

eGrant Management System

Printed Copy of Application

Applicant: UNO CHARTER SCHOOL

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

Cycle: Original Application

Sponsor/District: UNO CHARTER SCHOOL

Date Generated: 8/17/2016 1:03:11 PM

Generated By: daveturbo

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*

UNO Charter School Network

School Name*

UCSN 15 (Brighton Park ES), UCSN Socc

Administrator Last Name*

Gorman

Middle Initial

Administrator First Name*

Chris

Address 1*

209 West Jackson

Address 2

Suite 500

City*

Chicago

State*

IL

Zip + 4*

60606

Phone*

312 637 3900

Extension

3912

Fax

Email*

cgorman@unocharterschools.org

Applicant Entity Website Address

ucsnschools.org

Program Contact Person:

Last Name*

Towne

First Name*

Brian

Middle Initial

Address 1*

209 West Jackson

Address 2

Suite 500

City*

Chicago

State*

IL

Zip + 4 *

60606

Phone*

312 637 3908

Extension

Fax

Summer Phone *

312 799 9795

Extension

Email*

btowne@unocharterschools.org

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

Budget Contact Person:

Last Name

Muni

First Name

Ashwin

Middle Initial

Address 1

209 West Jackson

Address 2

Suite 500

City

Chicago

State

IL

Zip +4

60606

Phone

312 637 3900

Extension

Fax

Summer Phone

Extension

Email

amuni@unocharterschools.org

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

Proposal Type (select one):*

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

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

Activity Period:*

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

Grant Period:

Begin Date: July 1, 2016

End Date:

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

General Education Provisions Act *

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

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

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

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

([count] of 500 characters used)

UCSN will continue to provide innovative ways for students and teachers to have equitable access to all programs within our network of schools. UCSN seeks to refine its special education programming for 2016-2017 in the form of advanced curriculum for students and professional development for teachers. UCSN will provide a bilingual co-teaching model to students identified as English learners at the kindergarten level beginning in 2016-2017, allowing students equitable access to our curriculum.

*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 for curriculum, instruction materials and supplies, and equipment that will directly correlate to the improved academic achievement of students, enhance recreational therapy for special education, and performance of teachers 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)
-

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

- UCSN Charter Documents.pdf
- Multiple Schools Decision Worksheet Template (1).doc
- UCSN Org Chart.pdf
- UCSN Charter Contract (Partial).pdf

Any uploaded files will appear to the right.

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

UCSN 15 (Brighton Park) and Soccer Academy High School are authorized by Chicago Public Schools (CPS). The uploaded documents include a CPS Board Report, which outlines UCSN's charter history. It covers all charter extensions and amendments. Also included is the multiple school worksheet, an organization chart and part of our charter contract.

* Required field

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

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

[Empty text box]

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

District 299 Chicago Public Schools

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

([count] of 7000 maximum characters used)

Note: UCSN 15 (Brighton Park Elementary School) opened on August 3, 2013. UCSN Soccer Academy High School opened on September 16, 2013. UCSN opened its first public charter school, Octavio Paz, in 1998. Over the past 18+ years, UCSN has increased education opportunities to deserving and capable students in Chicago by expanding the network to include thirteen (13) kindergarten through eighth-grade elementary schools, three (3) high schools, and one (1) kindergarten through twelfth-grade school. UCSN educates over 8,000 students; 90 percent low-income, nearly 40 percent limited English proficiency, and over 90 percent Hispanic. UCSN believes that all students deserve the opportunity to realize their highest potential. Increasing in diversity but rooted in Hispanic communities, our education model is anchored by strong parent partnerships, structured learning environments, rigorous curriculum, and an individualized approach that develops and empowers our students. For us, academic success is not a hope; it is an expectation. UCSN students receive a quality education in a disciplined and structured learning environment, that has a longer school year and day and focuses on the fundamentals of reading, math, science and social studies. UCSN is the 3rd largest charter school network in Chicago. When the 2015 SQRP (CPS's school performance ratings) results were announced in the fall, 80 percent of UCSN's schools were ranked Level 1+ and Level 1, up from 73 percent in SY2013-14. Attendance was robust, averaging 96 percent compared to a CPS average that typically falls around 93 percent. The number of UCSN 8th grade graduates enrolling in selective enrollment high schools was 18 percent. Our graduating seniors also did well, earning nearly \$10 million in college scholarships. UCSN is committed to our students obtaining more than a year's worth of academic growth within one school year. To date, the results we have achieved in this regard have been largely driven by our extended school day, our extended school year, and our balanced academic calendar. To increase our impact, we are pursuing this implementation grant to allow us to expand our use of technology to increase student academic growth. We have targeted UCSN Soccer Academy High School (SAHS) to be the focus of this effort. This campus is our focus for two particular reasons: 1) at the school opening 3 years ago we were able to make a significant investment in technology and technology infrastructure and 2) UCSN Soccer Academy High School has an early career faculty who possess greater experience with instructional technology and the school has invested in technology-focused professional development. For the actual implementation of these devices, the purchase of 14 outfitted Chromebook computer carts when combined with the existing nine outfitted computer carts will allow UCSN Soccer Academy High School to place a computer cart in almost all classrooms every period of the day. The only exceptions will be Physical Education, Art, and Music classes. For these classes, an existing computer cart will be available for those times when it is instructional warranted (e.g.; research projects, performance analysis, health class, appreciation activities). However, the cart will not be available every day in every classroom. In those classes, where a computer cart is available daily we will be able to create a 1:1 learning environment. This will allow our teachers to use technology to create a learning environment where they can better differentiate and individualize instruction to meet student needs. By taking this approach, they will be able to target specific areas of struggle for students and craft project-based learning activities that address knowledge and skill gaps while at the same time introducing and teaching new material and skills. Furthermore, by having regular, consistent access to technology and digital resources UCSN Soccer Academy High School students, approximately 22% of which have been identified as English Learners (EL), will have a wider range of materials available to them. These resources, in a variety of languages and formats, that will make it easier to engage in learning. With this development of instructional technology we ultimately expect to see student academic achievement reflect more than two years growth for every year in school. As with UCSN Soccer Academy high school, the UCSN 15 (Brighton Park Elementary School), will utilize the implementation grant to support UCSN 15 (Brighton Park Elementary School) with curriculum and instruction that will directly correlate to the improved academic achievement of students. The investment in 448 Chromebooks with carts and staff laptops will help support the school in creating a closer 1:1 learning environment. This will allow our teachers to use technology to create a learning environment where they can better differentiate and individualize instruction to meet student needs. By taking this approach, they will be able to target specific areas of struggle for students and craft project-based learning activities that address knowledge and skill gaps while at the same time introducing and teaching new material and skills.

*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

District 299 Chicago Public Schools

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

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

1. UCSN believes leading a traditionally underserved population to excellent academic outcomes requires a comprehensive strategy. Our teachers are part of a professional community committed to continuous quality improvement. Innovative, research-based curricula and teaching practices are used to engage student interest and motivation towards greater mastery of state standards. Accountability to competitive benchmarks, tracked with dynamic real-time data allow students, teachers, and leaders to adjust practices to achieve excellence. 2. UCSN leadership believe that teachers are more effective when they're offered control over their classroom, coupled with individual coaching and resources to grow in their practice. Towards those ends, teachers meet regularly with veteran educators called Master Teachers to plan, reflect and gain feedback. With freedom comes high expectations. Common interim assessments are being created by teachers to evaluate progress towards mastery of standards. Teachers with excellent results share their methods and materials through Master Teachers for the use of their colleagues. These systems allow teachers to identify areas for improvement, seek out colleagues who excel in those areas and gain access to the materials that generated excellent results. The combination of choice, coaching, and systems that facilitate collegiality lead to continuous improvement in teaching and learning. 3. Brighton Park: Brighton Park Elementary implements a variety of tech-infused teaching strategies. One to one (1:1) computing enables teachers to individualize learning, allow students to demonstrate mastery by the creation of authentic works and implement multiple online learning platforms towards greater student achievement. Soccer Acad. HS: Students at Soccer High School are offered courses that teach core content in innovative ways, towards higher student engagement. Principles of Constructivism guide the curriculum, leveraging student interest towards greater engagement. All student are offered a four-year course of study in sports science, covering topics such as kinesiology, strength and flexibility training, sports physiology and anatomy. Written and oral communication are taught through courses on sports journalism. The reading and writing of informational text come alive as students learn fundamental concepts of journalism, conduct interviews, cover events and report on their school and local community. Accountability: UCSN's Performance Analysis team develops and tracks ambitious, research-driven metrics based on multiple formative, interim and summative assessments. Data is monitored and presented via interactive dashboards in near real time, allowing for teachers and instructional leaders to quickly adjust practices to better meet student needs. 4. UCSN engaged in a network-wide curriculum mapping project in SY 2014/15, known as MARCC (mapping and assessing a rigorous common core). This measure was to ensure that while teachers have the power to choose materials, all instruction aligns to the state standards around math, ELA, science, physical education, art, and music. Every grade level is provided with maps for each subject including all applicable standards organized by quarter to ensure ease of use for teachers and comprehensive education for students. All teachers in the network are expected to plan against the MARCC maps such that students are prepared to advance academically and to facilitate teacher collaboration. UCSN has created a design team of teachers to create similar maps towards the implementation of the new social studies standards. Professional development time is allocated for training on the use of these maps, creation of materials that are aligned and the development of dynamic, inquiry-driven instruction in accordance with new state standards.

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

Each school has a School Director (Academics and a Campus Manager (Operations). Each school has its own separate and autonomous budget. The finances for each of the schools are managed at the central office while the schools manage the academic programming. The financial model of the network allows for a sustainable network strategy by allocating funds from schools with higher margins to schools with lower margins and also building cash reserves and growing our net asset position for the entire network. Additionally, the central office works with each of the schools to ensure that school enrollment targets are met before the beginning of the year along with maintaining enrollment targets throughout the year. Lastly, each school has a core staffing model that also allows flexibility to share/split funding for various positions.

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

UCSN 15 (Brighton Park Elementary School) students will grow and achieve academically in all subject areas and at all levels. Students will produce strong and impartial evidence of grade-level learning achievement (knowledge, skill, and application). Students will focus on language acquisition, development, and sustained proficiency in all forms of communication (reading, writing, speaking, as well as listening and interpreting). Our goal is to increase the percentage of 6th and 7th-grade students whose grade/NWEA point totals are within 225 points of the minimum mean score of the top five ranked selected enrollment high schools. UCSN 15 will increase the percentage of students accepted to top-ranked selected enrollment high schools. Methods used to meet these goals include differentiated learning, lesson cycles, hands-on activities, project-based learning, student-led family conferences, teacher performance assessments, bell to bell instruction, recursive teaching, assessment protocol, and line by line EPAS strand analysis. UCSN Soccer Academy High School students will grow and achieve academically in all subject areas and at all levels. Students will produce strong and impartial evidence of grade-level learning achievement (knowledge, skill, and application). Students will focus on language acquisition, development, and sustained proficiency in all forms of communication (reading, writing, speaking, as well as listening and interpreting). UCSN Soccer Academy High School will use assessment data (NWEA, PARCC, ACT, EPAS, SAT, etc) to measure the success of achievement level on UCSN annual assessments: mean NCE reading and math for NWEA as well measuring the percent hitting grade-level achievement targets for STEP. Increase the percent of students meeting standards on state tests (PARCC or SAT). Percent of students scoring 20+ on the ACT. Increase the percentage of 12-grade students accepted to four-year colleges or universities. Methods used to meet these goals include differentiated learning, lesson cycles, hands-on activities, project-based learning, student-led family conferences, teacher performance assessments, bell to bell instruction, recursive teaching, assessment protocol, line by line EPAS strand analysis and embedding ACT skills throughout the curriculum.

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

All UCSN campuses including UCSN Brighton Park Elementary and UCSN Soccer Academy High School will continue to provide high-quality instruction to address our subgroups that do not perform at the same pace of their peers. (BP, SAHS) UCSN will continue programming specifically geared towards students with low-incidence disabilities (Autism, Mild/Moderate Intellectual, etc.). UCSN Brighton Park Elementary and UCSN Soccer Academy High School offer two programs for students that are in need of a specifically modified curriculum. One of the programs is located at UCSN Brighton Park Elementary. Resources provided at Brighton Park include low teacher/student ratio, modified curriculum, a multi-sensory area in the classroom, and plans for community-based instruction. UCSN Soccer Academy High School has experienced tremendous growth in regards to its population of students with disabilities. During SY 2015-2016, Soccer HS was able to launch a Life Skills curriculum for students with low-incidence disabilities at the high school level. This program is designed to teach students the academic, functional, and social skills they will need for life after high school.

E. Describe the administrative relationship between the charter school and the authorized public chartering agency, including a description of clear separation of the governance of the charter school from LEA oversight.*

The administrative relationship between the charter school and the authorized public chartering agency is governed by a Charter School Agreement ("Agreement"). The Agreement is between the Board of Education of the City of Chicago ("Board") and the UNO Charter School Network ("UCSN"). UCSN is an Illinois not-for-profit corporation, an independent public school established under the Charter Schools Law, 105 ILCS 5/27A-1. Additionally, UCSN has an independent governing board of directors responsible for all corporate matters including oversight of UCSN's operations and compliance matters. This board currently consists of ten directors and has regularly scheduled meetings. Any authority exercised by The Board over UCSN is limited to the authority arising from the Agreement.

* Required Field

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

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

[Empty text box]

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

District 299 Chicago Public Schools

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

Family and community engagement is a priority for UCSN 15 (Brighton Park) and Soccer Academy High School. UCSN values and respects the concerns and contributions of all of our parents. Parents are sought out for opinions on many issues related to student success. Parents are invited to attend meetings with the school director and teachers on a monthly and quarterly bases to discuss changes and school updates. Parents are asked to weigh in on school environment, programming and personnel issues via annual School and Family Engagement surveys. Parents are also encouraged to attend community meetings to support issues around school safety and school funding. Parent visit local official's offices, attend CAPS meetings and represent UCSN Schools at rallies and CPS Board meetings. Parents are viewed as partners when it comes to planning any program. School's personnel take every opportunity to invite parents for feedback. School's make efforts to communicate to parents via email, phone messaging and monthly/quarterly newsletters.

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.*

Once the Federal grant has expired, UCSN would ensure the continued operation of each school by monitoring the physical inventory of the purchased equipment, ensuring the schools' have met their enrollment targets, and confirming the schools' have maintained positive operating margins.

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.*

At Soccer HS, the school will use the QSO grant funds to purchase laptop computers for instructional staff, student Chromebooks, and student Chromebook carts to enhance the technology program at the school. Soccer HS also receives other federal funding in the form of Title I and Title II dollars. In the past year, these funds were used to cover the costs of supplemental instructional positions at the school to help increase the academic achievement of the students and provide training and support for teachers. The QSO grant funds will be used in conjunction with the Title I and Title II dollars by creating a learning environment which will allow the teachers to teach and develop their student's ability to be more motivated and focused in the areas of science and technology. At UCSN 15 (Brighton Park), the school will use the QSO grant funds to purchase laptop computers for instructional staff, Chromebooks for students and Chromebook carts to enhance the technology program at the school. Brighton Park also receives other federal funding in the form of Title I and Title II dollars. In the past year, these funds were used to cover the costs of supplemental instructional positions at the school to help increase the overall academic achievement of the students and provide professional development support for the teachers. Brighton Park will also have the opportunity to receive Title III dollars in the upcoming year if the school chooses to add a Bilingual teacher position at the school. The QSO grant funds will be used in conjunction with the Title I, Title II, and Title III dollars by creating a learning environment which can be more flexible with the various types of student populations at the school while also providing students with more opportunities to increase their abilities with the use of technology.

* 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

District 299 Chicago Public Schools

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

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

UCSN 15 (Brighton Park Elementary School) and UCSN Soccer Academy High School recruitment and enrollment operations are lead by the UCSN Central Office Enrollment Manager. The initial phase begins with the Family Engagement team working closely with the recruitment and enrollment manager as well as with the school directors/campus managers to monitor the number of student vacancies. Family Engagement begins the second phase of recruitment only if applicants for the needed slots are not filled. This process is ongoing and constantly seeks a "best practices" model to ensure we are tracking our results so we can evaluate progress, track trends and ensure success at filling each vacant slot. Family Engagement team ventures out into the immediate school community to promote and recruit students. Using marketing materials published and provided by the UCSN Central office Communications department, the Family Engagement team holds marketing booths at target listings in areas such as churches, local banks, community parks, child care/ day care agencies, local business, supermarkets, malls, restaurants, medical facilities/clinics, laundromats, community agencies, back to school fairs, local officials special events, local street fairs. The goal is to enlist as many or more applications for the lottery slots as needed per grade. Lastly, the UCSN Graduate Support team sponsors an annual high school fair in October. Local Chicago area high schools are invited to attend and given an opportunity to present information regarding their specific enrollment requirements. During this event, students and parents are informed about the three (3) UCSN high school campuses including UCSN Soccer Academy high school, and are provided details about UCSN Soccer Academy High School admissions process and offered the opportunity to apply for the lottery. LOTTERY SYSTEM- OPERATIONS Families are requested to complete an enrollment application (obtained at the school or online) prior to the yearly application deadline. Students who wish to enroll in a UCSN school must reside in the City of Chicago and meet any age requirements prior to the first day of class. Completion of the application does not guarantee acceptance into a UCSN Campus. Any application received after the lottery deadline will be placed on a separate waitlist based on the date and time it was received. Details regarding when and where the lottery will take place are listed on the application as well as online. UCSN also sends a formal letter to invite students and families to witness the school lottery take place (typically in April). Those who attend the lottery are able to know right away which schools they have been admitted to and those for which they are put on the waitlist. The lottery proceedings are recorded as a randomizer provides a specific quantity of student-assigned numbers based on the amount of open spots available in a particular grade level and in a particular school. Priority status is given to students who currently have a sibling enrolled at a UCSN school. Some UCSN schools give priority status to students who live in nearby neighborhoods. The wait list is created when the total number of interested students and families exceed the available spots. This list is created using the same randomizer to determine each remaining student's position on the wait list. All students are sent a formal letter detailing whether they have gained admission or in what position they are on in each waitlist of their desired schools. Families of accepted students have 48 hours to complete an enrollment package. If they have not made contact in the given amount of time, the schools actively make calls to determine where the student has decided to attend. If they have chosen not to attend a UCSN school, then administrators move on to the waitlist to begin to fill any open spots. UCSN 15 (Brighton Park) and UCSN Soccer Academy High School are tuition free public charter schools open to all Chicago students. UCSN does not discriminate on the basis of race, color, gender, disability, age, sexual orientation, religion, ancestry, socioeconomic status, national or ethnic origin, or need for special education services. Families interested in applying for an upcoming school year must fill out a lottery application to have their child(ren) included in the lottery. Families wishing to apply may do so by visiting UCSN 15 (Brighton Park) or Soccer Academy High School or by downloading a PDF version of the application found on the UCSN website and mailing to the campus. Students entering kindergarten must be five years old by September 1, 2016, in order to apply to UCSN 15 (Brighton Park). First priority is given to applicants who have a sibling at the school in which they are applying. Second priority is given to applicants who have a previous enrollment in a UCSN Campus. A lottery is conducted for a campus when there are more applicants than available seats. Applicants are selected using a randomized lottery selection process. www.randozmizer.org will be used for randomizing applicant numbers that will be used for placement. Applicants that are not selected will be placed on a waiting list until space is available. The waiting list is valid only for the current school year; it does not roll over from year to year.

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.*

UCSN Brighton Park Elementary: UCSN educates over 8000 students; over 90 percent low-income, nearly 40 percent English Learner (EL), and over 90 percent Hispanic. These demographics partnered with overcrowding at district schools have spurred UCSN to develop high-quality charter schools as schools of choice in neighborhoods of Chicago with some of the highest concentrations of low-income students. Because of UCSN's demonstrated success as a whole, the network has seen the student with disabilities population grow to over 1,000 students being served. UCSN does not inquire as to the disability or language status of our students on its application or enrollment forms at any of its campuses including UCSN Brighton Park. Additionally, UCSN's approach to parent engagement has proven successful in ensuring that parents are true partners in their child's education. UCSN Brighton Park special education teams communicate with parents on a weekly (if not daily) basis and provide leads for community resources for parents in need of additional support outside of school. UCSN Soccer Academy High School: UCSN educates over 8000 students; over 90 percent low-income, nearly 40 percent English Learner (EL), and over 90 percent Hispanic. These demographics partnered with overcrowding at district schools have spurred UCSN to develop high-quality charter schools as schools of choice in neighborhoods of Chicago with some of the highest concentrations of low-income students. Because of UCSN's demonstrated success as a whole, the network has seen the student with disabilities population grow to over 1,000 students being served. UCSN does not inquire as to the disability or language status of our students on its application or enrollment forms at any of its campuses including UCSN Soccer Academy High School. Additionally, UCSN's approach to parent engagement has proven successful in ensuring that parents are true partners in their child's education. UCSN Soccer Academy High School special education teams communicate with parents on a weekly (if not daily) basis and provide leads for community resources for parents in need of additional support outside of school.

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.*

UCSN will focus on accomplishing four (4) major desired outcomes and actions to recruit and retain the best staff, and enhance the diversity of the UCSN Workforce to meet the needs of all students. First, UCSN will increase the number of quality applicants to UCSN by the following actions: Complete quarterly Hiring Reports and use the data to drive decision making around hiring trends, applicant trends, referral tracking, etc.; plan and execute UCSN-specific and selected partner job fairs; increase internal and external partnership opportunities (e.g., universities, Teach For America, 3rd party search firms, employee referrals); and stay up to date and execute recruiting best practices (e.g., job postings, social media, email campaigns). Secondly, UCSN will enhance candidate engagement and organizational branding by the following actions: Systemize ongoing candidate communications to connect to UCSN's culture of excellence; roll out and maintain a talent community through the use of virtual platforms; communicate accurate job opportunities; increase web and social media presence; develop a recruitment video for external communications; and use data gathered from candidate experience surveys to continuously improve the candidate experience. Thirdly, UCSN seeks to continue the strategic placement of existing staff and promote internal mobility within the organization by the following actions: Implement a student teaching/principal intern program; partner with universities that provide an inexpensive fast track for professional development (e.g., Master's Degrees, teacher licensing, certification); and UCSN's annual Intent to Return Survey which gives us data around employees that are interested in transferring positions within the organization, exiting the organization, or remaining in the same position with the organization. Finally, UCSN will continue to increase operational effectiveness from candidate recruitment to employee retirement by the following actions: implement a new Human Capital Management System (HCMS) that integrates the full-cycle from recruitment to retirement; train Hiring Managers on proper hiring procedures, and interview process and etiquette; train Hiring Managers on Applicant Tracking System (ATS) use for maximum efficiency and effectiveness; maintain an accurate candidate database; develop an Interview Toolkit resource for Hiring Managers; and create an urgent hiring culture that ensures the best candidate is selected through the Interview and Selection Process.

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.*

The Chicago Board of Education of the City of Chicago ("Board") is the LEA for the UNO Charter School Network ("UCSN"). Pursuant to the Agreement with the Board, UCSN shall hire its own special education teachers and paraprofessionals to provide special education services to UCSN's students with disabilities. The Board shall reimburse UCSN for the salary and benefits of certified special education teachers and paraprofessionals based on the Board's special education staffing formulas and the student's IEP. Such reimbursement rates for full-time equivalent certified special education teachers and paraprofessionals shall be as set forth in the final Budget Book adopted by the Board each fiscal year and shall be effective on the later of (i) the date of the UCSN's submission to the Board via its Position Analysis Request Form or (ii) the initial date of employment of the staff person. As a part of the Chicago Public Schools, the UNO Charter School Network complies with all Federal and State requirements regarding students with disabilities. UCSN receives all special education funding through CPS based on the types of students that are identified in student Individualized Education Plans (IEPs). (BP, SC) All related services (Physical Therapy, Occupational Therapy, School Social Work, School Psychology, Nursing, and Speech-Language Pathology) are provided by a third-party vendor (BP, SC) The Chicago Public Schools continues to provide UCSN Deaf/Hard of Hearing (D/HH) itinerant teachers and Vision Itinerants (VI) to provide direct services to our students. (BP, SC)

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.

UCSN Brighton Park Elementary provides targeted MTSS interventions via an Academic Interventionist (AI) at each elementary school. Each interventionist carries a caseload of students ranging from Tier II to Tier III. The AI consults regularly with classroom teachers in regards to Tier I. UCSN's related service providers (School social workers, Psychologists, Occupational Therapists, etc.) also serve as part of the school-based intervention team. Each campus has an established entry/exit criteria and meets on a regular basis to discuss the progress of students academically and behaviorally. Soccer Academy High School provides a slightly different model, which provides support to students after school. Lead primarily by the student's teacher, the student intervention team includes relevant related service providers and counselors.

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.*

The UCSN educational model is anchored by strong parent partnerships, structured learning environments, rigorous curriculum, and an individualized approach that develops and empowers our students. For us, academic success is not a hope; it is an expectation. Through structured environments that include uniforms, classroom and school protocols and a 7.5 hour school day, we create a school culture that is conducive to learning. Assessment is a critical component of UCSN's academic program. UCSN teachers generate and utilize a wide variety of assessments. Students also participate in standardized tests across the network, which include NWEA (Northwest Evaluation and Association), STEP (Strategic Teaching and Evaluation of Progress), ISAT (Illinois Standards Achievement Test), and ACCESS for ELLs. High school students take all EPAS assessments in order to prepare for the ACT. For our elementary schools, such as Brighton Park, we evaluate the percent of students hitting grade-level achievement targets for STEP and the percent of students meeting standards on state tests, such as PARCC. We also measure improvement on NWEA Reading and Math scores and track the percentage of 8th graders accepted to the top selective enrollment high schools. The number of UCSN 8th grade graduates accepted into selective enrollment high schools increased five percent from 2014 to 2015. At UCSN high schools, such as Soccer, we employ a project-based approach that focuses on interdisciplinary study, problem-based learning, and research-based literacy strategies grounded in differentiated instruction. Students are expected to be entrepreneurial and to develop the ability to understand problems, identify opportunities and propose solutions to a range of issues in industry and society. UCSN's high school instructional approach empowers students to use knowledge purposefully and communicate their learning as they work to meet the high standards expected of them. We also track the percent of 12th graders accepted into four-year colleges and universities and have established goals and strategies to ensure continuous improvement. Acceptance rates for UCSN high school seniors going on to four-year colleges increased to 82 percent in 2015, from 61 percent in 2014.

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).*

UCSN 15 (Brighton Park Elementary) is located in the Brighton Park neighborhood of Chicago. UCSN educates over 8000 students; over 90 percent low-income, nearly 40 percent English Learner (EL), and over 90 percent Hispanic. These demographics partnered with overcrowding at district schools have spurred UCSN to develop high-quality charter schools as schools of choice in

neighborhoods of Chicago with some of the highest concentrations of low-income students. UCSN strongly believes that all students can learn and deserve the opportunity to realize their potential. Over the past 18+ years, UCSN has increased educational opportunities to deserving and capable students in Chicago by expanding the network to include 15 schools. UCSN Soccer Academy High School is located in the Gage Park neighborhood of Chicago. UCSN educates over 8000 students; over 90 percent low-income, nearly 40 percent English Learner (EL), and over 90 percent Hispanic. These demographics partnered with overcrowding at district schools have spurred UCSN to develop high-quality charter schools as schools of choice in neighborhoods of Chicago with some of the highest concentrations of low-income students. UCSN strongly believes that all students can learn and deserve the opportunity to realize their potential. Over the past 18+ years, UCSN has increased educational opportunities to deserving and capable students in Chicago by expanding the network to include 15 schools. Note-UCSN does not have access to a "Needs Assessment" that was conducted around 2008. UCSN's former management company United Neighborhood Organization (UNO), has not turned over this document. UCSN did not renew its management contract with UNO at the conclusion of the 2014-15 school year. UCSN currently manages itself.

* Required Field

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

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

[Empty text box]

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

District 299 Chicago Public Schools

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

Goal Number 1

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

([count] of 1500 maximum characters used)

UCSN 15 (Brighton Park Elementary School- Maintain or improve the School Quality Rating Policy (SQRP) score

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

([count] of 1500 maximum characters used)

Increase 1:1 technology access for UCSN 15 (Brighton Park Elementary School) students, including increased use of computers in instruction using Chromebooks and adaptive software to support a rigorous digital curriculum.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

6 months for 1:1 implementation 10 months for improved academic performance 15-18 months for SQRP score

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

([count] of 1500 maximum characters used)

1. ensure every student is equipped with a Chromebook. 2. Measure level of improved academic achievement and teacher assessments. 3. Improved SQRP score.

Goal Number: 2

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

([count] of 1500 maximum characters used)

UCSN Soccer Academy High School-Maintain or improve the School Quality Rating Policy (SQRP) score

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

([count] of 1500 maximum characters used)

Increase 1:1 technology access for UCSN Soccer Academy High School students, including increased use of computers in instruction using Chromebooks and adaptive software to support a rigorous digital curriculum.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

6 months for 1:1 implementation 10 months for improved academic performance 15-18 months for SQRP score

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

([count] of 1500 maximum characters used)

1. ensure every student is equipped with a Chromebook. 2. Measure level of improved academic achievement and teacher assessments. 3. Improved SQRP score.

*Required field

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

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

See the category descriptions linked here

<u>BUDGET CATEGORY AND DESCRIPTION</u>	<u>AMOUNT</u>
Salaries (Obj 100)	<input type="text"/>
Benefits (Obj 200)	<input type="text"/>
Purchased Services (Obj 300)	<input type="text"/>
Supplies & Materials (Obj 400)	<input type="text"/>
Equipment (Obj 500)	<input type="text"/>
Other Objects (Obj 600)	<input type="text"/>
Noncapitalized Equipment (Obj 700)	<input type="text"/>
Total Program Design Budgeted	<input style="background-color: #e0ffff;" type="text"/>
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	<input style="background-color: #ffffe0;" type="text" value="1200000"/>

*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) not applicable to this grant	0
Benefits (Obj 200) not applicable to this grant	0
Purchased Services (Obj 300) not applicable to this grant	0
Supplies & Materials (Obj 400) UCSN Soccer Academy High School\$169,344Staff Laptops and chrome book carts for staff and storage use in conjunction with student teaching in classroomUCSN BRIGHTON PARK\$144,018Staff Laptops and chrome book carts for staff and storage use in conjunction with student teaching in classroom	313362
Equipment (Obj 500) UCSN Soccer Academy High School\$29,890Investment in student use technology equipment that will enhance technology for 9-12 gradesUCSN BRIGHTON PARK\$54,165Investment in student use technology equipment that will enhancing classroom instruction for k-8 Grades;	84055
Other Objects (Obj 600) not applicable to grant	0
Noncapitalized Equipment (Obj 700) not applicable to grant	0
Total Initial Implementation Budgeted Months 13-24	397417
Total Initial Implementation Budgeted Months 1-12	0
Total Program Design Budgeted (up to 18 months)	0
TOTAL FUNDS BUDGETED UP TO 36 MONTHS	397417
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	1200000

*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
2220	400	UCSN SOCCER High School448 Zones Chromebooks at \$378 eachfor 9th-12th Enhancing Technology	169344	<input type="checkbox"/>
2220	400	UCSN Brighton Park School381 Zones Chromebooks at \$378 each for 3rd-8th to support enhancing Technology and Supplement Testing and Instruction for K through 2nd Grade	144018	<input type="checkbox"/>
2220	500	UCSN SOCCER High School14 Laptop carts for associated chromebooks purchase 9th-12th Enhancing Technology \$1,663 each	23282	<input type="checkbox"/>
2220	500	UCSN Brighton Park School11 Laptop carts for associated chromebooks purchase for 3rd-8th grades to support Enhancing Technology at \$1,663 per laptop cart	18293	<input type="checkbox"/>
2220	500	UCSN Brighton Park School38 Staff Laptops at \$944 each for UCSN Brighton Park staff to use in conjunction with student teaching in classroom	35872	<input type="checkbox"/>
2220	500	UCSN SOCCER High School7 Staff Laptops at \$944 each for UCSN Soccer Academy high school staff to use in conjunction with student teaching in classroom	6608	<input type="checkbox"/>

Total Direct Costs	397417
- Capital Outlay Costs	84055
Allowable Direct Costs	313362
Indirect Cost Rate %	0.00
Maximum Indirect Cost *	0

Indirect Cost 0

Total Allotment 0

Grand Total 397417
Allotment Remaining -397417

[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								
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				313,362	84,055			397,417
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					313,362	84,055			397,417
30	Approved Indirect Costs X 0%									
31	Total Budget									397,417

* 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

[CHRISTOPHER GORMAN](#)

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

Agreed to on this Date: 07/13/2016
RCDT when agreed to: 15-016-2990-AI

The application has been submitted for review.

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

Application was created on:	6/24/2016
Assurances were agreed to on:	7/13/2016
Consistency Check was run on:	7/13/2016
District Data Entry Business Manager	
District Administrator submitted the proposal to ISBE on:	7/13/2016
Grant Administrator	

Status Change	UserId	Action Date
Submitted to ISBE	c_r_gorman	07-13-2016

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