

eGrant Management System

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Applicant: LEARN CHARTER SCHOOLS

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

Cycle: Original Application

Sponsor/District: LEARN CHARTER SCHOOLS

Date Generated: 8/17/2016 1:03:47 PM

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Program Overview

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

grant period.

Application Deadline: Proposals must be submitted electronically by 4:00 p.m. on Tuesday, July 5, 2016. Late or substantively incomplete proposals may not be eligible for consideration.

Expenditure Reports: Cumulative expenditure reports, submitted quarterly, and a final completion report are required.

Program Performance Reports: Successful applicants are required to submit all requested ISBE reports in the prescribed format.

Webinars: A Bidders' webinar titled Guidance on Developing and Submitting the Quality School Options RFP was held on Friday, April 15, 2016. If you were unable to attend the live webinar, the informational portion was recorded and has been posted on the ISBE charter school website. Other previous webinars may also be found there.

[Go to http://www.isbe.net/charter/](http://www.isbe.net/charter/)

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

Applicant Questions: For more information on this RFP, contact Claudia Quezada by phone at 217/524-4832 or by email at cquezada@isbe.net.

Intent to Apply Form: In order to access the online Request for Proposal, potential applicants must complete and return the Intent to Apply form available at the ISBE Charter Schools home page:
[Federal Charter School Program Grant section](#)

Applicant Entity Information

Applicant/Organization Name* School Name*

Administrator Last Name* Middle Initial Administrator First Name*

Address 1*

Address 2

City* State* Zip + 4*

Phone* Extension Fax

Email*

Applicant Entity Website Address

Program Contact Person:

Last Name* First Name* Middle Initial

Address 1*

Address 2

City* State* Zip + 4 *

Phone* Extension Fax

Summer Phone * Extension Email*

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

Budget Contact Person:

Last Name First Name Middle Initial

Address 1

Address 2

City State Zip +4

Phone Extension Fax

Summer Phone Extension Email

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

Proposal Type (select one):*

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

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

Activity Period:*

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

Grant Period:

Begin Date: July 1, 2016

End Date:

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

General Education Provisions Act *

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

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

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

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

[[count] of 500 characters used)

LEARN has taken the following steps to ensure equitable access to all students, including students with limited English proficiency, students requiring Special Education services, and low-income students:Provide all applications and student recruitment marketing materials in English and Spanish Recruit students from a variety of social and ethnic minority groups to the greatest extent possibleHire appropriate school leaders and instructional staff to provide services for all LEARN students
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*Required field

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

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

Example of project description:

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

Project Description (do not use the & symbol):

([count] of 255 maximum characters used)

Funds will be used at LEARN 7 and LEARN 8 to purchase texts for the Wheatley Literacy Curriculum; purchase computers, licensing, and supplies for student and classroom use, and recruit and retain students and staff.

Agency DUNS Number *:

[Click here for additional DUNS information](#)

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

Agency's Annual Gross Revenues*:

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

AND

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

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

* Required field
v8.15

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

Is this an Original application or Amended application? *

- Original Application Amended Application

Grant Changes

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

([count] of 1500 maximum characters used)

*Required field

Background

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

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

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

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

Grant award numbers and amounts:

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

The purpose of charter schools is to:

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

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

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

charter@isbe.net

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

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

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

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

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

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

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

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

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

Eligibility Criteria

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

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

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

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

charter@isbe.net.

Required Program Components

Each program funded must include the components listed below.

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

support the identified need(s).

Fiscal Information

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

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

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

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

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

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

[The Uniform Guidance is available here](#)

[The GATA legislation is available here](#)

Key Financial Management Requirements

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

Allowable Expenditures

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

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

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

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

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

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

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

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

Review Criteria

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

Program Design/Implementation Proposals (100 Points)

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

Implementation ONLY Proposals (100 Points)

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

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

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

Appeal of Award Denial

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

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

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

Mail a hard copy of the appeal to:

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

Program Evaluation and Reporting Participation Requirements

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

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

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

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

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

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

1. Provide the requested information below.

Opening Date*

Grades/age ranges served*

Number of students served*

Number of teachers*

Number of other staff*

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

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

Start Date Months 1-12

End Date Months 1-12

Total requested Initial Implementation Funds Months 1-12

Start Date Months 13-24

End Date Months 13-24

Total requested Initial Implementation Funds Months 13-24

Grand total requested funds for Initial Implementation Months 1-24

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

Click here for detailed instructions on uploading files

Choose File

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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CITY OF CHICAGO SD 299

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

([count] of 7000 maximum characters used)

The mission of LEARN Charter School Network is to provide children with the academic foundation and ambition to earn a college degree. LEARN 7 Elementary School opened in Fall 2013 and served 366 students in grades K-5th grade in the 2015-2016 school year (August 2015 - June 2015). LEARN 8 Middle School opened in Fall 2013 and served 234 6th - 8th graders during the 2015-2016 school year. Both schools serve a significantly large number of low-income and minority families throughout Chicago, and are part of the Chicago Public School district, or District 299. There is a need to close the gap of underachievement in reading and writing among students living in disadvantaged neighborhoods. Historically, low-income and minority students as a subgroup group have performed lower than their higher income and majority peers on most measures of academic achievement, including standardized test scores, grades, and high school and college completion rates. Due to the student population at LEARN 7 and LEARN 8, it is imperative that we provide our scholars with rigorous, standards based curriculum, and updated resources to close this gap. The purpose of this proposal is to obtain funding to purchase high-quality student and teacher text for the Wheatley Literacy Program, and to purchase new computers to be used by scholars at both schools during the 2016-2017 school year and beyond. Funding for the Wheatley program and updated computers will provide scholars at LEARN 7 and LEARN 8 with rigorous literacy instruction, and the academic foundation to ensure college readiness for all scholars. Additionally, funds from this proposal will go towards student supplies, general textbooks, and the recruitment and retention of students and staff at LEARN 7 and LEARN 8. The Wheatley Literacy program is a comprehensive literacy curriculum for scholars in K-8th grade to ensure all scholars meet Common Core ELA State Standards on the PARCC (Partnership for Assessment of Readiness for College and Careers) exam. The PARCC exam ensures that all students have access to rigorous educational opportunities that will prepare them for success in college and beyond. This curriculum uses a balanced literacy approach that includes close reading, independent reading, language study, and writing. Close reading allows scholars to gain a deeper understanding of a text over multiple reads; independent reading helps scholars develop a love for reading and practice reading strategies; language study helps students develop the skills needed to master effective reading, speaking, and writing; writing will allow students to gain deep content knowledge, and practice writing in a variety of formats. This curriculum addresses all Common Core ELA standards: reading (informational and literary), writing, language, and speaking. The goal of implementing this program at LEARN 7 and LEARN 8 is to give scholars the literacy skills required excel on the ELA PARCC exam, matriculate to high-quality college prep high schools, and ultimately college. This program will give LEARN 7 and LEARN 8 scholars the tools to excel on the 2017 ELA PARCC exam, and surpass their peers at schools in the local district. In subsequent school years, this program will ensure LEARN scholars meet and exceed State Standards on the ELA PARCC exam. The emphasis on non-fiction reading and writing will better prepare our scholars for success on the PARCC exam and in high school. This curriculum will make sure our scholars have the literary tools needed to outperform their peers in the local school district, and ultimately the state. On the 2015 PARCC ELA exam, 38% of students in Illinois met or exceeded standards, 29% of students in District 299 met or exceeded state standards, and 25% of LEARN scholars in District 299 met or exceeded standards. At LEARN 7, 22% of scholars met or exceeded standards on the 2015 ELA PARCC exam compared to 19% of students attending schools within a one mile radius of LEARN 7. In 2015, 9% of students at LEARN 8 met or exceeded ELA standards on the 2015 PARCC exam compared to 19% of students attending surrounding schools. This curriculum will make sure our scholars have the literary tools needed to outperform their peers in the local school district, and ultimately the state. This program also creates new professional opportunities for LEARN 7 and LEARN 8 teachers. Three teachers at LEARN 7 and one teacher at LEARN 8 received training to be in the internal Wheatley Teacher/Leader corps in June 2016. These individuals are responsible for leading professional development (PD) sessions with over 150 K-5th grade teachers, 6th-8th grade ELA teachers, and Special Education teachers across the network in July 2016. At LEARN 7, 13 classroom teachers and two SPED teachers will be trained; at LEARN 8, three classroom teachers and three SPED teachers will be trained in July 2016. Teachers will also have four full PD sessions throughout the 2016-2017 school year to receive additional training. This proposal also seeks to obtain funding to purchase updated Google Chromebooks to be used as a resource to supplement the Wheatley curriculum. Since purchasing Chromebooks in 2014, our enrollment has increased from 3,600 scholars in 2014 to over 4,100 scholars across the network during the 2016-2017 school year. Due to this increase in enrollment, LEARN 7 and LEARN 8 are in need of updated Chromebooks to provide adequate technological resources to students at both schools. Updated technology at LEARN 7 and LEARN 8 will allow all scholars to use online programs such as Compass Learning and Lexia Reading Core 5 to fortify the Wheatley curriculum. Teachers can use Compass Learning to provide scholars with rigorous, standards-aligned ELA instruction, and gives teachers real-time data to efficiently and effectively differentiate instruction and practice for students working at, above, or below grade level. Lexia Reading Core 5 uses a scope and sequence aligned to Common Core State Standards, and allows teachers to differentiate within Common Core. This program provides explicit, systematic, personalized learning in six areas of reading instruction, and delivers norm-referenced performance data and analysis. This proposal focuses on ELA instructional and curriculum improvements as LEARN scholars across the network typically have higher growth and attainment in math in comparison to reading. During the 2014-2015 school year (August 2014 - June 2015), 69% of LEARN scholars grew more than one school year in math between August 2014 and May 2015 on the 2015 NWEA MAP exam, compared to 64% of LEARN scholars growing more than one year in reading on this exam. As a result, our Teaching and Learning department chose to identify a new, Common Core aligned ELA curriculum that would lead to higher student achievement in reading across the ne

*Required field

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[Redacted]

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CITY OF CHICAGO SD 299

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

While most curriculum and instructional practices are shared between all campuses in the LEARN network, the primary difference between LEARN 7 and LEARN 8 is the grade levels served at each school. LEARN 7 serves K-5th grade scholar. When students complete 5th grade at LEARN 7, they matriculate to LEARN 8 to complete 6th-8th grade. LEARN 7 is essentially a feeder school into LEARN 8, therefore LEARN 7 must provide scholars with a strong primary foundation so they are able to excel at LEARN 8, and be prepared for high-quality, college prep high schools. LEARN has developed a System of Learning that ensures effective student-centered instruction, executed consistently across classrooms in LEARN 7 Elementary School and LEARN 8 Middle School. Central to this System of Learning is differentiated instruction, defined as providing customized instruction at the appropriate level for each student, and which relies heavily on assessment data and in-tensive and continuous professional development. We also provide a standards-based curriculum with a heavy emphasis on mastery of skills as well as deep conceptual understanding. Our System of Learning can be described as having five inter-related components, including: 1) High Academic Standards; 2) Aligned Curricula with Standards within and between Grade Levels; 3) Assessment Driven Instruction; 4) Robust Instructional Monitoring & Accountability; and 5) Intensive Instructor Support. Our System of Learning has evolved over the past 15 years to meet the needs of our scholars. When our first charter school opened in 2001, LEARN instructors delivered whole class, grade level instruction. We quickly learned that we were not adequately instructing students who were above or below grade level, and that we were overlooking our scholars wide range of abilities, learning styles, and backgrounds. Subsequently, we developed appropriately aggressive goals using beginning of the year benchmark assessments, and measured how our scholars progressed towards their individualized goals throughout the school year. Our instructors were able to help students achieve their goals by providing a more personalized learning experience for each child, and using Instructional Assistants and Academic Interventionists to work with individual students, or pull small groups of students performing at the same or similar levels throughout the school day. These one-on-one and/or small group sessions are used at LEARN 7 Elementary School and LEARN 8 Middle School to accelerate students who need additional practice to master skills and academic concepts, and to provide additional resources to students ready to move to more advanced concepts. The following paragraph explains the framework and methods through which our curriculum is implemented. LEARN Educational Program English Language Arts: Common Core State Standards, Balanced Literacy & Differentiated Instruction. LEARN has systematically planned for and implemented the teaching of Common Core State Standards (CCSS). This includes organizing grade-level benchmarks aligned to the standards, designing lesson plans aligned with those benchmarks, and creating formative assessments to assess student progress towards meeting benchmarks and standards. These formative assessments are structured to thoroughly assess student skills using three item types--selected response, short response, and performance assessments. All this work focused on our CCSS curriculum and assessments is designed to support differentiated instruction and ensure that our students are on track for college by the time they graduate. The CCSS are met through a balanced approach to literacy instruction that follows the Wheatley Literacy approach which has a strong research base and includes the following strategies, which are all components of balanced literacy: Reading Guided reading: Teachers guide a small group of students in reading and discussing a literary or informational text selected to match their common instructional level or a specific skill or concept that each needs to strengthen as indicated by their individual formative assessments. Students are regrouped frequently so that instruction matches their specific needs. Mini-lesson. The teacher presents a component of the reading process to the class or a small group of students during a guided reading session. The lesson includes guided practice. Shared reading: The teacher models expressive and fluent reading from a book with print large enough for students to read along. The teacher also explicitly teaches reading skills and comprehension strategies. Read aloud: The teacher reads a book to students to develop their background knowledge, model strategies that aid in comprehension, ask questions that foster critical thinking and build their interest in reading. Book clubs: A group of students respond to books through discussion and writing. Students learn how to analyze books collaboratively in order to create shared meanings that are more complex than those they could arrive at on their own. Independent reading: Students read a book, usually of their own choosing and at their independent reading level. Over time, they read and write independently about a variety of texts. Writing Modeled writing: The teacher demonstrates a component of the writing process, soliciting ideas from students to plan and compose a text. Interactive writing: The teacher and students discuss their ideas for composing a literary or informational text. The teacher begins writing and hands off the pen to students who add their ideas on a large pad of paper or white board visible to the whole group. Independent writing: Students write independently and receive explicit instruction during individual conferences with their teachers based on individual needs. Word study: For our younger students, we include a word study component, emphasizing phonemic awareness, phonics, spelling instruction and vocabulary. Speaking and Listening Common Core State Standards for speaking and listening are taught and practiced through the group reading and writing activities described above and in every subject area. These standards include using evidence to support ideas, listening and responding to the ideas of peers, speaking clearly and fluently with appropriate volume and eye contact, and creating oral presentations that are organized, reasoned, detailed and well-supported by research. Mathematics: Common Core State Standards, Everyday Mathematics & Differentiated Instruction As with English Language Arts, LEARN has systematically planned for and implemented the teaching and assessment of the Common Core State Standards for mathematics. Students new to LEARN schools often lack basic math skills and lag behind their peers. Only 37% of LEARN kindergartens begin the year with grade-level math skills. Others, however, enter with skills above grade level. To meet the wide range of student needs, teachers organize small groups of students for extra help, practice or enrichment on a daily basis. LEARN's methodological framework in mathematics is analogous to LEARN's approach to literacy described earlier. Our daily math workshop consists of three core components. Teachers begin with a whole-group mini-lesson to introduce a new concept, skill, or extension of a previous lesson. This is followed by a break-out session into three or four small leveled groups. Each small group participates in a form of practice related to the current lesson which builds new knowledge or reinforces and extends existing knowledge and skills. To hone basic skills, such as math facts, and to apply math thinking to other settings, students play math games that foster a love of math while sim

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

term financial solvency.*

Management Structure LEARN's Charter Management Organization (CMO) provides support to each LEARN campus, ensuring that the necessary support systems and appropriate in-ternal controls are in place to guarantee high levels of academic and operational excellence at each LEARN campus. Specifically, the following key operations are managed by the CMO: Financial Management: Led by our Chief Financial Officer, the Finance De-partment manages all school-level and organizational finances to ensure that LEARN maintains a clean audit and meets financial goals. These responsibilities include developing monthly and annual financial statements, payroll, budgeting, procurement, maintaining relationships with banking institutions for financing, treasure and cash management needs. The Finance Department also drives the annual budgeting process, working with principals to plan for the school year. Information Technology (IT): The Technology Department is responsible for addressing all technology needs for LEARN, including troubleshooting and installa-tion and maintenance of software. The Technology Department also ensures each LEARN campus has the necessary equipment and resources to facilitate learning and administer adaptive progress monitoring. Advancement & External Affairs: Led by the Chief Advancement and External Affairs Officer, the Development team is responsible for all fundraising, grants and gift management, expansion, marketing and messaging, and public relations. The Development Department also support student recruitment efforts, ensuring LEARN schools have the tools and collateral to advertise LEARN to all families living in LEARN's boundaries. Human Resources and Personnel Management: Supervised by the Chief Tal-ent Officer, the Human Resources department works with school leaders to iden-tify staffing needs and drives the process to recruit, interview and hire highly-qualified and talented staff at all levels, as well as promote and/or reappoint ex-isting staff. The HR team is also responsible for the administration of benefits, or-ganization of employee records, on-boarding of new employees, and monitoring of staff satisfaction and concerns through surveys. Teaching and Learning (TL): Led by the Chief Academic Officer, LEARN's TL Department leads Network efforts to refine and enhance curriculum, design and deliver professional development for instructional staff, and supporting the execu-tion and the analysis of data and assessments as it pertains to NWEA MAP and PARCC. The TL staff also provides coaching and training to instructors and princi-pals in alignment with LEARN's strategy and policy as it relates to academic achievement. Facilities: The Facilities Manager works with LEARN schools to manage and monitor the facilities operations of each school, ensuring campuses are clean and safe. Real Estate: The CMO manages all negotiations and renewals of lease or pur-chase agreements and coordinates all major building initiatives including expan-sion, relocation, renovation and/or construction. Student Support Services and Special Education: These two departments, led by a Director of Special Education and Student Support Services, establish and guide Network strategy to equip parents and LEARN staff with tools to address the social and emotional needs of students so they can flourish academically. The Director of Special Education also guides Network practice to accelerate the achievement of students with disabilities and ensures compliance with special education law and policy. Compliance: The CMO receives and consolidates all compliance reporting re-quests to collect requisite data for reporting to ensure that schools are 100% compliant with our authorizers as well as Department of Education guidelines and mandates. Additionally, our financial model ensures that each school will break even at capacity. As a result, our schools do not solely depend on fundraising and District funds to become profitable . LEARN's Board of Directors has prudently established both capital and operating reserves to offset any unexpected declines in funding or increases in expenses. Leadership, Accountability & Plan for School Closings As a matter of policy, we believe in a high degree of autonomy and accounta-bility at the school level. In collaboration with the CEO and Chief Academic Of-ficer, aggressive and explicit academic goals are established each year. The Fi-nance, Human Resources, Technology and Development departments then work with all the Principals to ensure they have all the resources needed to accomplish their goals. There is a short list of non-negotiables (adherence to our Core Values, small group instruction, longer school days and longer school year) that must be followed. As a Network we have implemented several internal measures which allows for both critical and insightful analysis of individual campus performance. These metrics are used as key instruments not only to monitor individual campus per-formance but also to provide LEARN leadership with the necessary insight to make the appropriate academic and organizational adjustments at each campus to ensure positive student outcomes. Measurable performance indicators include academic objectives on the NWEA MAP and state exams, teacher retention rates, staff and parent survey results, and student enrollment and attrition. In exchange for high degree of autonomy, our Principals have a very high de-gree of accountability for the academic outcomes of their students. We set mini-mum and stretch goals each academic year. In order to remain in a leadership po-sition, the school must meet its minimum goals. When early internal indicators show that a LEARN school may be struggling, the Chief Academic Officer and the Teaching & Learning team work closely with the principal to improve instruction and address these concerns. If the academic goals are still not met, the school leadership is removed and a new leadership team is installed. If changing the leadership team does not produce better results, the CEO makes a recommenda-tion to the Board of Directors to close the school. LEARN Charter School Network will not hesitate to close a school that is not meeting high standards. The Academic Achievement Committee and the Finance Committee, comprised of LEARN staff and Board members, oversee all academic and financial activity at LEARN schools. Together with LEARN staff, each commit-tee reviews school-level academic and financial dashboards on a monthly basis. If a LEARN school needs to close, the Board of Directors will create a School Closing Task Force comprised of school leaders, school staff and families to ensure the school closure is executed seamlessly and respectfully to the community served. Parents would be provided with written notification and informed of the process for school selection and records transfer. Extra support staff would be sent to the school to provide individual assistance to parents as necessary. Fortunately, our schools have high student academic achievement levels and there is no plan to close any schools at this time.

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

The primary objective of LEARN 7 Elementary School (K - 5th grade) and LEARN 8 Middle School (6th - 8th grade) is to provide a high quality elementary school ed-ucation to 375 and 400 students at each school, respectively, at capacity. T he mission of LEARN Charter School is to provide children with the academic foundation and ambition to earn a college degree. To fulfill our mission, we know that our students must be able to compete against their peers nationwide and at the state level. LEARN uses NWEA's Measures of Academic Progress (MAP) and PARCC summative assessments to monitor student progress relative to other students nationwide and in the State.. We also use formative assessments throughout the school year (end of unit assessments, etc.) to measure student achievement in relation to our Common Core standards aligned curriculum. LEARN 7 and LEARN 8 provides students and families in Chicago with a high quality elementary school option. LEARN 7 scholars outperformed their peers at-tending schools within a one mile radius of LEARN 7 on the 2015 PARCC exam; 21% of LEARN 7 scholars met or exceeded state standards on the composite PARCC exam compared to 18% of students attending public schools within one mile of LEARN 7 (excluding magnet schools).. Only 8% of LEARN 8 scholars met or exceeded standards on the composite PARCC exam compared to 18% of students attending local Chicago Public Schools within one mile of LEARN 8. Administrators and teachers at LEARN 7 and LEARN 8 will use the curriculum methods described above to continue to improve student performance in comparison to students in surrounding schools, and ultimately the State. LEARN 7 and LEARN 8 serve a high percentage of low-income and minority students, two subgroups that historically perform lower than higher income and majority students. A National Center for Education Statistics (NCES) study found that Black, Hispanic, Native American, and students from low-socioeconomic backgrounds are more likely than other students to be deficient in basic math and reading skills, and are more likely to drop out between 8th and 10th grade. A vast majority of students at LEARN 7 and LEARN 8 fall into one of the demograph-ic/socio-economic groups mentioned above; the primary objective at LEARN 7 and LEARN 8 is to provide scholars at both schools with rigorous instruction that will close the achievement gap in math and reading, allow our scholars to outper-form their peers in the district and the state, and successfully enroll and graduate from top college prep high schools. Specific learning objectives at LEARN 7 are to earn a School Quality Rating Poli-cy (SQRP) rating of 2+ (good standing),

the objective at LEARN 8 is to earn a SQRP rating of 1 (good standing). SQRP is the Chicago Board of Education's policy for evaluating school performance on an annual basis. 60% of the SQRP rating is based on NWEA MAP growth and attainment scores, 20% is based on attendance, and the remaining 20% is based on ACCESS (EL language development growth), the 5 Essentials Parent and Teacher survey, and data quality. LEARN 7 and LEARN 8 will use formative assessments throughout the school year to measure student performance against State standards and individual student growth goals. To obtain high scores on the 5Essentials Survey, administrators and teachers at LEARN 7 and LEARN 8 will remain accessible to parents and hold various events throughout the school year to build relationships with families and inform them of what is going on at their child's school. Administrators will also work with teachers and parents to ensure they have the resources needed to complete the 5Essentials Survey. Additionally, our Compliance Manager will work with the Office Manager at LEARN 7 and LEARN 8 to ensure they are tracking attendance properly and are using high data quality methods. NWEA MAP objectives at LEARN 7 is to have attainment levels of 49 and 43 in math and reading, respectively, for K-2nd grade scholars, and 54 and 35 in math and reading, respectively, for 3rd-5th grade scholars. Additionally, LEARN 7 aims to have 60% of scholars meet their math and reading goals, and have a national per-centile ranking (NPR) of 55% in math and 50% in reading. NWEA objectives at LEARN 8 is to have attainment levels of 28 and 40 for math and reading, respectively, for all scholars at LEARN 8 and levels of 26 and 43 in math and reading, respectively, for 8th grade scholars. Additionally, LEARN 8 hopes to have 72% and 65% of students meet their math and reading goals, respectively, and have a NPR of 56% in math and reading.

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

LEARN has developed a Common Core State Standards-aligned process for implementing its curriculum and instruction. As part of this process, all teachers and related service personnel have been extensively trained on the curriculum and receive ongoing instructional training supporting its full implementation. In addition, LEARN launched data driven instruction (DDI) teams to analyze and obtain immediate feedback on students' progress and achievement towards college-readiness standards. Diverse learners have full access, at their current grade level, to the curriculum across the network. Individualized Education Programs (IEP) are aligned to the curriculum standards, and accommodations and modifications specific to individual student's needs, are provided to support full access. Technology access, at the point of instruction, provides further support for diverse learners. Diverse learners at LEARN 7 Elementary School and LEARN 8 Middle School achieve high results on state and national assessments, including the NWEA Measures of Academic Progress (MAP) exam. On the 2015 MAP exam, 92% of students with IEP's at LEARN 7 met their growth goals in math, 73% met their reading growth goals, and 56% met their science goals. At LEARN 8, 82% of students with IEP's met their math growth goals, 89% met their reading goals, and 64% met their science goals. The national growth average is 50%. The growth index for diverse learners at LEARN 7 was 173% in math, 159% in reading, and 145% in science. The growth index for diverse learners at LEARN 8 was 342% in math, 341% in reading, and 209% in science. Figures above 100% mean that students are demonstrating more than an average year's growth in a year's time, increasing their percentile ranking and closing the achievement gap. Access to the general education curriculum provides students with disabilities the supports necessary to allow them to benefit from the instructional curriculum. This is consistent with the Individuals with Disabilities Education Act of 2004, which emphasizes the importance of special education students' access to the general education curriculum. We believe this ensures that students with disabilities can achieve the greatest academic success possible. Even for the rare student with disabilities educated in a separate classroom, LEARN provides access to the general education curriculum at the student's specific grade level. Educators are held accountable for all students' achievement, and when diverse learners are part of the accountability system, educators' expectations for them are higher. Student progress and achievement is shared with parents through quarterly conferences at report card pick up time, as well as through Individualized Education Program meetings. During the 2015-2016 school year, there were five bilingual students at LEARN 7 Elementary School and no bilingual students at LEARN 8 Middle School. To meet the needs of bilingual students at LEARN 7, we implemented a Transitional Program of Instruction. This program provides English as a Second Language (ESL) support to scholars through push-in and/or pull-out services. An ESL-certified Academic Interventionist provides both direct service to scholars as well as support to classroom teachers in sheltered English strategies which can accelerate achievement in the classroom. This ESL-certified instructor provides small group classroom push-in or pull-out instruction to identified English Learners. This program will continue at LEARN 7 and/or be implemented at LEARN 8 based on the needs of students enrolled at each school next year. This program aligns explicitly to the Common Core State Standards, in addition to the WIDA English Language Development Standards. The LEARN network assigns two highly skilled staff at each campus to act as the Students in Temporary Living Situations (STLS) Liaison and Clerk in each LEARN building. The liaisons and clerks are trained on, and adhere to the standards set forth by McKinney-Vento Homeless Assistance Act of 1987 regarding confidentiality and program responsibilities for students in temporary living situations. All STLS liaisons and clerks attend mandatory trainings provided by Chicago Public Schools. The Liaison and Clerk, in turn, train all LEARN employees and all related service providers, using CPS's STLS PowerPoint slides. To publicize the availability of the STLS program, we display informational posters at every campus on the school/parent bulletin boards. The STLS Notice of Rights of Homeless Students informational handouts are distributed during the student registration process and other family events. In the STLS enrollment packet, LEARN includes fee waiver forms, uniform distribution form, and limited use CTA ticket (if approved). Students who exhibit common signs of homelessness are referred to the STLS Clerk or Liaison for a private conversation. For STLS applicants, all information obtained is discussed with parents in a private area to ensure confidentiality of the information. Once the form has been completed by the parent/guardian, the liaison updates this information in IM-PACT. All Principal approved co-and extra-curricular programs and activities are presented to the office managers and forwarded to the STLS Clerk and Liaison. The Clerk and Liaison work with teachers and program facilitators to ensure that STLS students have access to participate in all programs and activities related to the student's educational and social emotional needs. LEARN provides transportation/bus cards, uniforms, hygiene kits and school supplies to students in the STLS program. Any time there are any additional resources needed, the STLS Liaison is informed and ensures that anyone participating in STLS program receives the additional needed resources.

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.*

LEARN Charter School Network benefits from a positive relationship with its authorized public chartering agency, the Chicago Public Schools (CPS). This positive relationship is evidenced by CPS' decision to grant LEARN permission to open a total of 7 charter schools in the City of Chicago. LEARN Charter Schools are considered a partner in CPS' execution of closing underperforming schools and opening new high-performing schools in low-income communities. LEARN is a separate 501(c)3 entity from Chicago Public Schools and is governed by its own Board of Directors. Chicago Public Schools authorizes LEARN Charter School Network to operate and provides oversight in regard to compliance, enrollment, and academic performance ensuring LEARN operates with fidelity according to state law and its mission.

* Required Field

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[Yellow highlighted box]

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

CITY OF CHICAGO SD 299

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

As one of our Core Values, LEARN Charter School Network strongly believes that active participation and engagement by parents, families, and members of the community directly translates into a schools' ability to successfully provide students with a high-quality education. We know that schools with high levels of parent involvement are also schools with successful and confident students. At the start of the school year, we systematically ask parents what they want to see in the school and how they want to be involved. All parents are asked to sign-up for a volunteer project, which may be serving on a parent committee, volunteering in a classroom, chaperoning field trips, photographing an event or tutoring students. At the beginning of the school year, LEARN 7 Elementary School and LEARN 8 Middle School host a school-wide Parent Orientation to ensure families feel welcome and to help them begin to build a relationship with school staff. Within the first three weeks of school, parents attend an Open House to learn about the expectations and plans for their child's classroom. During the year, each campus hosts six family events including movie night, donuts for dad/muffins for mom, and literacy or math night. Three times a year, parents meet one-on-one with teachers to review student progress and learn strategies to support their child's academic learning at home. Multiple times a year, families are invited to a Parent University with seminars on topics selected by a parent committee that provide ideas for supporting children's academic and social/emotional learning at home. There is also a monthly parent newsletter highlighting the contributions of parents and providing information about school activities. Wherever possible we create employment opportunities and hire qualified community residents and seek to promote them. This structure allows for community residents to become the future leaders of the schools located in their very own community. As the school year progresses, LEARN administers an anonymous Parent Survey to gather feedback on what LEARN parents value in their child's education and school and what they feel needs improvement. The information enables LEARN to understand how to best serve its students and families. LEARN strongly believes that student success cannot be achieved without the support of the families and communities we serve. LEARN is committed to working alongside its community partners and families to ensure that that each and every child attending LEARN receives an education of the highest caliber.

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.*

In 2016, the Chicago Public Schools Board of Education renewed LEARN Charter School Network's charter for an additional 5-year term. As a result, LEARN has permission to operate through the grant expiration date and beyond. LEARN will go through the renewal process in 2021 and, assuming the organization has met its objections, will be granted permission to continue to operate.

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.*

These funds will be used to provide high quality instruction that will enable students to develop the skills necessary to excel in the PARCC exam, meet common core state standards and LEARN's mission. They will enable us to procure the material, supplies, and services necessary to best serve our student population and meet our goals. These funds will not be used in conjunction with other federal funds.

* Required Field

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

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

[Redacted]

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

CITY OF CHICAGO SD 299

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.

The student lottery policy and process is as follows: LEARN Schools shall conduct a lottery for a school if, by the date of the application deadline, there are more eligible applicants for enrollment in the school and grade than there are spaces available. All LEARN school lotteries are open to the public. All LEARN school lottery dates and times will be announced on the LEARN website. The only preferences given in LEARN school lotteries are employee child preference, enrolled sibling preference, and current LEARN parent preference. Employee Child Preference - Any child of an employee that is eligible to enroll will be given preference in the lottery. Enrolled Sibling Preference - Any sibling of an enrolled student from the previous school year will be given preference in the lottery. See sibling preference policy below for more detail. Current LEARN Parent Preference - Any student that currently attends a LEARN school may receive preference in the lottery if seeking to transfer to another LEARN school after the school year. Lottery results will be announced to applicants 3 days after the lottery by email, text, and mail. Instructions to enroll will be included in the notification. All LEARN lotteries are random and run by an accredited electronic lottery software. LEARN Charter School Network's recruitment and enrollment team develop a targeted marketing strategy every year to ensure all families in the Chicago community are informed of LEARN's open enrollment process, lottery dates, and the required documentation to fully enroll. To do this, LEARN hires a field team to perform grassroots marketing to local daycares, community centers, churches, and preschools in the neighborhoods of our schools. Disseminates at least one direct mail piece in the community to inform families of open enrollment. Invests in highly visible collateral (i.e. billboards, banners, newspaper ads, etc.) so families are well aware of the enrollment timeline and, Attends and host local/open house events in the community for informational purposes. Additionally, LEARN thoughtfully employs Spanish-speaking volunteers to support us in educating and recruiting Spanish-speaking families. Overall, LEARN is committed to educating a diverse population and ensuring all students have the opportunity to enroll at LEARN. Our application, in accordance with state law, does not require any identifying information besides address, age, and birth date to screen age and residency eligibility. LEARN does not request test scores, essays, special education status or the like for admission.

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.*

To communicate that LEARN has the ability and desire to accommodate all students regardless of status of disability or educational ability, an aggressive marketing and recruiting campaign is executed throughout the year. The reputation for academic excellence at LEARN 7 Elementary School and LEARN 8 Middle School, and our intensive outreach efforts to families makes it possible to attract families in Chicago to these campuses. LEARN also intends to enroll a percentage of students with disabilities and English learners comparable to the surrounding area. Currently, most of our students are African American because LEARN initially located in underserved, racially isolated African American neighborhoods that lacked other quality school options. While we currently do not have a high percentage of English Language Learners enrolled at LEARN 7 and LEARN 8, we are located less than two miles from a predominately Spanish speaking community in Chicago, Humboldt Park, where over 40% of families speak Spanish at home (Statistical Atlas, 2016). Please note that racially isolated African American neighborhoods in Chicago are often located very close to neighborhoods that are predominantly Hispanic, hence many Comparison Schools located within a mile of a LEARN campus serve mainly Hispanic students and thus more English Learners. Despite LEARN's proximity to Hispanic communities, families are often reluctant for their children to cross racial/ethnic lines because, in the City of Chicago, these often mirror gang boundaries. We will do this by executing the following marketing and recruitment activities: LEARN publicizes school openings on the internet and through community media (e.g. local newspapers, billboards and radio stations) in both English and Spanish. Marketing to Spanish-speakers was expanded in 2015. We execute at least two direct mail campaigns to all households with school-aged children within a two-mile radius of the school site. Materials are in both Spanish and English. In 2015, LEARN expanded the number of Spanish-speaking members of its field team which recruits and enrolls parents at daycares, community centers, churches, preschools, festivals, and community events in the area. Organizations that serve Spanish-speaking families are targeted for recruitment efforts, including formal information sessions for parents. A public information event is hosted for each school every spring by the school Principal and LEARN Recruitment Managers. This ensures that all families have the opportunity to make an informed decision about entering our lottery. It is crucial that the community understands that LEARN does not screen based on ability and that enrollment is 100% lottery-based. To accomplish this, multiple mailings are sent to every household within a 1.5 mile radius of each LEARN school in both English and Spanish. In addition, flyers are distributed in the community at child care centers, places of employment, and faith-based institutions. LEARN also submits press releases to local newspapers and advertises in community publications and social media in English and Spanish. Additionally, a field team including Spanish-speakers visits community sites and events to recruit parents. Our staff-teachers, office managers, and especially the principal and assistant principal-is also directly involved in student recruitment. This means all members of the school make a concerted effort to walk around the community and spread the word about LEARN. Door knocking, cold calling, and attending community meetings and church services are among some of the activities our staff pursues to inform neighborhood parents about an alternative educational opportunity for their children. In addition, our existing LEARN parents have proven to be our most effective and efficient recruitment vehicle. This word-of-mouth approach has consistently been the largest generator of new student applications.

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 Human Resources Department works closely with principals to develop a strategic approach to hiring new teachers and staff and to reassign existing employees transferring within the Network. LEARN sees the recruitment and hiring of exceptional teachers as one of our organization's most important tasks. It is crucial that we attract and select instructional staff with the necessary experience, skills, and dispositions to teach in an urban environment. During a rigorous hiring process that includes four interviews and a demonstration lesson, we seek evidence that candidates are ready to support and challenge students regardless of their instructional level or cultural background. For instance, teachers must show that they understand how to analyze use student work and test data to identify students' needs and plan instruction. They must demonstrate that they share our core values of high expectations, respect for students and families and attention to whole-child development. We seek out teachers with a passion for

their profession and a drive to work collaboratively with colleagues and with parents to help all students' reach their full potential. Appointing outstanding school leaders (Principal and Assistant Principal) is likewise a top priority. To ensure a pipeline of excellent candidates, we continually work to develop the skills of our instructional coaches and assistant principals. Training and mentoring our own future principals means that candidates step into new positions with proven skills in management and instructional leadership, commitment to our five core values, and knowledge of our programs and practices. We focus specifically on selecting a leader who has experience working with students and families reflected in the community, including English Learners. We believe that it is important for our employees, including administrators, teachers and support staff to reflect the great diversity of the students we serve and the world they live in. Wherever possible, we make every effort to hire local talent (including parents) for various staff positions. In communities that serve a significant Latino/Hispanic population, in addition to hiring teachers with the appropriate certifications for TBE or TPI programs, we make a special effort to recruit those with expertise in working with ELL students for all school positions. LEARN currently partners with National Louis University to provide ESL training and endorsements. For staff who commit to the graduate level course work and remaining at their campus for an agreed upon number of years, LEARN heavily subsidizes the cost of the program. In the 2016 recruitment cycle we began a partnership with the J1 Bilingual Spain Teacher Program. The program specifically recruits bilingual educators with a minimum of 3 years of experience teaching in Spain (in public schools) to move to Chicago for a 3 year teaching commitment. The teachers receive Illinois Bilingual TBE licensure and endorsements in Special Education, Middle School, Primary, etc. This is the first time a charter school has participated. Additionally, LEARN also increased the number of TESOL and Bilingual recruitment fairs/conferences we attend to recruit experienced talent. Our recruitment process is thorough and aimed at attracting the best candidates, with an emphasis on hiring locally. In opening new campuses we advertise open positions with the local chamber of commerce and local newspapers. Upon receiving our charter approval we hold a job fair specifically for that campus at our new campus building or a local community center. These events enable us to introduce LEARN to the community while identifying some exceptional candidates. Networking with local education, civic, religious, and elected leaders is another important recruitment strategy. We develop new relationships in the area through contacting employment ministries at local churches, connecting with educational nonprofits, reaching out to local chambers of commerce, fraternal organizations, and attending community events. Open positions are also advertised on-line and in local papers. As LEARN's reputation grows, we find that our recruitment efforts are gaining considerable momentum. Our staff has become increasingly well-qualified and diverse in terms of age, background and ethnicity. Since talent attracts talent, we encourage our employees to refer strong candidates for open positions, and approximately 20% of our new staff each year comes through such referrals. Attracting the most promising new teachers is also part of our strategy. Towards that end, we network with national and regional education schools and professional contacts. In addition, we target specific colleges and universities in the area.

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.*

Under 613 (a) (5) children with disabilities attending charter schools are required to receive services in the same manner as the local educational agency, Chicago Public School District 299. LEARN Charter School Network serves children with disabilities at LEARN 7 Elementary School and LEARN 8 Middle School, including providing supplementary and related services on site at each school to the same extent to which Chicago Public Schools student support services in the district schools. The Department of Student Support Services, led by the Director of Special education, are experienced and has developed processes, policies and procedures informing practices for providing a full continuum of services for students with disabilities on site at each of its schools. The identification of children suspected of having a disability is a primary responsibility of the Department of Student Support Services. The Student Support Services team at LEARN 7 Elementary School and LEARN 8 Middle School, including Special Education Teachers and Social Workers, are responsible for identifying all children ages birth through 21 who are eligible for Early Intervention or special education and related services. In addition to the annual screening, both schools conduct on-going screening procedures (including conducting or arranging for screening for infants and toddlers) for children who may have a disability. Screenings are held as necessary to ensure that all children and families can access services. In addition, the Student Support Services team collaborates with all other entities that support Child Find including early childhood programs, the local school district and health care providers to ensure students receive the necessary services including supplementary and related services. LEARN 7 Elementary School and LEARN 8 Middle School adhere to all legally binding timelines regarding evaluation and eligibility as it relates to the identification of students with disabilities. Comprehensive and timely notification to the child's parent or guardian, requests for evaluation, domain meetings, evaluation procedures, eligibility and the development of an Individualized Education Program (IEP), active parent participation in all decision making processes, comprehensive reporting, and consideration of private evaluation are processes and procedures are followed. The Student Support Services team at LEARN 7 and LEARN 8 will provide required written notice to a parent prior to a proposal or refusal to initiate or change the identification, evaluation, or educational placement of, or the provision of Free and Appropriate Public Education and ensure the child is placed in the Least Restrictive Environment based on the child's individual needs. LEARN 7 Elementary School and LEARN 8 Middle School are located within the City of Chicago. The schools operate under 613 (e) (a) (5) of the IDEA (2004) jointly operating with the Chicago Public Schools. Both schools operate working collaboratively with the local school district establishing and maintaining programs, and related services meeting the scope of the needs of students with disabilities within the schools. Under 613(e) (1) (B), the IEP team at LEARN 7 Elementary School and LEARN 8 Middle School will determine the services and resources required for a student with an IEP after considering all evaluation data, including an analysis of any harmful effects of any placement decisions. Placement decisions will be made at least annually, with intention to service the child within LEARN 7 and LEARN 8, unless the child needs different arrangements (as determined by the team after the process indicated above). The child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. Each related service provider is responsible for seeking these resources, but all team members contribute to decisions during the course of the IEP meeting. The IEP, as written by the Student Support Services team, will describe the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general education curriculum (i.e. the same curriculum as for non-disabled children). The Student Support Services team at LEARN 7 and LEARN 8 confirm that related services and supplementary aids and services are based on peer-reviewed research to the extent practicable. Additionally, these program modifications or supports for school personnel are written into the IEP. The IEP document also notes the projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications. In provision services, LEARN 7 and LEARN 8 confirm that the IEP team includes the child's parent, not less than one general education teacher of the child (someone knowledgeable about the general education curriculum), and not less than one special education teacher of the child (a representative who is qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities). We also note that if the IEP is only for speech or language, the Speech and Language Pathologist can replace the Special Education Teacher. The Student Support Services team implements several ways of encouraging parent participation and document in detail the methods taken to communicate with parents. They attempt to always have parents participate and will not proceed with an IEP meeting until at least three different attempts have been made to include a parent. Additionally, the Student Support Services team at LEARN 7 and LEARN 8 reaches out to parents before and after meetings to ensure they understand any written information if they were unable to attend the meeting in person. The IEP team at LEARN 7 and LEARN 8 considers a child's strengths, parental concerns, results of most recent evaluations, and the academic, developmental, and functional needs of the child. They also consider and implement positive behavioral interventions and supports to address behavior that impedes the child's learning or that of others. To do this, the IEP team needs to include someone who is knowledgeable about

behavior and behavior supports. In the case of a child with limited English proficiency, the IEP team at LEARN 7 and LEARN 8 will consider the language needs of the child by having the EL (English Language) Teacher and parent provide input. In this case, the parent must include someone who can speak to the impact of cultural or language impact on the child's instructional needs. The team would also need to consider supports through specially trained teachers and occupational therapy services for children who are blind or visually impaired, deaf or hard of hearing, and any other assistive technology devices and services.

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.

Our Student Support Services department, led by the Director of Special Education, has developed a Multi-tiered System of Support (MTSS) implementation plan to ensure that LEARN 7 Elementary School and LEARN 8 Middle School have the capacity and resources necessary to implement MTSS during the 2016-2017 school year. LEARN 7 and LEARN 8 will have a MTSS administrative team to lead these efforts, and ensure fidelity in the implementation of Tier 1, Tier 2, and Tier 3 interventions. This team at LEARN 7 and LEARN 8 will consist of each schools general psychologist, Special Education teachers, and Social Workers. The data gathered through screening procedures and student progress on instructional content will be reviewed bi-weekly by the building level MTSS administrative team. The MTSS implementation development objectives for all scholars are to: Build a spreadsheet with NWEA MAP (Measures of Academic Progress), BAS (Benchmark Assessment System), AimsWeb Curriculum Based Measurement (CBM), Kindergarten Language Benchmark Assessment (KLBA), Social-Emotional Quotient/Score (SDQ), to create one, comprehensive data table. Develop a classification system using CBM, KLBA, and Social Emotional Learning (SEL) cut-scores for Tier 1, Tier 2, and Tier 3 determination, as well as students with high discrepancy scores. Determine an action plan for each classification. Develop a template for classroom profiles for teachers. Develop a template for individual student profiles for our highest need scholars. For LEARN 7 Elementary School, the objectives for MTSS development for Primary speech and language are to: Develop training materials for new Speech and Language Pathologists (SLP's) to learn about the justification and implementation of MTSS (e.g. including KLBA administration and scoring training, scheduling issues, review of scaffolding techniques to support the Wheatley Literacy curriculum, etc.) Receive and distribute all supplies needed for push-in model services. Prepare materials for universal screening. Correspond with the LEARN Teaching and Learning Department. The objectives for Speech and Language Pathology (SLP) departmental preparation for next school year are: Create a SLP handbook that will include basic clinical information (eg. Standard formatting for IMPACT documentation, teacher communication training for IEP and speech-only students, proper completion of IEP report cards, etc.) Prepare SLP orientation prior to the start of the 2016-2017 school year. Using the Illinois CSI and MTSS network and resources, the MTSS administrative team worked throughout the 2015-2016 school year to develop a framework for implementation during the 2016-2017 school year. The MTSS manual for LEARN 7 and LEARN 8 includes the following components: Component 1: General Procedures. General RtI/MTSS information/definition. Network level teams / School Level Teams. Define roles/responsibilities. Universal Screening procedures. Timelines. Measures across grade levels. Data-Based Decision Making Procedures. Developing cut scores for students at risk. Students entering mid-term. Communication with parents/guardians. English Language Learners. Component 2: Tier I Overview. Description of Core Curriculum. ELA block break down (K-2, 3-5, 6-8). Math block break down (K-2, 3-5, 6-8). Instructional Design/practices. Differentiation at the core. Flexible grouping. Ongoing assessment. Data-based decision (flow chart illustrating how instruction and decisions are made based on data). Staff Development. Component 3: Tier II Description of Tier II interventions. Tier II configurations (K-2 reading/math, 3-5 reading/math, 6-8 reading/math). Tier II Progress monitoring procedures. Data-based decision making procedures. Component 4: Tier III Description of Tier II interventions. Tier II configurations (K-2 reading/math, 3-5 reading/math, 6-8 reading/math). Tier II Progress monitoring procedures. Data-based decision making procedures. Consideration for Special Education. Component 5: Special Education Procedure.

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.*

LEARN Charter School Network has experience operating high-quality elementary schools; we have impressive academic outcomes, strong financial management, and absolutely no issues in the area of student safety, financial management, or statutory or regulatory compliance, according to the most recent evaluation from our charter school operator in Chicago, Chicago Public Schools. LEARN 7 Elementary School and LEARN 8 Middle School are led by seasoned educators with a track record of success and a long-term commitment to the LEARN Network. The Principals at each school were hired from leadership positions within the LEARN network such as Assistant Principal or Resident Principal (LEARN's year-long paid mentorship) because they lived LEARN's Core Values and delivered strong academic outcomes. In 2008, LEARN began to expand beyond its original campus, opening five campuses before opening LEARN 7 Elementary School and LEARN 8 Middle School during the 2013-2014 school year. With philanthropic support including \$3 million from the Charter School Growth Fund (CSGF) in 2008 and an additional \$4.8 million investment from CSGF in 2015, LEARN built the management infrastructure necessary to operate a high-quality charter school network. Specifically, we have created a Charter Management Organization (CMO) to support all our existing schools by: 1) overseeing teacher recruitment which is the most important variable in our success; 2) disseminating best practices and ensuring consistent high-quality at all our schools; 3) providing academic support for teachers and principals and support services to students; 4) providing cost-effective "back office" operations to our schools including finance and accounting, real estate and facilities services, technology support, and fundraising; 5) providing on-going professional development to school leaders, teachers and teacher assistants to improve students' achievement and their social and emotional growth. Our team consists of President and CEO and 8 Officers and Directors, 11 Managers and 2 Associates. Hiring will commensurate with the growth rate of our network. The best evidence of the Principals' ability at LEARN 7 Elementary School and LEARN 8 Middle School to operate high-quality schools is the academic performance of our students. On the 2015 PARCC exam, LEARN's low-income, Black, and Hispanic students and English Learners outperformed or performed in line with Chicago Public Schools for those same subgroups. Below is a table comparing the percentage of LEARN students in Chicago School District 299 who met or exceed state standards to Chicago Public School students on the 2015 ELA and Math PARCC exam (source - Illinois Report Card):

Exam	Low-Income LEARN students	Low-Income Chicago Public School students	Black LEARN students	Black Chicago Public School students	Hispanic LEARN students	Hispanic Chicago Public School students
ELA	24%	24%	37%	25%	28%	28%
Math	16%	17%	33%	10%	16%	11%

Chicago Public School students: 24% EL LEARN students: 37% EL Chicago Public School students: 9% Black LEARN students: 25% Black Chicago Public School students: 19% Hispanic LEARN students: 28% Hispanic Chicago Public School students: 28% Math Exam Low-Income LEARN students: 16% Low-Income Chicago Public School students: 17% EL LEARN students: 33% EL Chicago Public School students: 10% Black LEARN students: 16% Black Chicago Public School students: 11% Hispanic LEARN students: 30% Hispanic Chicago Public School students: 20% Scholars at LEARN 7 Elementary School outperformed their peers attending Chicago Public Schools within one mile radius of LEARN 7; 22% of scholars at LEARN 7 met or exceeded standards on the 2015 PARCC exam, compared to 19% of scholars attending CPS schools close to this campus. Scholars at LEARN 8 Elementary School did not outperform their peers attending nearby CPS schools, 9% of LEARN 8 scholars met or exceeded state standards compared to

19% of students attending CPS schools in the area. It is important to note that both schools are located in the East Garfield Park community of Chicago. LEARN also compared very well in a benchmarking analysis conducted by the Charter School Growth Fund (CSGF). According to a February 2013 private analysis, "LEARN has the strongest reading and math scores on the ISAT compared to other portfolio members in Chicago. On student growth, LEARN lands in the top quadrant for high achievement/high growth in both reading and math." What is also remarkable is that LEARN has consistently produced these results on one of the lowest per-pupil amounts in the CSGF portfolio (having the 4th lowest per-pupil out of 28 CMO's). LEARN currently has a lean infrastructure with only 39 people serving the current nine schools: "LEARN is a CMO doing a lot with very little."

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).*

The mission of LEARN Charter School is to provide children with the academic foundation and ambition to earn a college degree. Historically, LEARN has served students and families living in predominantly Black and low-income neighborhoods, two subgroups that typically perform lower than their majority and higher income peers on most measures of academic achievement, including standardized test scores, grades, and college completion rates. Additionally, many students living in low-income neighborhoods do not have quality elementary school options in their communities. Consequently, parents and guardians of children living in these areas are forced to send their child to low-performing schools, which often have low student achievement. In District 299, Black and low-income students perform lower than students in most racial demographic groups on the ELA PARCC exam. 19% of Black students in Illinois met or exceeded their goals on the 2015 ELA PARCC exam compared to 59% of White students and 60% of Asian students (two high performing subgroups). 24% of low-income students in Illinois met or exceeded their goals on the 2015 ELA PARCC exam compared to 44% of non low-income students. 99% of students attending both LEARN 7 Elementary School and LEARN 8 Middle School are Black; 94% of scholars at LEARN 7 are low-income and 95% of students at LEARN 8 are low-income. There a need to provide students and families in Chicago with a high quality elementary school option, and to close the achievement gap in reading for low-income and minority students. Providing scholars at LEARN 7 and LEARN 8 with the Common Core aligned Wheatley literacy curriculum will ensure they have the skills needed to outperform their peers in neighborhood schools on the 2017 ELA PARCC exam, and ultimately the State in subsequent years. The Wheatley Literacy program will not only increase ELA scores on the PARCC exam, it will also increase attainment and growth levels on the NWEA MAP exam. Each module is Common Core aligned and will provide scholars at LEARN 7 and LEARN 8 with the skills necessary to excel on both exams. There are five modules for each grade level in the Wheatley Literacy program, each consisting of the following components:- Anchor and Supporting Texts: including shared reading of high-quality, high-interest grade level texts, and close reading to help students develop a deep understanding of key sections of text- Writing: including text-based writing in almost every lesson, and designed to develop deep content knowledge and mastery of a variety of writing formats- Vocabulary: unit-embedded lessons to support reading, speaking, and writing- Assessments: daily checks for understanding of learning goal(s), 2-3 checkpoints in each module, and end-of-module assessments Throughout each component, there are consistent instructional routines such as annotating and note taking in reading, graphic organizers in writing, and Socratic seminars. The primary advantage of the Wheatley Literacy program is that the lessons are rigorous in nature, and are aligned to Common Core State Standards. There is a learning goal matched to each standard, incorporates speaking and listening skills, and addresses CCSS ELA instructional shifts (close reading, text-dependent questions, complex text, and academic vocabulary). This balanced literacy approach will ensure students at LEARN 7 Elementary School and LEARN 8 Middle School have the literary skills needed to increase attainment and growth on the NWEA MAP exam, outperform their peers on the 2016 PARCC exam, and meet and exceed Common Core State Standards on the PARCC exam in subsequent school years.

* Required Field

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

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

[REDACTED]

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

CITY OF CHICAGO SD 299

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.***

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60% of a schools' SQRP score is based on student growth as evidenced by student achievement on the NWEA MAP test. Embedded in the achievement goal is attainment on MAP; attainment defined by SQRP is the corresponding national percentile ranking for the average RIT score of each grade level. A high SQRP rating will communicate the academic success of both schools to parents and community members, and indicate increased student performance. Each school has different SQRP goals but will use similar methods to attain their rating. The goal at LEARN 7 Elementary School is to earn a SQRP rating and standing of 2+ (good standing) during the 2016-2017 school year. To meet their academic goals, LEARN 7 must have an average national percentile ranking (NPR) of 43 in reading for K-2nd grade scholars, and 35 for reading for 3rd-5th grade scholars. Additionally, 60% of scholars must meet their reading goals on the MAP test. The goal at LEARN 8 Middle School is to earn a SQRP rating and standing of 1, (good standing) during the 2016-2017 school year. To meet their academic goals, LEARN 8 must have an average national percentile ranking (NPR) of 40 in reading, respectively, for 6th-8th grade scholars and 43 in reading for 8th grade scholars. Additionally, 64% of scholars must meet their reading goals. LEARN 7 Elementary School and LEARN 8 Middle School will use similar methods to reach their 2017 Reading MAP goals.

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

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LEARN 7 and LEARN 8 teachers will use the Wheatley curriculum and online resources to meet their academic goals. They will develop reading teaching plans and assess student performance against State Standards, and execute Wheatley units focused on each standard. Additionally, teachers will use Common Core aligned formative assessments, or "quizlets" to regularly inform them on each student's progress towards the more rigorous ELA standards, and prepare students for success on MAP. As a result, teachers are better equipped to ensure students are learning the right skills to be prepared for MAP and top, college prep high schools. LEARN 7 and LEARN 8 teachers will also use Chromebooks to use Common Core aligned educational online resources, such as Lexia Core 5 and Compass Learning, to increase student achievement and provided individualized instruction. Chromebooks at LEARN 7 and LEARN 8 will give scholars access to online resources that will give them differentiated instruction at their academic level. LEARN 7 and LEARN 8 also needs high quality teachers to implement the instructional practices described above. To do this, our HR team will ensure they recruit and retain high performing teachers during recruitment season. Both schools also intend to serve the maximum number of students; to do this, we will implement our targeted marketing plan to recruit students throughout Chicago, and work with parents throughout the year to retain current students.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

Teachers will develop reading teaching plans during ELA instructional planning time at professional development sessions held prior to the beginning of the 2016-2017 school year. This training is for all K-4 teachers (applicable to only LEARN 7) and 5th-8th grade ELA teachers (applicable to 5th grade teachers at LEARN 7, and all ELA LEARN 8 teachers). To further support LEARN scholars in meeting academic goals, students at LEARN 7 and LEARN 8 are released an hour early every Wednesday so teachers can meet with their DDI (Data Driven Instruction) teams; this time will provide them with additional ELA planning time. LEARN 7 and LEARN 8 teachers will receive training on how to implement the Wheatley Literacy curriculum prior to the start of the 2016-2017 school year, and will participate in four professional development sessions throughout the school year to get additional support on the Wheatley curriculum. The Wheatley Teacher Leader Corps received training in June 2016, and will lead training sessions with LEARN teachers during professional development sessions prior to the start of the 2016-2017 school year. Our Enrollment and HR teams will identify students and high quality teachers during enrollment and recruitment season; Recruitment season for teachers primarily begins in November 2016, enrollment season begins in January 2017. However, recruitment and enrollment activities will take place throughout the school year.

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

([count] of 1500 maximum characters used)

Teachers will use formative assessments throughout the 2016-2017 school year to measure student progress against Common Core standards. Assessments at the end of Wheatley units will show how scholars at LEARN 7 and LEARN 8 are performing against each standard covered in each unit. Additionally, teachers can use data obtained on the Fall and Winter NWEA MAP test to see how students are progressing towards their end of year growth goals. Teachers can also assess students using data obtained from online resources to analyze how students are performing against Common Core State standards. Chromebooks will provide students and teachers will access to these online tools to increase student achievement. At the end of the school year, teachers can evaluate the impact of the Wheatley Literacy program and DDI planning time on Spring MAP ELA growth and attainment scores. As stated above, LEARN 7 must have an average national percentile ranking (NPR) of 43 in reading for K-2nd grade scholars, and 35 for reading for 3rd-5th grade scholars. Additionally, 60% of scholars must meet their reading goals on the MAP test. LEARN 8 must have an average NPR of 40 in reading, respectively, for 6th-8th grade scholars and 43 in reading for 8th grade scholars. Additionally, 64% of scholars must meet their reading goals. Administrators will assess teacher performance throughout the school year; our enrollment team evaluates student recruitment based on total student enrollment.

Goal Number:

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

([count] of 1500 maximum characters used)

The primary goal of LEARN 7 Elementary School and LEARN 8 Middle School is to outperform neighborhood schools on the PARCC exam. Specifically, the goal at LEARN 7 and LEARN 8 is to have at least 28% of scholars meet or exceed standards on the 2017 ELA PARCC exam. LEARN 7 and LEARN 8 will use similar methods described in the NWEA MAP goals section to meet their ELA goal on the 2017 PARCC exam.

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

([count] of 1500 maximum characters used)

LEARN 7 and LEARN 8 will use the Wheatley Literacy curriculum to provide scholars with the literacy skills required excel on the ELA PARCC exam. The use of this program will ensure all LEARN 7 and LEARN 8 scholars meet all Common Core reading, writing, and language state standards. LEARN 7 and LEARN 8 teachers will get trained on the Wheatley Literacy curriculum prior to the start of the 2016-2017 school year, and will participate in four professional development sessions throughout the school year to get additional support on the Wheatley curriculum. LEARN 7 and LEARN 8 teachers will use designated instructional planning time to develop ELA teaching plans to increase student achievement on the 2017 PARCC exam. LEARN 7 and LEARN 8 teachers will also use quizlets to obtain student data to provide them with information to meet their PARCC goals. Knowing this data will allow teachers to know what students know, don't know, and what needs to be revisited. Teachers will also work with their grade level DDI teams to analyze student data and determine ways to improve student performance. Students will also use Google Chromebooks to access educational resources such as Lexia Core 5 and Compass Learning to receive differentiated instruction at their instructional level. All of the activities described above will allow us to fulfill our mission of providing our scholars with the academic foundation and ambition to earn a college degree.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

LEARN 7 and LEARN 8 teachers will use the Wheatley literacy curriculum throughout the 2016-2017 school year. Teachers will receive training on the pro-gram prior to the start of the upcoming school year on how to implement the Wheatley program, and will receive ongoing implementation throughout the school year. Teachers will use Chromebooks in their classrooms throughout the year to expose scholars to online resources to increase student achievement. LEARN 7 and LEARN 8 teachers will meet with DDI teams every Wednesday to analyze student data and update their teaching plans. Teachers use this time to follow the five step DDI process: 1) get the data, 2) analyze the data, and prioritize the needs analysis, 3) set, review, or revise goals, 4) identify specific strategies to meet goals, and 5) determine indicators of success. Our Enrollment and HR teams will identify students and high quality teachers during enrollment and recruitment season; Recruitment season for teachers primarily begins in November 2016, enrollment season begins in January 2017. However, recruitment and enrollment activities will take place throughout the school year.

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

([count] of 1500 maximum characters used)

Teachers will use formative assessments (including quizlets and end of unit assessments) throughout the 2016-2017 school year to measure the effectiveness of the Wheatley curriculum and DDI teams. End of unit Wheatley assessments will give teachers data to assess how scholars at LEARN 7 and LEARN 8 are performing against each standard covered in the units. Additionally, teachers can use data obtained on the Fall and Winter NWEA MAP test (taken September 2016 and February 2017) to see how students are progressing towards their end of year growth goals. At the end of the school year, teachers can evaluate the impact of the Wheat-ley Literacy program and DDI planning time on student performance on the 2017 PARCC exam. As stated above, 28% of LEARN 7 and LEARN 8 scholars must meet or exceed standards on the ELA PARCC exam. Administrators will assess teacher performance throughout the school year; our enrollment team evaluates student recruitment based on total student enrollment. PARCC is a measure of college readiness. Ensuring our scholars are college ready will allow us to be a high quality, college prep high school and continue to be a school focused on providing our scholars with the academic foundation and ambition to earn a college degree.

*Required field

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

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

See the category descriptions linked here

<u>BUDGET CATEGORY AND DESCRIPTION</u>	<u>AMOUNT</u>
Salaries (Obj 100)	<input type="text"/>
Benefits (Obj 200)	<input type="text"/>
Purchased Services (Obj 300)	<input type="text"/>
Supplies & Materials (Obj 400)	<input type="text"/>
Equipment (Obj 500)	<input type="text"/>
Other Objects (Obj 600)	<input type="text"/>
Noncapitalized Equipment (Obj 700)	<input type="text"/>
Total Program Design Budgeted	<input type="text"/>
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	<input type="text" value="800000"/>

*Required field

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

See the category descriptions linked here

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

Total Initial Implementation Budgeted Months: 1-12

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

*Required field

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

See the category descriptions linked here

<u>BUDGET CATEGORY AND DESCRIPTION</u>	<u>AMOUNT</u>
Salaries (Obj 100)	
Benefits (Obj 200)	
Purchased Services (Obj 300) For staff and student recruitment	28000
Supplies & Materials (Obj 400) Supplies and material for high quality student rich texts that will give students the skills needed to excel in the PARCC exam and carryout the mission.	144000
Equipment (Obj 500)	
Other Objects (Obj 600)	
Noncapitalized Equipment (Obj 700) Furniture and Chromebooks to will give students the skills needed to excel in the PARCC exam and carryout the mission.	20000
Total Initial Implementation Budgeted Months 13-24	192000
Total Initial Implementation Budgeted Months 1-12	
Total Program Design Budgeted (up to 18 months)	
TOTAL FUNDS BUDGETED UP TO 36 MONTHS	192000
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	800000

*Required field

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

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

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

Function Code	Object Code	Expenditure Description and Itemization	ChartRFP-4960 Funds	Delete Row
1000	300	Staff Recruitment for LEARN 7 = \$8,000Student Recruitment for LEARN 7 = \$8,000Staff Recruitment for LEARN 8 = \$8,000Student Recruitment for LEARN 8 = \$4,000	28000	<input type="checkbox"/>
1000	400	Software licenses For LEARN 7 = \$14,000Classroom supplies for LEARN 7 = 20,000Gym supplies for LEARN 7 = \$3,000Enrichment Supplies for LEARN 7 = \$4,000Textbooks for LEARN 7 = \$63,000Classroom supplies for LEARN 8 = 14,000Textbooks for LEARN 8 = \$26,000	144000	<input type="checkbox"/>
1000	700	Chromebooks for LEARN 7 = \$2,500Furniture for LEARN 7 = \$3,000Chromebooks for LEARN 8 = \$4,500Furniture for LEARN 8 = \$10,000	20000	<input type="checkbox"/>

Total Direct Costs	192000
- Capital Outlay Costs	20000
Allowable Direct Costs	172000
Indirect Cost Rate %	0.00
Maximum Indirect Cost *	0

Indirect Cost 0

Total Allotment 0

Grand Total 192000
Allotment Remaining -192000

[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			28,000	144,000			20,000	192,000
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								
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				28,000	144,000			20,000	192,000
30	Approved Indirect Costs X 0%									
31	Total Budget									192,000

* 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

[Shameka Williams](#)

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

Agreed to on this Date: 07/05/2016
RCDT when agreed to: 15-016-2990-AN

The application has been submitted for review.

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

Application was created on:	5/25/2016
Assurances were agreed to on:	7/5/2016
Consistency Check was run on:	7/5/2016
District Data Entry Business Manager	
District Administrator submitted the proposal to ISBE on:	7/5/2016
Grant Administrator	

Status Change	UserId	Action Date
Submitted to ISBE	STWilliams7	07-05-2016

Expand All

Charter Schools Program - QSO - Request for Propos

[Charter Schools-QSO - RFP](#)

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

Save

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

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