	500	Implementation Year 1Staff Chromebooks for 20 new staff @ \$800 =16,000Furniture for classrooms, staff and common areas= 300,000Implementation Year 2Staff Chromebooks for 20 new staff @ \$800 =16,000Furniture for classrooms, staff and common areas= 279,000	611000	<input type="checkbox"/>
2400	100	Program design year -Salary for resident principal @100% FTE @ 112500 = 112500Salary for network chief of staff @ 25% FTE = 22,950	135450	<input type="checkbox"/>
2400	200	Program design year - Benefits for resident principal	14550	<input type="checkbox"/>

Total Direct Costs	950000
- Capital Outlay Costs	611000
Allowable Direct Costs	339000
Indirect Cost Rate %	0.00
Maximum Indirect Cost *	0

Indirect Cost 0

Total Allotment 0

Grand Total 950000
Allotment Remaining -950000

[Calculate Totals](#)

*If expenditures are budgeted in functions 2520, 2570, 2640, or 2660, the indirect cost rate cannot be used.

LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY** 500	OTHER OBJECTS 600	NONCAP EQUIP** 700	TOTAL
1	1000	Instruction				189,000	611,000			800,000
2	2110	Attendance & Social Work Services								
3	2120	Guidance Services								
4	2130	Health Services								
5	2140	Psychological Services								
6	2150	Speech Pathology and Audiology Services								
7	2210	Improvement of Instruction Services								
8	2220	Educational Media Services								
9	2230	Assessment & Testing								
10	2300	General Administration								
11	2400	School Administration	135,450	14,550						150,000
12	2510	Direction of Business Support Services*								
13	2520	Fiscal Services*								
14	2530	Facilities Acquisition & Construction**								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services								
17	2560	Food Services								
18	2570	Internal Services*								
19	2610	Direction of Central Support Services								
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*								
23	2660	Data Processing Services*								
24	2900	Other Support Services								
25	3000	Community Services								
27	4000	Payments to Other Governmental Units								
29	Total Direct Costs		135,450	14,550		189,000	611,000			950,000
30	Approved Indirect Costs X 0%									
31	Total Budget									950,000

* If expenditures are shown, the indirect cost rate cannot be used

** Capital Outlay cannot be included in the indirect cost calculation.

Superintendent Name: Not calling IWAS Web Service

- By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the program for which funding is requested.
1. Administrative costs will be limited to 5 percent of the total budget. Administrative costs include General Administration - Function 2300, as well as Functions 2400, 2520, 2570, 2620, 2630, 2640, and 2660.
 2. Subcontracting: No subcontracting is allowed without prior written approval of the State Superintendent of Education. See Item 6 on the Certification and Assurances, and Standard Terms of the Grant page for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.
 3. Grantees will cooperate with the Secretary of the U.S. Department of Education and ISBE in evaluating the program utilizing these funds.
 4. Grantees will annually provide the Secretary of the U.S. Department of Education and ISBE such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in the proposal.
 5. Reporting: Grant recipients will be required to submit the following reports, as applicable.
 - a. A Mid-Year Performance Report must be submitted.
 - b. The End-of-Year Performance Report must be submitted no later than 30 days after the end of the grant period. The End-of-Year Report is available on IWAS.
 - c. Financial Reports: Quarterly expenditure reports and supporting documentation are required for this program pursuant to Section 4 of the Illinois Grant Funds Recovery Act [30 ILCS 705/4].
 - d. Performance reports must include the information required under 2 CFR 200.328 and as specified by ISBE.
 - e. Results of the 5E Survey.
 - f. The annual program evaluation and reporting information required by Section 27A-12 of the School Code (105 ILCS 5/27A-12) and ISBE Rule 650.55 (23 Ill Adm Code 650.55), and as indicated on the General Information Reporting Requirements tab of this application.
 - g. Any other data reports not currently collected by ISBE as may be requested.
 6. Grantees will participate in any supports/monitoring/training provided by ISBE as directed including, but not limited to, homeless trainings and on-site technical assistance visits.
 7. Grantees will partner with the Illinois Center for School Improvement as requested or directed by ISBE.
 8. Grantees will immediately notify ISBE upon notification from Authorizer of either a delay in opening or non-opening of new charter schools. No additional funding will be disbursed after the official Authorizer notification to the grantee that they are not approved to open.

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The applicant affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"Award recipient" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Expenditure through dates" are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," and "project" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant.

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

PROJECT

2. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project, there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
3. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.
4. All funds provided shall be used solely for the purposes stated in the approved proposal/application.
5. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

SUBCONTRACTING

6. No subcontracting is allowed under this project, except as set forth in the Grant Agreement.

If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:

- Name(s) and address(es) of subcontractor(s);
- Need and purpose for subcontracting;
- Measurable and time-specific services to be provided;
- Association costs (i.e., amounts to be paid under subcontracts); and
- Projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the Illinois State Board of Education.

FINANCIAL TERMS

7. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
8. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.
All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than ninety (90) calendar days after the project ending date.
9. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations, and standards after an application for payment is submitted to the Illinois State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.
10. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.
11. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at the Illinois State Board of Education of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. The Illinois State Board of Education shall be the final

determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the Illinois State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.

12. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the Term.
 - A. State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45) calendar days following the end of the Term.
 - B. Federally funded grants: Interest earned in excess of \$500 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.
- For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.
13. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
14. Financial and Performance Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program-specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

Those entities with established IWAS accounts with the Illinois State Board of Education must electronically submit expenditure reports by the required due dates specified within the Grant Agreement. Those entities not enrolled in IWAS must request paper expenditure report forms not later than twenty (20) calendar days before the due dates specified within the Grant Agreement to the Illinois State Board of Education. Expenditure reports are due twenty (20) calendar days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the Illinois State Board of Education may, without limitation, withhold the current year's payments and payments for future years' projects under the same program until the reports are properly filed.

All grant funds must be spent or obligated, and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than twenty (20) calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the Illinois State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the Illinois State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than ninety (90) calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

15. The award recipient will maintain records on project and fiscal activities related to each award for a period of three (3) years following the project ending date either for a state-funded or federally-funded project. Such records shall include a fiscal accounting for all monies in accordance with generally accepted governmental accounting principles. If there are outstanding audit exceptions, records will be retained on file until such exceptions are closed out to the satisfaction of the Illinois State Board of Education.
16. The Illinois State Board of Education and other governmental entities with program monitoring authority shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later), have the right at any time to conduct on-site or off-site inspections of the award recipient's records and project operations for auditing and monitoring purposes. The award recipient shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later) and upon the request of the Illinois State Board of Education, provide the Illinois State Board of Education with information and documentation (including books, records, or papers related to the project) regarding the award recipient's progress or performance with respect to the administration and operation of the project.

NO BINDING OBLIGATION

17. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

COPYRIGHT

18. All rights, including copyright to data, information and/or other materials developed pursuant to an award, are retained by the Illinois State Board of Education, unless otherwise agreed in writing by the Illinois State Board of Education. All such work products produced by the award recipient through work pursuant to the award shall be made available to the Illinois State Board of Education upon request.

DEFAULT AND TERMINATION

19. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any

representation or warranty made in the Grant Agreement, the Program-Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program-Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the Illinois State Board of Education, the award recipient will have ten (10) calendar days in which to cure the default to the satisfaction of the Illinois State Board of Education. If the default is not cured to the satisfaction of the Illinois State Board of Education, the Illinois State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient will cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the Illinois State Board of Education within forty-five (45) calendar days of termination.

INDEMNIFICATION

20. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the Illinois State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (a) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful, or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable; (b) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (c) any breach of the Grant Agreement, including, without limitation, any representation or warranty provided by the award recipient herein; (d) any infringement of any copyright, trademark, patent, or other intellectual property right; or (e) the alleged unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the Illinois State Board of Education or of the State of Illinois.

If the applicant is a government unit only, it is understood and agreed that neither the applicant nor the Illinois State Board of Education shall be liable to each other for any negligent or wrongful acts, either of commission or omission, unless such liability is imposed by law.

GENERAL CERTIFICATIONS AND ASSURANCES

21. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.), the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
22. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
23. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
24. The applicant is prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
25. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
26. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
27. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 130/1 et seq., which applies to the wages of laborers, mechanics, and other workers employed in any public works.
28. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
29. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.
30. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its a) employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
31. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written

Cost Allocation Plan (CAP) that: a) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; b) identifies the allocation methods used for distributing the costs among programs; c) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles; d) requires the propriety of the charges to be substantiated; and e) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon Illinois State Board of Education's request.

32. The applicants participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant that is a party to the joint application, a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.
33. The entity acting as the fiscal agent certifies that it is responsible to the applicant or, in the case of a joint application, to each applicant that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - a) Obtain fully executed Certifications and Assurances, and Standard Terms of the Grant forms from each entity or individual participating in the grant and return the forms to the Illinois State Board of Education prior to award of the grant;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - d) Properly post all expenditures made on behalf of the project;
 - e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - f) Disburse all funds to joint applicants based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to the Illinois State Board of Education should reflect monthly cash needs for the fiscal agent and the joint applicants.);
 - g) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants on actual expenditures/obligations that occur within project beginning and ending dates;
 - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - j) Have a recovery process in place with all joint applicants for collection of any funds to be returned to the Illinois State Board of Education; and
 - k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.
34. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see Article 28 (105 ILCS 5/28-21) of the [School Code](#).

Drug-Free Workplace Certification

35. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "grantee" or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.

The applicant certifies and agrees that it will provide a drug-free workplace by:

- (a) Publishing a statement:
 - (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
 - (2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
 - (A) Abide by the terms of the statement; and
 - (B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- (b) Establishing a drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's or contractor's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon an employee for drug violations.
- (c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

- (d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- (e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- (f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

- By checking this box, the prospective lower tier participant certifies that:
1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
 2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
 3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
 4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
 5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at:
<https://www.sam.gov>
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

- By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which Federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements contained in 2 CFR 200;
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. Any application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with State requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Certifications, Assurances and Standard Terms of the Grant hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.23.2016)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001)

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for Charter Schools Program - QSO
- Certifications and Assurances, and Standard Terms of the Grant
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions
- Certification Regarding Lobbying
- GEPA 442 Assurances

[Not calling IWAS Web Se](#)

Signature of School District Superintendent / Agency Administrator

[Matthew Shaw](#)

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

Agreed to on this Date: 07/13/2016
RCDT when agreed to: 88-800-0004-88

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

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

Application was created on:	5/26/2016
Assurances were agreed to on:	7/13/2016
District Data Entry	
Business Manager	
District Administrator	
Grant Administrator	

This Application has not been submitted

Expand All

Charter Schools Program - QSO - Request for Propos

[Charter Schools-QSO - RFP](#)

Page Status **Open Page
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Request Print Job

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

Requested by shawm01 on 7/13/2016

Completed Print Jobs
