

eGrant Management System

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Applicant: pilotED

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

Cycle: Original Application

Sponsor/District: pilotED

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Program Overview

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

grant period.

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

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

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

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

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

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

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

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

Applicant Entity Information

Applicant/Organization Name* School Name*

Administrator Last Name* Middle Initial Administrator First Name*

Address 1*

Address 2

City* State* Zip + 4*

Phone* Extension Fax

Email*

Applicant Entity Website Address

Program Contact Person:

Last Name* First Name* Middle Initial

Address 1*

Address 2

City* State* Zip + 4 *

Phone* Extension Fax

Summer Phone * Extension Email*

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

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

Proposal Type (select one):*

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

Activity Period:*

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

Grant Period:

Begin Date: July 1, 2016

End Date: 06/30/2017

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

General Education Provisions Act *

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

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

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

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

[[count] of 500 characters used)

pilotED provides a continuum of support and services from those in the least restrictive environment to increasingly restrictive options in order to meet students' specific needs. Students with disabilities will be provided the services specified in their IEP. Such services will include general support services, transportation services, special education services, adjustments to curricula & instructional programs, and additional staff support.

*Required field

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

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

Example of project description:

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

Project Description (do not use the & symbol):

([count] of 255 maximum characters used)

Funds will be used to provide professional development for school staff in order to make data informed decisions using test scores & academic prep to close the achievement gap, for parent and community engagement activities, and for curriculum development

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

Chicago Public Schools

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

1. Provide the requested information below.

07/15/2016 Anticipated Opening Date*

K-1 Anticipated grades/age ranges to be served*

168 Anticipated number of students to be served*

9 Anticipated number of teachers*

18 Anticipated number of other staff*

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

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

A. Program Design - not to exceed 18 months

07/01/2016 Start Date

06/30/2017 End Date

150000 Total requested Program Design funding

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

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

Months 1-12 Start Date

Months 1-12 End Date

Total requested Implementation funding - Months 1-12 only

Months 13-24 Start Date

Months 13-24 End Date

Total requested Implmentation funding - Months 13-24 only

0 Total requested Implementation funding

150000 Grand total requested funds for Program Design and Initial Implementation

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

Click here for detailed instructions on uploading files

Choose File no file selected

pilotED Schools-- Proposal Narrative & Appendices.pdf Any uploaded files will appear to the right.

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

The information and student enrollment numbers listed above are for Y1 operations.

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

([count] of 7000 maximum characters used)

pilotED's proposal was respectfully submitted by the pilotED Charter School Design Team and the Executive & Associate Boards to Chicago Public Schools. The purpose of the proposal was to outline the various components of a strong charter school that the pilotED team strives to open in the Englewood neighborhood of Chicago. After 3 years of successfully running an after-school program at schools on Chicago's south and west sides, the pilotED team of minority educators now strives to open a school that allows for an identity-based curriculum to coincide with exceptional instruction and rigorous core academics. By supporting our students at the critical ages of 5-15, we are ensuring transformative outcomes for students, their families, and the communities in which they live. Although our proposed school campus will be in the Englewood neighborhood, pilotED defines our student, parent, and community impact to include the neighborhoods of New City, Grand Crossing, Auburn Gresham, and West Englewood. pilotED Schools has met with teachers, principals, students, parents, and other community leaders in the proposed communities since 2013 to better understand the needs and desires of the combined neighborhoods' 192,000 residents, the potential pipeline of future students, strong academic options, and the geographical obstacles that may be faced with our recruitment and outreach efforts. The pilotED Schools' Design Team has combined extensive community-specific research with their insights gained from community leaders to make the determination that there is a dire need for a high-performing charter school within Englewood and within the surrounding communities. More specifically, this charter proposal outlines the major areas of our Parent and Community Engagement and Support, Academic Plan, Organizational Plan, Financial Plan, and other areas associated with opening and running a highly-effective K-8 charter school.

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

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

pilotED Schools believes that all students deserve a strong, rigorous education that will ensure global competitiveness, regardless of their location or socio-economic status. We also believe that a student's mindset and identity are significant drivers of their life trajectories. Understanding power, privilege, personal histories, and race allows our students the opportunity to navigate life with a strong sense of identity and self-advocacy. This type of asset-based thinking is critical within students who live in a society where the mainstream media persecutes their identities. Outside of the home and family unit, pilotED Schools believes that a school serves as the single greatest factor in providing strength and high-expectations for a student. In conjunction to our in-house Identity curriculum, our academic curriculum is CCSS- and NGSS- aligned and grounded in rigorous instruction and a conscious development of the "identity of self." Our academic practices ensure that "depth over breadth" is practiced to its full extent. As outlined in our charter school application, our program will adopt the majority of Chicago Public Schools' teacher and administrative accountability practices. Our Primary Curriculum (K-2)pilotED Schools' goal is to ensure that all students are able to read and write at or above grade level by the end of first grade or after they have been with us for two years. Our students develop decoding and reading fluency, as we lay the foundation for their expression of critical thought through writing. The K-2 schedule devotes over 140 minutes daily to our literacy program, including daily lessons in phonics, guided reading, reading comprehension skills and strategies, reading aloud, vocabulary development, word study, writing, handwriting, and grammar. In K-2, the literacy block begins with a 10-minute whole-group Morning Message that reviews phonics, grammar, and writing concepts. This is also a time for scholars to share compliments, happiness, and/or sadness. The Morning Message will include one or two of the week's sight words, as well as any other grammatical concepts taught the day before to reinforce learning by way of "at bats." At least two days out of the week, the teacher will intentionally include errors in the Morning Message in an effort to get scholars critically thinking about writing. There is then a whole-class Read Aloud, and phonics and word study lessons. The class of 28 students then breaks into five small homogeneous groups (students are groups by STEP assessment scores, groups are adjusted 2 times a year). Small group instruction is provided during a four-period rotation through guided reading, phonics instruction, independent reading, and technology time (a blended learning component focusing on independent use of adaptive, research-based apps or software such as RAZKids. Whole-group instruction is provided during writing/handwriting, Read Aloud, and Word Work (vocabulary).pilotED Schools' Math program will be grounded in inquiry and also be structured around the CCSS in an effort to foster a conceptual understanding of key ideas, procedural and conceptual computation skills, and critical thinking regarding the laws of arithmetic to provide clarity and specificity. After three years of working with a similar demographic of students at Catalyst Maria Charter School, I've learned that students learn best through hands on problem solving activities, which builds engagement and understanding. ELA (K-2)-Lucy Calkins Reading Comprehension Curriculum Unit Study for Teaching Reading & Units of Study for Teaching Writing- Handwriting Without Tears-Fountas and Pinnell Phonics and Word Study Lessons-STEP (Strategic Teaching and Evaluation Progress)-Reading A-Z (RAZKids)-Lucy Calkins Reading Comprehension Curriculum Unit Study for Teaching Reading & Units of Study for Teaching Writing is a series built on decades of teaching and research-in tens of thousands of schools. In states across the country, this curriculum has already given young people extraordinary power, not only as readers, but also as thinkers, yielding dramatic results. This curriculum is used by Catalyst Maria Charter School and Great Lakes Academy which both serve a similar demographic to pilotED Schools. -Handwriting Without Tears has been taught to millions of students and research supports the active teaching of handwriting. Recent findings demonstrate that writing by hand improves creative writing skills and fine motor skills. Elementary students have been found to write more and faster by hand than when keyboarding. With the adoption of CCSS, the emphasis and expectations placed on classroom note-taking and expository writing in grades K-5 is more important than ever. This curriculum is used by Great Lakes Academy.-Fountas and Pinnell Phonics and Word Study Lessons provides phonemic awareness is explicitly taught through visual, auditory, and tactile cues. Students learn to identify letters, then phonemes associated with letters, and finally to use phonics to read and write. This curriculum is used by Catalyst-Maria Charter School. -Reading A-Z (RAZKids) and Study Island give students individualized practice and allows students to work at their own pace, while also providing mastery data for teachers to use to inform instruction. These technology tools are used by Alain Locke Charter School and Catalyst-Maria Charter School -STEP was created by the University of Chicago's Urban Institute and is an acclaimed system designed to help students from PreK to third grade learn to read. This tool provides literacy growth for students and professional growth for teachers and parents.Math (K-2)-Engage NY is an online platform and curriculum program designed to guide teachers through Common Core curriculum alignment and provide ample resources for classroom instruction. This site and its resources are used across many schools in the City of Chicago, serving a range of demographics including the population at Catalyst-Maria and some Noble Network of Charter Schools' campuses.Science (K-2)-Interactive Science: A Science Curriculum by Pearson-Project Lead The Way (PLTW)-Interactive Science by Pearson builds successful science skills with their hands-on lessons, research-based instruction, and a wealth of reliable teaching tools. This program is used at Alain Locke Charter School. -PLTW provides a transformative learning experience for K-8 pilotED scholars and teachers. The engaging science environment will empower students to develop in-demand knowledge and skills necessary to thrive in an evolving world. PLTW is used at Catalyst-Maria Charter School and Alain Locke Charter School. Social Studies (K-2)-myWorld Social Studies by Pearson-National Education Association (NEA)-myWorld Social Studies by Pearson, connects social studies content and literacy instruction with materials that are streamlined, flexible and cognitive of modern classrooms. The digital instruction is seamlessly integrated by providing blended learning that is engaging, effective, and easy to use.-NEA is committed to advancing the cause of public education by providing teachers with lesson plans relevant to the demographic of the students the teacher serves.

Our Intermediate Curriculum (3-5)The third through fifth grade literacy curriculum will primarily focus on fostering a love of reading and mathematics by transitioning from "learning to read" to "reading to learn." Beginning in third grade, scholars will begin to consciously develop an awareness of identity in themselves, while catapulting their literacy and mathematics skills. This will effectively coincide with narrative writing and through studying basic statistics re

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

pilotED strongly believes that high academic achievement cannot exist within an organization without high business acumen and sound operational standards behind-the-scenes. This desire for setting strong internal systems and creating exceptional practices has led pilotED to pursue consultation and insight from large charter operators such as KIPP, Uncommon Schools, and single-site charters such as Namaste and Great Lakes Academy Charter School. ManagementThe management of the organization will occur in three areas: Instruction % Educational Goals (IEG), Business & Operations (BO), Strategy, Development, & Direction (SDD)-IEG will be managed by the School Principal, Deans of Instruction, and Instructional Leads-BO will be managed by the Business & Operations Manager-SDD will be managed by our Chief Executive Officer, Chief Academic Officer, and Executive Board of DirectorsExecutive BoardThe Executive Board will set compensation for, hire, support, and evaluate all members of the Leadership Team (CEO, VP, & School Principal), and will delegate all day-to-day management decisions to the Chief Executive Officer, Jacob Allen. The CEO will report to the Board and will hire, support, and evaluate all school staff, oversee the instructional program, and report back through written management reports, financial, operational and academic dashboards provided to the Board at quarterly Board meetings, publicly held in full accordance with the Illinois Open Meetings Act. The Board will continue to set evaluative measures to monitor and report on the effectiveness of the CEO & School Principal, will provide an annual written evaluation to the CEO & Principal, and will maintain this evaluation as part of the personnel file for the CEO & Principal. Please see evaluation methods in 2.8.3 Staff Evaluation.Financial SolvencyThe school's finances will be in accordance with local, state, and federal requirements and will receive both internal and external annual audits. Our budget, including our monthly cash flow, state of surplus, and audit readiness, will also be monitored each month. The appropriate Executive Board Committees will evaluate school and operational data via academic, operational, and financial dashboards created and maintained by pilotED's leadership teams and Boards.-Legal compliance and regulations are met quarterly and annually 100% of the time-A maximum of an 8% variation during any operational year between budget projections and actuals

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

pilotED Schools will utilize a thorough series of academic and operational goals in order to ensure accountability and a means to track progress of our vision. These goals, while ambitious, reflect our mission to create a transformational education experience for all students, which guarantees that all students are on-track for high-school graduation and on the path to college by the time they leave our school in 8th grade. Our academic goals will utilize standardized test data from the NWEA MAP, PARCC, STEP and interim assessments (ANET and in-house assessments). In addition, we have set several non-academic goals for students, in order to hold ourselves accountable to holistic education which takes into account students' social/emotional growth. These goals will be measured through attendance data, surveys and behavioral data collected from Class Dojo and our quarterly Five Mindsets Report Cards. Our goals are built around the CPS School Quality Rating Policy (SQRP) and an understanding of what students need to persist and excel in higher education. Knowing that many students will enter our school below grade level, potentially by several years, pilotED has prioritized high goals in student growth for NWEA assessments throughout our first years of operation; increases in attainment goals are reflected in later years as students grow academically within our school. Operational GoalsHigh rate of daily student attendance: 95%High rate of teacher retention (even with yearly fluctuations, we expect an 80% retention rate): 80%High percentage of student retention (even with yearly fluctuations, we expect a 90% retention rate): 90%Financial compliance requirements are met quarterly and annually: 100%Legal compliance and regulations are met quarterly and annually: 100%Staff and leadership satisfied with the school environment, culture, and their positions: 75%Minimal variations between budget projections and budget actuals: 8%Academic GoalsNWEA Growth-- Growth %tile on MAP Reading Test K-8: 80th+NWEA Attainment-- Attainment %tile on MAP Reading Test K-8: 65th+STEP Growth-- % of Students Growing 3+ Step in Year K-3: 80+STEP Attainment-- % of Students at Step 3 by End of Year K-3: 70+PARCC Attainment-- Attainment %tile on PARCC (ELA, Math, Writing) Test: 60th+Attendance-- Daily Attendance Percentages K-8: 95+Student Retention-- % of Students Enrolled at the End of Year K-8: 95+Positive Culture-- Five Mindsets Report Card Percentages K-8: 75+

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

pilotED Schools recognizes that all students will not excel equally in the general education classroom without additional supports and/or interventions. As such, identifying, monitoring and intervening for students that need additional academic supports will be an important task to be shared among teachers and support staff. The primary system for identifying and monitoring students' social and emotional needs will be the Response to Intervention (RTI/MTSS) system, which is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions." The RTI/MTSS process is a tool used to maximize student learning, reduce behavior challenges, and at times, a referral tool for special education services. The assessment and intervention model is one with varied tiers based on the academic and/or behavioral needs of the student. The four key areas of a high-quality RTI/MTSS program include data-based decision making, progress monitoring, a multi-level prevention system, and screening. Four Key Areas of the Response to Intervention Model - Academics1-- Data-Based Decision Making2-- Progress Monitoring3-- Multi-Level Prevention System4-- ScreeningOnce students have been identified for Academic RTI, the RTI/MTSS committee, in conjunction with classroom teachers and instructional aides, will develop academic goals for each student. These goals will include growth and attainment on formative and summative assessments, as well as overall academic performance and participation in class. In addition, standardized tests, such as NWEA and ANET, specific skills in need of remediation will be identified. After goals have been established for students, the RTI committee will develop a plan utilizing best practices.

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.*

pilotED Charter Schools will operate in accordance with state and federal law. We will abide by health and safety laws, and will not discriminate on the basis of race, color, religion, sex or national origin. Our Executive Board will be subject to various business regulations, such as ethical financial practices, and public body rules, such as open meeting laws, and like all public school districts, must have an annual independent financial audit in accordance with state rules. Chicago Public Schools (CPS) will have oversight of our operations but our Executive Board will make all organizational decisions-- CPS will periodically review financial reports, have the authority to conduct audits, determine if the charter should be renewed at the end of the term (usually every five years) and can revoke the pilotED charter for violations of law, fiscal mismanagement, or if the school is not meeting pupil academic outcomes or the terms of its charter.

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

pilotED's outreach and engagement with the community began in the Winter of 2013 after a concerned group of educators saw a lack of identity-based & community-centered school models on the city's south and west side. The pilotED Schools' Design team began to speak with other local teachers, parents, and community leaders and realized that many shared concerns stemmed from the lack of efforts to effectively address the neighborhood's top priorities for its youth. It became clear that a prosperous and transformational school needed to act not only as an educational building but as a strong neighborhood hub. The School Design Team at pilotED Schools has attended and interacted with many community members for the past two and half years, including regular open house meetings at local and neighboring Englewood schools, CAPS Beat Meetings, Resident Association of Greater Englewood (R.A.G.E.) Town Hall meetings, Aldermanic events, and various other events. Individual Community and Parent Meetings In addition to attending community events, pilotED Schools will continue to facilitate engaging dialogue within the Englewood community to allow others the opportunity to express their interest in a new school for their neighborhood. Focusing on parents, students, and community leaders, the School Design Team has held over 95 one-on-one meetings to gain a greater understanding of what it will take to empower Englewood's youth and the community at-large. The purpose of the meetings has and will continue to be to gain valuable input from community leaders, families, and residents. Community Organizations & Associations Since 2013, the pilotED Schools team has been engaged in thoughtful communication with many organizations and individuals. Although our engagements to-date have been extensive, there are still partnerships with some organizations that we look to strengthen to ensure a strong communal voice within our first proposed school. Additionally, many industries located in Englewood that have been network analyzed by several organizations. Due to the extensive & fragmented lists of industries located in Englewood, many of our board members and other community partners believe that more awareness and mobilization could occur across organizational lines if our school acted as a single hub at the intersection of conversation and action. It is pilotED's intent to serve as that "intersection" upon the opening of our first campus in Englewood, with a specific area of the building reserved for community organizations and discussions. Currently, we are in talks with a well-connected organization in the Englewood community and look to strengthen that relationship as a potential "anchor community organization" within our school to ensure continual input from families and community members.

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.*

Proposed Budget and Mission pilotED has developed a financial plan with the goal of delivering the high quality preparatory and identity-focused education required for success on a financially sustainable basis. The financial plan reflects the programing and operational organization. pilotED's financial plan is designed to: a. Reflect the need for investments in organizational development as the school grows. b. Ensure flexibility to respond to various facilities and state financing scenarios Budget Narrative Based on current and projected grants and start-up support, the school will have varying degrees of surplus. This is primarily due to student-to-staff ratios, vigorous current and projected fundraising, and anticipated strong financial oversight by our Board Treasurer. Based on current and projected grants and a contingency of \$260/pupil, we feel confident that the organization can sustain minor operating deficits in years when unexpected costs may occur. While this is an unlikely scenario we feel confident that our cash position will be strong enough to support our ongoing operations in each school year. Investment in organizational development: In order to support the growth of our staff we have allocated funding each year towards teacher orientation and professional development which will be offered throughout the school year and during our annual teacher institute during the summer months known as pilotCamp. Flexibility under various financial scenarios: The budget assumes ambitious fundraising goals for the incubation period (some of which have already been secured) in order to support the pre-opening operations as well as any unforeseen operational deficit in future years. While an operational deficit may occur, it is not very material to the overall operating budget of the school on an ongoing basis, considering overall budget and the fact that the majority of these projected grant funds are highly-likely to be received yet have been weighted in the budget. Per-capita funding from FY18 - FY22 in the form of SSB, Non-SSB, SGSA, Title 1, and Title 2 revenues are fixed and may understate or overstate the potential amount of total revenue received in future periods. Therefore, future projected surpluses may be larger or smaller than planned.

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

Not Applicable

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

The funds received from this grant will be used for the creation and implementation of a strong CCSS- and NGSS- aligned curriculum, community outreach efforts, and professional development opportunities for school staff. With the period in which we are in, no other state or federal funds will be received prior to opening.

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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.

pilotED Schools has already begun basic student recruitment in the form of conversations with our pilot group of students' families and through community town hall events. As a community-centered school, it is a priority for pilotED to recruit a local student population that reflects the community in demographics, including students with disabilities, English Language Learners, and students in temporary living situations, including homeless families. In an effort to recruit a local student population that includes all demographics, including our most at-risk students, we have formed, and will continue to form, partnerships with a diversity of local Englewood organizations and city-wide organizations. Our Chief Executive Officer and Chief Academic Officer have been in conversation with several Englewood and Grand Crossing early childhood centers, area churches, and youth programs to ensure that a consistent pipeline of future students is had by our first school. Starting in January 2017, we will conduct monthly town halls and outreach programs with the intent of building recruitment and enrollment relationships. We also have a Facebook page, Twitter account, and a website which will post our application and registration forms. In addition to the outreach events listed, we will also knock on residential homes, public housing, and apartment buildings, leaving brochures and fliers about our proposed grades and enrollment. To date, the majority of our recruitment and outreach efforts have been conducted by our founding team. Moving forward, our School Principal, college interns, and founding team will work alongside one another to grow our recruitment efforts in the targeted neighborhoods of Englewood, Auburn Gresham, Grand Crossing, New City, and West Englewood. Enrollment Timeline (2017) Enrollment Open In 2017, our first day of enrollment will open on January 2nd (the first business day of 2017). Our application will be available both online and at our school's facility, as well as via brochures that we will distribute throughout the community. Enrollment Close Our enrollment closes each year on the first Friday of April. In 2017, the first Friday of April is the 7th. Applications must be received by that date to be entered into our lottery. All accepted thereafter will be placed at the end of our waitlist. Lottery (in case more students apply than there are seats that are open) Our lottery will take place at our central office and will be videotaped each year on the last Wednesday of April. In 2017, that will be on Wednesday, April 26th. Enrollment Secured We will notify families of their child's enrollment status in writing within five business days of the lottery. In 2017, that will be by Monday, May 5th. Families have two weeks for the school to receive, in hand, their completed application and acceptance of enrollment. If the application is not received by 5 pm within those two weeks, we will remove the student from enrollment and begin contacting families on our waitlist. In 2017, that date and time will be 5:00 PM on Monday, May 19th. Waitlist Later that week on May 22nd in 2017, we will begin contacting waitlist families. Families on the waitlist have five business days for the school to receive in hand their completed application.

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.*

pilotED Schools has already begun basic student recruitment in the form of conversations with our pilot group of students' families. As a community-centered school, it is a priority for pilotED to recruit a local student population that reflects the community in demographics, including students with disabilities, English Language Learners, and students in temporary living situations, including homeless families. In an effort to recruit a local student population that includes all demographics, including our most at-risk students, we have formed, and will continue to form, partnerships with a diversity of local organizations and city-wide organizations. Venues will include student recruitment fairs, "Sidewalk Talks", and canvassing in the neighborhoods surrounding the proposed campus. Additionally, pilotED has spoken with area charter schools who are experiencing long waitlists to alleviate their demand and ensure a more diverse student body at our school. Students with Disabilities/IEPs In accordance with the law and as a priority for pilotED Schools, we will look to serve students with disabilities and remove barriers to school access to every extent possible. Eligibility for services and transportation is outlined in student IEPs, which pilotED will use to guide access and transportation assistance eligibility. pilotED Schools relies on the standard definition of student disability to include intellectual and physical limitations, such as use of a wheelchair, inability to walk long distances without incurring seizures, hearing and vision loss, as well as intellectual impairment and social and emotional issues. Currently, CPS bus service is extended to all students ages 3 to 21 with an IEP whose necessary services include transportation. We will comply with and support the following core regulations: 1. Arrival and departure times that ensure a full instructional day comparable to that of the regular education students. Any deviation will be based upon the individual needs of the child and reflected in the child's IEP. 2. Every effort will be made to limit the child's total travel time to not more than one hour each way. 3. The special transportation will be scheduled to support a child's health and ability to relate to the educational experience without being adversely affected. 4. Vehicles utilized for special transportation will be adapted to the specific needs of the children. 5. Personnel responsible for special transportation will be given training experiences to understand and appropriately relate to children with disabilities. Students in Temporary Living Situations or Homeless Students When students are homeless or become homeless, pilotED will make every effort to ensure they are able to continue their education at our school. This is in accordance with the laws governing school attendance for homeless children. Our Chief Academic Officer will work alongside our Front Office Manager and School Social Worker to customize access and transportation methods for each family depending on their unique situation. pilotED will offer CTA cards for students and parents when applicable and necessary. As living conditions can regularly change with homeless students and families, pilotED will ensure that a weekly check-in protocol is followed to note any changes in student living situations.

L. Describe the recruitment and retention strategy that will attract highly qualified staff that represent the diversity of the community being served and will meet the needs of all students.*

The leadership team at pilotED Schools has learned extraordinary staffing and operational practices from charter and educational organizations across the nation. It has been a priority of pilotED to fundraise substantial capital to ensure a well-funded model that can attract and keep exceptional staff. We will never have a classroom that reaches a student-to-teacher ratio higher than 15:1 with an aide present in each classroom. Since 2013, the pilotED team has been able to build lasting partnerships with educational talent pools at Chicago Public Schools, The Ryan Fellowship, Johns Hopkins University's School of Education, NewLeaders, Teach For America, and The University of Chicago. These partnerships will ensure that our talent pool is not only culturally diverse but continually robust with regards to educational perspective and insight. To date and without posting for positions, pilotED has received

over 40 applications for teaching positions from top applicants across the country. RecruitmentThe pilotED Schools team is adamant about attracting the best and brightest minds for our students. We will utilize partnerships with the organizations listed above to begin official recruitment efforts in March 2017 for our first class of teachers. Upon hiring, our teachers will attend regular group- and skill-building exercises leading up to the annual summer pilotCamp prior to the start of the 2017-18 school year in July of 2017. We look to hire teachers with:-a minimum of two years of teaching experience serving a similar student demographic;-a demonstrated commitment to working alongside diverse leadership teams;-a track-record of high student achievement;-an entrepreneurial spirit;-a demonstrated ability to build authentic relationships with peers and students;-a commitment to teamwork and collaboration; and-an unwavering commitment to pursuing educational equity for students everywhere.Attracting Top TalentpilotED understands that it is not only important to hire great teachers but even more important to keep them. Although specific positions within education are competitive (special education, bi-lingual, etc.), we look to attract and retain top talent within our school through offering:-a year-round school calendar allowing for regular vacations and breaks throughout the year;-a higher than average compensation package including full medical & dental services;-innovative technology and curriculum approaches, specifically with regards to identity development;-paid professional opportunities in cities across the nation;-increased prep time during the day;-small class sizes;-consistent support from an in-class aide;-a well-staffed school allowing for teachers to focus on instruction;-an exceptionally positive working environment;-bonuses offered twice a year (holidays & summer); and-stipends provided for leading a professional development series.

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.*

pilotED Schools will follow all provisions of federal and state law relating to students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. All students with qualifying disabilities under IDEA shall have access to a free and appropriate public education (FAPE), receive an evaluation, IEP, and an appropriate education in the least restrictive environment, be involved in decisions regarding the IEP, along with their parent/guardian(s), and have access to appropriate procedures to resolve any disputes related to the school's provision of FAPE. We shall maintain student education records in line with the Illinois School Student Records Act of 1975 (ISSRA) as well as the federal Family Educational Rights Privacy Act of 1974 (FERPA) as they relate to students with disabilities. This includes but is not limited to having procedures for protecting the privacy of student education records. Identification and Plan Development: In accordance with the Individuals with Disabilities Education Act's (IDEA) Child Find Provision, pilotED will train staff to actively locate, identify and evaluate all students who may need special education and related services. A Multidisciplinary Team, consisting of Parent(s)/Guardian(s), General Education Teachers, Special Education Teachers, Relevant Clinicians, Student, etc., will work together to determine eligibility for special education services and avoid educational misplacement. pilotED will provide formal training for all staff involved in the IEP process to review guidelines for the determination of student eligibility for special education services. They will also receive training on the implementation of IEPs and 504 plans, including modifications and accommodations within the classroom. Students who do not require specialized educational services in the form of an IEP but who need accommodations and modifications for equal access to the classroom will receive 504 plans. When a student has been identified by their instructor as demonstrating difficulty attaining grade level standards, the first step may be a Response to Intervention (RTI). The RTI process in which the student's teachers and a member of the Academic Leadership Team meet to set out a clear, ten-week research based intervention plan. These interventions will proactively address academic and behavioral concerns the student would be displaying. Throughout the period of intervention, our educational and behavioral intervention strategies and the student's response will be closely monitored on a weekly basis by the general education teacher and the special education teacher. If progress is observed, we will determine whether to continue with our chosen intervention(s) strategy (ies). If after three- weeks measurable progress is not evident from the measures set in place, the intervention strategies will be modified, while continuing to track the student's progress. If, after the ten-week process, the student is not progressing, we may recommend to the student's parent/guardian(s) that the data collected indicates there may be reason to have a more extensive diagnostic evaluation by relevant clinicians. If RTI is unsuccessful, or if there is a request for a Full Individual Evaluation (FIE), pilotED will schedule a Domain Meeting under IDEA if an FIE is warranted. The Chief Academic Officer will arrange a meeting with the academic team for the purpose of determining which domains are areas of suspected disability or needs, and to identify the assessments the team will complete. After written parental/guardian consent is secured, the student will be evaluated by properly trained and licensed professionals. If a student is deemed eligible for special education services at a subsequent Eligibility Meeting, the team (including parent/guardian(s)) will develop an Individualized Education Plan (IEP) using the Chicago Public Schools (CPS) form and following all of the procedures from the CPS Manual for Educating Students with an IEP. If the student is not eligible for special education services, the team will consider a 504 plan and develop one if appropriate. If neither a 504 plan nor an IEP is appropriate, but the student is still struggling, we will meet with parent/guardian(s) to determine a behavioral and/or academic support plan that may include small group tutoring, individual tutoring, a behavior plan, and other student specific supports.

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.

Monitoring and Evaluation for a MTSS ApproachpilotED's Chief Academic Officer, Dean of Instruction (Y4), and Special Education team will oversee the implementation of MTSS for all students receiving general and special education. We will carefully monitor the progress of students in the RTI process or possessing IEPs through a bi-weekly standing debriefing between the academic team and the student's Special Education and/or General Education Teachers. The student's most current assessment data from core academic subjects (including but not limited to weekly quizzes, local and state assessments, interim tests, daily class work, and ongoing teacher reports including behavioral reports) will be collected and analyzed. The school monitors and evaluates the progress of students in special education with the same frequency and intensity of their peers in general education. In the event a student is progressing more quickly than expected or not progressing at a rate that will allow him/her to meet his/her annual IEP goal, the IEP team may convene periodically to adjust annual goals. The following methods are ways to monitor progress for students with an IEP. The methods have been adapted from national sources and best practices witnessed as NewSchools Venture Fund Fellows:-Daily: Students in special education who have daily behavior plans receive daily "progress towards goal" updates to be shared with parents/guardians each night. -Weekly: Parents/guardians receive weekly progress updates based on student performance on adaptive online curricula; Students take weekly Friday Skills Assessments (FSA) to assess mastery of that week's objectives in every core class. Parents/guardians receive notice of their child's FSAs scores. As established in their IEP, students in special education receive accommodations and modifications on weekly assessments as appropriate; Special education may conduct additional mini-assessments of sub-goals to gather data on student performance relative to the annual goal. These data points are rolled up and shared with families through the quarterly IEP report card. -Quarterly: Parents/guardians receive quarterly IEP updates in which

special education teachers share a student's performance relative to his/her annual goals. This is called the IEP Report Card; All students receiving special education services receive a standard school report card. Parents/guardians are asked to meet with the student's teacher to discuss progress toward both final grades and IEP annual goals. While attendance is not required, it is highly recommended and intended to be collaborative between the student, parent/guardian, general education teacher, and special education teacher. -Annually: All parents/guardians of students receiving special education services meet with the rest of the IEP team annually. At this time parents/guardians receive an additional update with a final determination as to whether or not a student has met annual IEP goals; All parents/guardians and students receive a report card indicating final grades in all subject areas for that school year. pilotED assesses all students through district and state mandated assessments such as the PARCC and NWEA MAP Testing and uses school developed standard performance assessments. Students with disabilities are assessed in accordance with their IEPs. Our academic teams review IEP and 504 compliances to ensure proper services are scheduled and provided for every student with disabilities. Continuum of Services: pilotED provides a continuum of support and services from those in the least restrictive environment to increasingly restrictive options in order to meet students' specific needs. Students with disabilities will be provided the services specified in their IEP. -Related services: Related services are developmental, corrective, and other support services required to help a student with a disability benefit from instruction within the general education curriculum. Related services may include, but are not limited to: counseling, occupational therapy, physical therapy, school health services, speech/language therapy, hearing/vision services, and other support services (paraprofessional support, sign language/oral interpreters). -Support services: Other support services provided to children include, but are not limited to: assistive technology devices, behavior intervention plans, and curriculum modifications. -Special Education services: Students receive specially designed supplemental instruction based on their needs as identified in the IEP. The special education teacher works to adjust the learning environment and adopt instructional techniques and methods to meet students' individual needs. -Transportation services: In the event the IEP team determines a student needs transportation services, pilotED will work with the ODLSS to provide transportation for students with special needs. -Collaborative Consultant Teacher (CCT)/Co-Teacher: In CCT classrooms students with disabilities and general education students are educated together, by a general education teacher and a special education teacher. The CCT collaborates with the general education teacher and provides instructional support to the student. The special education teacher serving the class adapts and modifies instruction for students with disabilities. The general education teacher is responsible for ensuring the entire class has access to the general education curriculum. -Adjustments to curricula and instructional programs: pilotED believes in meeting the needs of all students. As a result, providing a continuum of adjustments to curricular and instructional programs and practices is part of our instructional design and implementation across the entire student community. In general, we have built in opportunities for students to demonstrate growth toward the mastery of grade level material rather than a sole focus on mastery alone. That being said, we always have the end in mind - college ready performance by the end of 8th grade. Because the adjustments listed below are common practices across our schools, students with special needs do not feel "different" from peers in general education, contributing to an overall culture of inclusivity and optimism. Least Restrictive Environment: pilotED will comply with all state and federal laws to ensure students with disabilities are served in the Least Restrictive Environment where they are afforded access to general curriculum and integration with their non-disabled peers, with appropriate modifications and accommodations as delineated in their IEPs. To that end, individual classroom enrollment may not be comprised of more than 30 percent of students with disabilities. We provide students with disabilities access to the general education program within the least possible restrictive environment including but not limited to: co-teaching teams for special education students. Example MTSS: Our MTSS provides the foundation for pilotED's data-based decision making processes with regards to student interventions. We use an ABCE early-indicator approach to ensure that we are addressing all student needs: A- Attendance, B- Behavior, C- Course Work, E- Everything Else Tier 1: Prevention (80% of all students) All pilotED students will benefit from our school-wide Tier I services and supports. These services and supports include our core academic instruction, teaching our behavioral expectations, and empowering individual social emotional skills so that all students can be prepared for excellence in academic, personal, and professional arenas. Implementation provided by: All general education teachers & aides Tier 2: Strategic Intervention (15% of all students) Some pilotED students benefit from our a

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.*

Executive Board: pilotED Schools is continually utilizing Executive Board strategies and training materials from local, state, regional and national charter schools and educational non-profits such as Teach For America, YearUp, and NewSchools Venture Fund. Each year, there will be two Board Training sessions to review the duties and responsibilities of the members of the Executive Board and to ensure that the board is operating as efficiently and effectively as possible. Additionally, at the time of on-boarding any new members of the Executive Board, each new member would receive a handbook containing, (1) Articles of Incorporation, (2) Bylaws, (3) Conflict of Interest Policy, (4) Ethics Policy, (5) List of Committees, and (6) a Primer regarding fiduciary responsibilities of an Executive Board member. Although the Executive Board is generally consensus-oriented, we believe that it is important for the long-term to maintain an odd number of Executive Board members to avoid deadlock during strategic votes. We will be cautious in our practice of adding more members, because while having more members of the Executive Board will increase the pool of experience, background, and ideas, having an oversized board can also create inefficiencies, including logistical challenges of setting mutually convenient board meeting times, extended decision-making time, and potential divergence on long-term growth and operational strategies. New Board members would be vetted through a process of community engagement and through a comparison of experiences and background with the current members of the Executive Board to ensure the value of the new additions. Associate Board: Utilizing the skills and networks of educational professionals in Chicago will allow for our charter school to continually be at the edge of innovation and best practices. Although highly-oriented to fundraising work, our Associate Board will add to the academic acumen required to execute a high-performing charter school. In addition to our board's oversight to ensure that we are an economically and academically sound institution, we have partnered up with existing organizations as thought-partners and supporters to ensure a strong future for our proposed school: The NewSchools Venture Fund: -Start-Up Plan (Y0-Y3)-School Management Advisor-Leadership Development-Start-Up Funding Teach For America: -Strategic Planning-Teacher Recruitment-Development & Fundraising-Start-Up Funding Resident Association of Greater Englewood (R.A.G.E.)-Community Outreach-Community Input Raam Jani, Partner at McDermott Will & Emery-Legal Camelback Ventures-Leadership Development-Funding Echoing Green-Leadership Development-Funding Kellogg School of Management-Northwestern University-Non-Profit Strategic Planning-College Internships-Executive & School Leadership Development-The Illinois Facilities Fund (IFF)-Lending-Real Estate Illinois Network of Charter Schools-Charter Authorization-Charter School Design-On-Going Support DL3 Realty-Real Estate-Facilities Management-Community Partnerships KOO Architects-Facility Management Heartland Business Systems-IT

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).*

When high crime, lost futures, and failing educational outcomes are occurring for thousands of urban students across the nation, a powerful school environment that actively seeks social changes within student lives is direly needed. Through three years of implementation, pilotED has affirmed that when identity-based content is at the forefront of a student's school experience, success is had across disciplines and within the home environment. pilotED truly believes that discussions and student-based inquiry about race, power, and privilege are what's missing from urban education. As a pilot after-school program, our first 40 students entered the classroom as D average students with long discipline records following their names and broken futures ahead. Within three

years, our students have averaged .50 points of GPA growth per year and have quadrupled their gains in Mathematics on the NWEA MAP test. pilotED Schools believes that all students deserve a strong education that will make them competitive in the global arena, regardless of their zip code or socio-economic status. We believe that a student's mindset and self-perception are the drivers of their life trajectories. Understanding power, personal histories, and race allows our students the opportunity to navigate life with a strong sense of self and self-advocacy. This positive shift of thinking is paramount within students who live in a society that sees their identities as problems. At pilotED we have created a movement of students with shifting mindsets and look to continue the movement within our first school in Englewood. In order to grasp all that a life has to offer, students must be given an academic and social space to develop a healthy identity of success, beauty, and strength despite the outside world's expectations of such a student. From here, the student, the family, and the community will experience transformational shifts in outcomes. pilotED Schools provides a space of continuous reflection, comprehensive education, positive leadership, and critical thinking that will empower our students, teachers, and communities at all times. Our school model and philosophy is based on years of extensive research obtained from high-performing urban schools across the country, scholarly articles, three years of our pilot school model's results, and by working alongside the best educational talent in the nation. pilotED Schools looks to serve the Englewood community on Chicago's South Side, an area that was once a major national center for commercial and educational activity but has recently succumbed to high violence and low graduation rates. In 2012, Englewood was listed as one of the most violent areas in the country and as a location "plagued by poverty, governmental neglect, high rates of mental illness, lead poisoning, drug abuse and joblessness." Although the effects are now apparent, many years of economic disinvestment, bank redlining, and over-policing have created a hidden wave of destruction in the once thriving community of Englewood. Despite the statistics, Englewood residents past and current will stand by their neighborhood as one of the most vibrant and bright hubs in the city of Chicago. This attitude has led to fruitful conversations with many parents and community leaders who have been successful in bringing revitalization back into their community. Whether it is the success of community organizations such as the Resident Association of Greater Englewood (R.A.G.E.) or the new Whole Foods Market and overhauled King-Kennedy College campus, there is a new feeling in the air of this South Side neighborhood. As an Englewood developer and father of a 12-year-old son, Leon Walker believes that immediate educational and employment opportunities will breed a future of enduring opportunities for Englewood. Nadyah Stoke is the mother of four school-aged children and explained that "when a mother and her son drive down the street and see new markets opening, a new college being constructed, and a new high-performing school being opened, all of a sudden a feeling of proud ownership comes over the whole community." With national companies such as Whole Foods Market and Walgreens putting their economic faith in the Englewood community, parents have voiced their desire for strong educational choices to follow these commercial investments. Many parents within local groups such as the Resident Association of Greater Englewood are adamant to bring better schools to Englewood for their children and for the children of other concerned parents. Since 2004, Englewood has consistently ranked as one of IFF's top "25 Community Areas in Need of Performing Elementary Schools." Despite the report's findings in 2004 & 2008 regarding the dire need of performing school options in Englewood, there still exist a deficit of consistent producers of high school and college ready students. Due to this reality and the lack of concerted efforts, many of the neighboring community schools are experiencing longer waiting lists and overcrowding. Rather than solely offering a world-class curriculum in an area that traditionally lacks consistent high school and college-readiness options, pilotED goes further in that we ensure our students' identities have developed in a healthy manner and within a positive community culture. The true impact of non-cognitive factors in a student's education are regularly researched yet rarely implemented. In a society of damaging urban images and poor representations, many of our nation's urban youth suffer from imposed identities. Since 2013, our pilotED students in Englewood have fought these harmful identities in search of a healthy sense of self, agency, and academic competitiveness. A school promising such results is not only a need in Englewood but it is owed to a community that has been continually overlooked by academic and economic institutions for decades. Additional information regarding "need" can be found in pilotED's charter application to Chicago Public Schools.

* Required Field

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

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

Chicago Public Schools

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

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

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

([count] of 1500 maximum characters used)

Aim to hold lottery in April 2017 for incoming kindergarten & first grade classes.

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

([count] of 1500 maximum characters used)

pilotED Schools has already begun basic student recruitment in the form of conversations with our pilot group of students' families, outreach to neighborhood early-childcare centers, and sidewalk recruitment events. Through these venues and through our social media platforms, we will begin distributing enrollment forms.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

Enrollment Open: In 2017, our first day of enrollment will open on January 2nd (the first business day of 2017). Our application will be available both online and at our school's facility, as well as via brochures that we will distribute throughout the community. Enrollment Close: Our enrollment closes each year on the first Friday of April. In 2017, the first Friday of April is the 7th. Applications must be received by that date to be entered into our lottery. All accepted thereafter will be placed at the end of our waitlist. Lottery: Our lottery takes place each year on the last Wednesday of April. In 2017, that will be on Wednesday, April 26th. Enrollment Secured: We will notify families of their child's enrollment status in writing within five business days of the lottery. In 2017, that will be by Monday, May 5th. Families have two weeks for the school to receive, in hand, their completed application and acceptance of enrollment. If the application is not received by 5 pm within those two weeks, we will remove the student from enrollment and begin contacting families on our waitlist. In 2017, that date and time will be 5:00 PM on Monday, May 19th. Waitlist: Later that week on May 22nd in 2017, we will begin contacting waitlist families. Families on the waitlist have five business days for the school to receive in hand their completed application.

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)

As a community-centered school, it is a priority for pilotED to recruit a local student population that reflects the community in demographics, including students with disabilities, English Language Learners, and students in temporary living situations, including homeless families. In an effort to recruit a local student population that includes all demographics, including our most at-risk students, we have formed, and will continue to form, partnerships with a diversity of local organizations and organizations listed earlier in the application. 1st Year Number of Recruited Students: 84 first-graders and 84 kindergartners

Goal Number: 2

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

([count] of 1500 maximum characters used)

We aim to begin recruitment and hiring of teachers for our first school year in March of 2017.

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

([count] of 1500 maximum characters used)

The pilotED Schools team is adamant about attracting the best and brightest minds for our students. We will utilize current partnerships with NewLeaders, Teach For America, CPS, and local colleges/universities to begin official recruitment efforts in March 2017 for our first class of teachers. Upon hiring, our teachers will attend regular group- and skill-building exercises leading up to the annual summer pilotCamp prior to the start of the 2017-18 school year in July of 2017. We look to hire teachers with:- a minimum of two years of teaching experience serving a similar student demographic;- a demonstrated commitment to working alongside diverse leadership teams;- a track-record of high student achievement;- an entrepreneurial spirit;- a demonstrated ability to build authentic relationships with peers and students;- a commitment to teamwork and collaboration; and- an unwavering commitment to pursuing educational equity for students everywhere.

Timeline: Indicate when activities will take place.*

([count] of 1500 maximum characters used)

Begin official recruitment and hiring in March of 2017. We aim to have our first cohort of K and 1 teachers hired by May 2017.

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

([count] of 1500 maximum characters used)

We will measure the success of our recruitment and hiring based on three things:1) The number of teachers hired-- 3 kindergarten educators, 3 first grade educators, 1 SPED educator, 1 gym/extracurricular educator, 1 substitute educator2) The number of teachers retained after our first year-- 95% of our educators returning for our second school year3) The effectiveness of our teachers-- The

ability for our teachers to meet our Educational Goals as listed earlier in this application

*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) Year 0:1 month of salary for the 2017 summer on-boarding and training of Teachers and Aides: \$51,903 (9 Teachers at \$4,167/month and 6 Aides at \$2,400/month)	51903
Benefits (Obj 200) Y0:Health/Dental Insurance (12.5% of salaries): \$6,487	6487
Purchased Services (Obj 300) Year 0:-Professional Development (teacher summer training, metric system creation, curriculum creation, principal prep, etc.): \$40,000-Audit/Financial Services: \$15,000-Travel (examples: transportation meals, hotel, and other expenses associated with traveling for business and PD of staff of the LEA): \$8,000-Printing/Binding Services (teacher and student manuals): \$10,000-Software (example: license fee): \$5,000-On-Line Services (website, publishing, etc.): \$4,000	82000
Supplies & Materials (Obj 400) Year 0:-Supplies & Materials (recruitment t-shirts, recruitment event food, community outreach costs, etc.): \$6,000-Consumable Supplies (office supplies, pens, paper, etc.): \$1,000-Textbooks & books (for students and for teachers during our pilotCamp PD/training): \$8,000-Advertising (flyers, brochures, design for associated goods, etc.): \$3,000-Equipment costing (computers, printers, etc.): \$7,500	25500
Equipment (Obj 500) Year 0:50% Office Space Costs (main place of work, recruitment center for teachers/students, conference and planning services provided): \$10,200	10200
Other Objects (Obj 600) Year 0:-Dues and Fees (example: membership in professional or other organizations or associations): \$0	0
Noncapitalized Equipment (Obj 700) 00	0
Total Program Design Budgeted	176090
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>
<u>Salaries (Obj 100)</u>	<input type="text"/>
<u>Benefits (Obj 200)</u>	<input type="text"/>
<u>Purchased Services (Obj 300)</u>	<input type="text"/>
<u>Supplies & Materials (Obj 400)</u>	<input type="text"/>
<u>Equipment (Obj 500)</u>	<input type="text"/>
<u>Other Objects (Obj 600)</u>	<input type="text"/>
<u>Noncapitalized Equipment (Obj 700)</u>	<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)	<input type="text"/>
Benefits (Obj 200)	<input type="text"/>
Purchased Services (Obj 300)	<input type="text"/>
Supplies & Materials (Obj 400)	<input type="text"/>
Equipment (Obj 500)	<input type="text"/>
Other Objects (Obj 600)	<input type="text"/>
Noncapitalized Equipment (Obj 700)	<input type="text"/>
Total Initial Implementation Budgeted Months 13-24	<input type="text"/>
Total Initial Implementation Budgeted Months 1-12	<input type="text"/>
Total Program Design Budgeted (up to 18 months)	176090
TOTAL FUNDS BUDGETED UP TO 36 MONTHS	<input type="text"/>
Maximum award for 36-month period, subject to legislative limits for eligibility and program design/implementation guidelines:	<input type="text"/>

*Required field

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

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

Function Code	Object Code	Expenditure Description and Itemization	ChartRFP-4960 Funds	Delete Row
1000	100	Teacher and Aides salary for June 2017 on-boarding and summer training 9 teachers and 6 aides	51403	<input type="checkbox"/>
1000	200	Medical, dental, vision insurance for 9 teachers and 6 aides (12.5% of salaries)	6487	<input type="checkbox"/>
1000	400	Textbooks, workbooks, and student library books	8000	<input type="checkbox"/>
1000	400	Microsoft Office for teachers and aides, Quickbooks, curricular software trials, and website/email costs	9000	<input type="checkbox"/>
1000	400	In-house curriculum creation, editing, design, and printing	10000	<input type="checkbox"/>
1000	500	Teacher and Aide computers and associated technology	7500	<input type="checkbox"/>
2210	300	Professional development opportunities for school leadership, teacher training, curriculum development, metric systems, technology, and school discipline models	40000	<input type="checkbox"/>
2210	300	Staff travel, meals, and accommodations to attend professional development and business opportunities	8000	<input type="checkbox"/>
2300	400	Supplies for office (paper, supplies, etc.)	1000	<input type="checkbox"/>
2520	300	Audit fees for annual audit	15000	<input type="checkbox"/>
2540	300	50% of our startup and main office rent for training, recruitment, and basic daily functions	10200	<input type="checkbox"/>

Total Direct Costs	166590
- Capital Outlay Costs	7500
Allowable Direct Costs	159090
Indirect Cost Rate %	0.00
Maximum Indirect Cost *	0

Indirect Cost 0

Total Allotment 0

Grand Total	166590
Allotment Remaining	-166590

[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	51,403	6,487		27,000	7,500			92,390
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			48,000					48,000
8	2220	Educational Media Services								
9	2230	Assessment & Testing								
10	2300	General Administration				1,000				1,000
11	2400	School Administration								
12	2510	Direction of Business Support Services*								
13	2520	Fiscal Services*			15,000					15,000
14	2530	Facilities Acquisition & Construction**								
15	2540	Operation & Maintenance of Plant Services			10,200					10,200
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		51,403	6,487	73,200	28,000	7,500			166,590
30	Approved Indirect Costs X 0%									
31	Total Budget									166,590

* 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

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

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

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

Application was created on:

5/25/2016

Assurances

District Data Entry

Business Manager

District Administrator

Grant Administrator

This Application has not been submitted

Expand All

Charter Schools Program - QSO - Request for Propos

[Charter Schools-QSO - RFP](#)

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Requested Print Jobs

Requested by piloted on 7/13/2016

Completed Print Jobs
