

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**GRANTS FOR NATIONAL LEADERSHIP ACTIVITIES
CFDA # 84.282N
PR/Award # U282N100005**

Closing Date: MAY 14, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
5/12/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	to be added

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Illinois Network of Charter Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
141862409	143811037

d. Address:

* Street1:	205 W. Randolph
Street2:	Suite 1340
* City:	Chicago
County:	Cook
State:	IL
Province:	
* Country:	USA
* Zip / Postal Code:	60606

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Mr.	* First Name:	Andrew
Middle Name:			

* Last Name: Broy

Suffix:

Title: President

Organizational Affiliation:

Illinois Network of Charter Schools

* Telephone
Number:

(312)235-0798

Fax Number:

(312)235-0679

* Email: ABROY@INCSCHOOLS.ORG

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

E: Regional Organization

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282N

CFDA Title:

Grants for National Leadership Activities

*** 12. Funding Opportunity Number:**

ED-GRANTS-032310-003

Title:

Grants for National Leadership Activities

13. Competition Identification Number:

N/A

Title:

N/A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Aurora, IL
Champaign, IL
Chicago, IL
Peoria, IL
Kankakee, IL
Rockford, IL
South Suburbs of Chicago, IL
Springfield, IL
Urbana, IL
Waukegan, IL
Plus others to be identified

*** 15. Descriptive Title of Applicant's Project:**

Paving a New Path - Support for Charter Development in Illinois

Attach supporting documents as specified in agency instructions.

Attachment:

Title : Broy, Andrew CV

File : C:\fakepath\Broy CV 2 2010.doc

Attachment:

Title : Ewing, Sylvia Bio

File : C:\fakepath\INCS CSP 84.282N Sylvia Ewing Bio.doc

Attachment:

Title : 501 (c) (3)

File : C:\fakepath\501c3 Letter.pdf

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: IL-007

* b. Program/Project: IL-001

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title : INCS CSP 84.282N Congressional Districts

File : C:\fakepath\INCS CSP 84.282N Congressional Districts.doc

17. Proposed Project:

* a. Start Date: 9/1/2010

* b. End Date: 8/31/2013

18. Estimated Funding (\$):

a. Federal	\$ 2202736
b. Applicant	\$
c. State	\$

d. Local \$
 e. Other \$
 f. Program \$
 Income \$
 g. TOTAL \$ 2202736

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .
 b. Program is subject to E.O. 12372 but has not been selected by the State for review.
 c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (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 my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: Andrew
 Middle Name:
 * Last Name: Broy
 Suffix:

Title: President, Illinois Network of Charter Schools

* Telephone Number: (312)235-0798 Fax Number: (312)235-0679

* Email: ABROY@INCSCHOOLS.ORG

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces

and carriage returns to maximize the availability of space.

N/A

**Illinois Network of Charter Schools
Paving a New Path: Support for Charter Development in Illinois
Grant for National Leadership Activities CFDA Number 84.282N**

Congressional Districts

- IL-002
- IL-003
- IL-004
- IL-005
- IL-010
- IL-011
- IL-012
- IL-014
- IL-015
- IL-016
- IL-018
- IL-019

Andrew W. Broy

(b)(6)

Government and Legal Executive Leadership

- **Documented record of executive and legislative leadership** in large, state agency, responsible for managing multiple policy divisions and coordinating the state's policy, charter school, and legislative affairs efforts.
- **Results-proven, growth-oriented leader** with success in building state charter school division and growing the statewide charter school sector from 34 schools to 122 schools in four years. Managed a staff of 21 with an annual budget exceeding \$7 million.
- **Legal experience in complex litigation** with a specialty in litigating state constitutional challenges, including school finance suits and desegregation suits.

Selected Achievements

- Georgia ranked #4 in the nation for the strength and accountability of its charter law by the National Alliance for Public Charter Schools (2010).
- Working directly with state leadership and legislative sponsors, drafted several bills eventually signed into law, including Ga. HB 881, the Charter Schools Commission Act (2008).
- Authored federal grant awarding \$17,010,000 in Federal Charter School Program funding for Georgia charter schools (2007).
- Author of multiple United States' Supreme Court *amici* briefs focusing on the limits of congressional power, including *Hamdan v. Rumsfeld*, No. 05-184 (2006).

PROFESSIONAL EXPERIENCE

2007 – Present

Associate State Superintendent of Schools, Georgia Department of Education

- Supervise Policy, Charter, External Affairs, and State School Divisions for the State of Georgia
 - Serve as principal legislative liaison for the Georgia Department of Education, working in collaboration with all the State's educational agencies and the Governor's office
 - Oversee policy efforts for the Department, including coordinating public relations, drafting state rules and regulations for promulgation by the State Board of Education, implementing new education programs enacted by the Georgia General Assembly, assisting in NCLB implementation, and negotiating charter school and system-level flexibility contracts
 - Develop the Department's legislative agenda and testify on behalf of the State Superintendent during House and Senate committee hearings on education policy

2006 – 2007

Director, Charter Schools Division; Georgia Department of Education

- Head of the Charter Schools Division for the State of Georgia
 - Responsible for all aspects of charter administration for the State, including directing the charter process for conversion, start-up, and system charter schools, providing recommendations to the State Board of Education for charter approval, managing federal and state grant funding for charter schools, and ensuring compliance with applicable law
 - Managed dramatic growth of charter sector in Georgia, from 34 schools to 122 in four years

2002 – 2006

Attorney; Sutherland, Asbill & Brennan, LLP; Atlanta, Georgia

- Litigator with experience in complex litigation, including class action prosecution and defense; specialized in education law, including school finance equity, adequacy, and desegregation suits
- Author of multiple United States' Supreme Court *amici* briefs focusing on congressional power in the areas of civil rights, campaign finance reform, and disability rights. Clients included the Lawyer's Committee for Civil Rights Under the Law and a consortium of retired military generals.
 - *Hamdan v. Rumsfeld*, No. 05-184 (2006)
 - *Goodman v. State of Georgia et al.*, Nos. 04-1203, 04-1236 (2005)
 - *McConnell et al. v. FEC et al.*, Nos. 02-1674, 02-1727, 02-1733, 02-1753 (2003)
- Representative Cases:
 - Represented States of Florida, Arizona, Missouri, New Hampshire, and North Dakota in school finance adequacy cases alleging state constitutional violations
 - Lead counsel in class action lawsuit on behalf of foreign agricultural laborers seeking reimbursement of fees pursuant to the Fair Labor Standards Act. Representative class certified prior to settlement on favorable terms.

2001 – 2002

Law Clerk to the Honorable Malcolm J. Howard, United States District Court for the Eastern District of North Carolina; Greenville, North Carolina

- Drafted legal opinions for federal judge involving all areas of federal law, including constitutional law; environmental enforcement; criminal law; civil rights, disability, and § 1983 claims.

1995 – 1998

Secondary English Teacher; Teach for America; Franklinton, North Carolina

BOARD MEMBERSHIPS

- Teach for America, 2009-present
- Georgia Charter Schools Commission, 2009-present (*ex officio*)
- Georgia Commission for School Board Excellence, 2008
- U.S. Department of Education, National Charter School Advisory Panel, 2008-present
- National Alliance of Public Charter Schools, Model Charter Law Committee, 2007-present
- Policy Advisory Panel, National Association of Charter School Authorizers, 2007-present
- Governor's Education Finance Task Force, Contract Committee, 2006-2008
- Georgia Partnership for Excellence in Education, 2005-present
- Charles R. Drew Charter School, Atlanta, Georgia, 2004-2006

AWARDS

- Leadership Atlanta, Class of 2009
- 2008 Inaugural Advancing Charter Policy Award, National Association of Charter School Authorizers

EDUCATION

J.D., with high honors, University of North Carolina School of Law, 2001

- Class rank: 12/276 (Top 4%)
- Executive Comments Editor, *North Carolina Law Review*
- *Order of the Coif*

B.A. in History, B.A. in Black World Studies, *Magna Cum Laude*, Miami University, Oxford, Ohio, 1995

- G.P.A.: 3.83/4.0 (Top 3%)
- *Phi Beta Kappa*

PUBLICATIONS

- Contributor to numerous education, legal, and policy publications, including *Education Week*, *Education Next*, *Atlanta Journal Constitution*, *Georgia Public Policy Foundation*

Andrew W. Broy

- Andrew Broy, *Charter School Funding Challenges: Lessons from school finance and adequacy cases for charter school operators, authorizers, and legislators* (publication forthcoming)
- John Munich and Andrew Broy, Harvard University's 50 Years After Brown Conference, Cambridge, Massachusetts: *The "Grutter-Gratz split doubleheader": The Use of Student Race in School Admission, Attendance and Transfer Policies at the K-12 Level* (2005)
- John Munich and Andrew Broy, *The Use of Student Race in School Admission, Attendance and Transfer Policies: Unfinished Business* (2002)
- Andrew Broy, *Charter Schools and Education Reform: How State Constitutional Challenges Will Alter Charter School Legislation*, 79 N.C.L. REV. 493 (2001)

PRESENTATIONS

- Frequent lecturer and presenter at national conferences involving education law and charter policy, including those sponsored by Harvard University's Kennedy School of Government, the American Education Finance Association, the National Alliance for Public Charter Schools, the National Conference of State Legislators, the Education Law Association, the Georgia Association of Educational Leaders, State Bar Associations, and the National Association of Charter School Authorizers.

BAR ADMITTANCES

- Admitted to all Georgia State Courts, Federal Districts Courts for the Northern and Middle Districts of Georgia, and United States Bankruptcy Courts for the Middle and Northern Districts of Georgia

INTERESTS

- Educational policy, blues harmonica, basketball, vegetable gardening, Irish literature, bass fishing

Sylvia Ewing, Deputy Director

Sylvia Ewing is the Deputy Director of the Illinois Network of Charter Schools (INCS). She has worked on social change in the non-profit sphere for nearly three decades. Ewing worked for entities as varied as the Center for Neighborhood Technology on sustainable development and industry transformation in an EPA funded program to create “greener “ dry cleaners; as well as led the communications and public education efforts for the Community Energy Cooperative and I-Go car sharing. She is the former Education Director of Illinois NARAL’s Education Fund. Sylvia held a number of positions at Access Living a Center for Disability Rights including Housing Coordinator leading the development of an affordable accessible cooperative housing for low-income people with disabilities and able-bodied families, and as an expert on the Americans with Disabilities Act.

Sylvia Ewing has also worked on both sides of the microphone, helping non profits communicate effectively, and covering issues on radio, television, in print and on-line. She is an award winning journalist who has worked as a producer and reporter for Chicago Public Radio, WTTW Chicago’s public TV station and other outlets. She briefly worked at INCS in 2007 as a Senior Staff person and Director of Communications. Ewing was most recently the Director of Steppenwolf Theatre Company’s Traffic arts series and the Director of their Public Square civic engagement program for the 2007-2008 season. She returned to INCS as Deputy Director in September 2008. Ewing served as the interim Executive Director beginning in July 2009 and in April 2010 she resumed her role as Deputy Director.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAR 04 2004

ILLINOIS NETWORK OF CHARTER SCHOOLS
300 E RANDOLPH STE 2810
CHICAGO, IL 60601

Employer Identification Number:
14-1862409
DLN:
17053268019043
Contact Person: ALETHA BOLT ID# 75501
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
DECEMBER 31
Foundation Status Classification:
509(a)(1)
Advance Ruling Period Begins:
NOVEMBER 21, 2002
Advance Ruling Period Ends:
DECEMBER 31, 2006
Addendum Applies:
NO

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make

Letter 1045 (DO/CG)

ILLINOIS NETWORK OF CHARTER SCHOOLS

a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we will no longer treat you as a publicly supported organization, grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization, and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in your loss of such status, that person may not rely on this determination from the date of the act or failure to act. Also, if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

If you change your sources of support, your purposes, character, or method of operation, please let us know so we can consider the effect of the change on your exempt status and foundation status. If you amend your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, let us know all changes in your name or address.

As of January 1, 1984, you are liable for social security taxes under the Federal Insurance Contributions Act on amounts of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the private foundation excise taxes under Chapter 42 of the Internal Revenue Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

Contributions to you are deductible by donors beginning November 21, 2002.

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally \$25,000 or less. If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return. Because you will be treated as

ILLINOIS NETWORK OF CHARTER SCHOOLS

a public charity for return filing purposes during your entire advance ruling period, you should file Form 990 for each year in your advance ruling period that you exceed the \$25,000 filing threshold even if your sources of support do not satisfy the public support test specified in the heading of this letter.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete. So, please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, we will assign a number to you and advise you of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Evidence you submitted with your application shows that you may engage in lobbying activities. Section 501(c)(3) of the Code specifically prohibits lobbying as a substantial part of your activities. If you do not wish to be subject to the test of substantiality under section 501(c)(3), you may elect to be covered under the provisions of section 501(h) of the Code by filing Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization to Make Expenditures to Influence Legislation. Section 501(h) establishes ceiling amounts for lobbying expenditures.

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ILLINOIS NETWORK OF CHARTER SCHOOLS

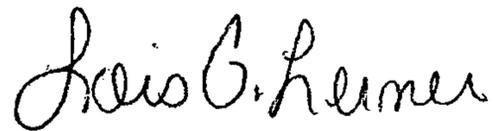
If we said in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help us resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosure(s) :
Form 872-C

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 25 2007

ILLINOIS NETWORK OF CHARTER SCHOOLS
20 E JACKSON BLVD STE 1300
CHICAGO, IL 60604-2248

Employer Identification Number:
14-1862409
DLN:
17053083863067
Contact Person:
EDWINA O PERKINS ID# 31229
Contact Telephone Number:
(877) 829-5500
Public Charity Status:
170(b)(1)(A)(vi)

Dear Applicant:

Our letter dated March 2004, stated you would be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, and you would be treated as a public charity, rather than as a private foundation, during an advance ruling period.

Based on the information you submitted, you are classified as a public charity under the Code section listed in the heading of this letter. Since your exempt status was not under consideration, you continue to be classified as an organization exempt from Federal income tax under section 501(c)(3) of the Code.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, (800) 829-3676. Information is also available on our Internet Web Site at www.irs.gov.

If you have general questions about exempt organizations, please call our toll-free number shown in the heading.

Please keep this letter in your permanent records.

Sincerely yours,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Letter 1050 (DO/CG)



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Illinois Network of Charter Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 403,400	\$ 415,502	\$ 427,967	\$ 0	\$ 0	\$ 1,246,869
2. Fringe Benefits	\$ 75,302	\$ 77,561	\$ 79,888	\$ 0	\$ 0	\$ 232,751
3. Travel	\$ 13,750	\$ 13,750	\$ 13,750	\$ 0	\$ 0	\$ 41,250
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 66,200	\$ 61,200	\$ 61,200	\$ 0	\$ 0	\$ 188,600
6. Contractual	\$ 96,360	\$ 96,360	\$ 96,360	\$ 0	\$ 0	\$ 289,080
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 15,500	\$ 15,500	\$ 15,500	\$ 0	\$ 0	\$ 46,500
9. Total Direct Costs (lines 1-8)	\$ 670,512	\$ 679,873	\$ 694,665	\$ 0	\$ 0	\$ 2,045,050
10. Indirect Costs*	\$ 40,340	\$ 41,550	\$ 42,797	\$ 0	\$ 0	\$ 124,687
11. Training Stipends	\$ 9,000	\$ 12,000	\$ 12,000	\$ 0	\$ 0	\$ 33,000
12. Total Costs (lines 9-11)	\$ 719,852	\$ 733,423	\$ 749,462	\$ 0	\$ 0	\$ 2,202,737

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 0%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Illinois Network of Charter Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Andrew Broy

Title: President

Date Submitted: 05/12/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Illinois Network of Charter Schools Address: 205 W. Randolph #1340 City: Chicago State: IL Zip Code + 4: 60606- Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: N/A	7. Federal Program Name/Description: N/A CFDA Number, if applicable:	
8. Federal Action Number, if known: N/A	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Kolkmeir Consulting Address: 1111 Williams Blvd City: Springfield State: IL Zip Code + 4: 62704-	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Kolkmeir, Kip Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Andrew Broy Title: President Applicant: Illinois Network of Charter Schools Date: 05/10/2010	
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned 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 undersigned, 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 the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of 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 undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned 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. 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.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement 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 statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Illinois Network of Charter Schools

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: Andrew Middle Name:

Last Name: Broy Suffix:

Title: President

Signature: _____

Date:

05/12/2010

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation 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. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : IL Network of Charter Schools GEPA Statement

File : C:\fakepath\INCS CSP 84.282N GEPA Statement.doc

GEPA Statement

The project proposed by the Illinois Network of Charter Schools involves the approval and creation of new high-quality charter schools in Illinois. State law requires that these schools are open to all students in the school district where they are located, and if more students apply than there are seats available, the school must choose by lottery. Thus the schools are required to serve all students regardless of their background or previous achievement level. Further, Illinois and Federal law requires provision of free and adequate education services for students with disabilities. Further, the focus of this project is to provide more educational opportunities for underserved and minority populations. Finally, as part of our evaluation of potential charter support organizations and charter design teams, we review their membership and will require that they provide assurance that they are open to participation by all, regardless of gender, race, national origin, color, disability or age.

Project Narrative

Abstract

Attachment 1:

Title: **INCS CSP 84.282N Abstract** Pages: **1** Uploaded File: **INCS CSP 84.282N Application Abstract.doc**

Application for Grant Under the Charter School Program,

U.S. Department of Education CFDA Number 84.282N

From the Illinois Network of Charter Schools

Paving a New Path – Support for Charter Development Teams in Illinois

Abstract

Applicant: The Illinois Network of Charter Schools Phone: 312-235-0798
205 W. Randolph, Suite 1340, Chicago IL 60606

Contact: Andrew Broy, President abroy@incschools.org

This proposal directly addresses the Secretary of Education’s priority to develop more high quality charter schools in urban and rural areas, particularly to increase educational achievement for under-served and minority populations. The project will increase the capacity of the Illinois Network of Charter Schools (INCS) and that of local Illinois communities to do this. In each of three years, INCS will assess potential for developing new charters in at least three communities, and will help develop charter support groups and charter design teams there. In Illinois, only local school boards may authorize charters (state-level appeals almost never succeed), so local education and support is crucial to this process. Having learned from our very successful effort to do this in two Illinois cities, INCS will employ a similar process elsewhere.

To make this work we will provide regional public interest meetings, in-depth workshops, webinars, coaching for local groups and design teams, orientation sessions for school administrators and boards, and cross-community meetings. Our goal: at least three successful authorizations of new high-quality charter schools each year for three years, leading to better education for under-served children in the targeted communities. This will also increase support for charter schools in the communities and among public officials in our state.

Project Narrative

Invitational Priority

Attachment 1:

Title: **INCS CSP 84.282N Priority Pages: 3** Uploaded File: **INCS CSP 84.282N Priority Statement.doc**

Application for Grant Under the Charter School Program,

U.S. Department of Education CFDA Number 84.282N

From the Illinois Network of Charter Schools

Paving a New Path – Support for Charter Development Teams in Illinois

PRIORITY

The proposal addresses the priority established by the Secretary of Education to develop more high-quality charter schools in both urban and rural areas, and to increase our state's capacity to support these schools. We are particularly focused on the development of charter schools in areas where student learning and achievement is in need of improvement. The grant will accomplish this by enhancing and expanding the capacity and the on-the-ground effort of the Illinois Network of Charter Schools to support charter developer teams in communities both in urban Chicago and around the state.

Project Narrative

Project Narrative

Attachment 1:

Title: **INCS CSP 84.282N Narrative Pages: 48** Uploaded File: **INCS CSP 84.282N Narrative Fnl.doc**

Application for Grant Under the Charter School Program,

U.S. Department of Education CFDA Number 84.282N

From the Illinois Network of Charter Schools

Paving a New Path – Support for Charter Development in Illinois

NARRATIVE

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Invitational Priority

This proposal directly addresses the priority established by the Secretary of Education to develop more high-quality charter schools in both urban and rural areas, and to increase our state's capacity to support these schools. The project will accomplish this by enhancing and expanding the capacity and the on-the-ground effort of the Illinois Network of Charter Schools, charter support groups and charter design teams in urban Chicago and communities around the state. This will lead to the approval of high-quality charter schools in three communities, on average, per year for three years. We will identify target communities in high need of school improvement, and they must also show strong interest in charter schools, since in Illinois only local school boards can authorize charters. We will review and recommend strong charter management organizations, where appropriate, to facilitate replication of effective programs. Education of community members, school administrators and school boards will be required, to ensure not only strong support for charters, but also high-quality authorizing and monitoring practices to hold the new charter schools accountable for increased student achievement.

The Illinois Network of Charter Schools' recent achievements developing new charter schools in key Illinois communities especially demonstrates our ability to address this priority.

- **Targeted community activation and resulting local investment, paving the way for charter growth.** We piloted the "Local Charter Growth Initiative" strategy of working with local "champions" from across sectors to promote quality charter growth in Rockford, learned from the charter denial in Waukegan, and refined our approach in Peoria. Beyond the approval of charter public schools, a key outcome is the incredible investment of community leaders and grassroots constituents in support of education reform. This

investment, as follows, bolsters charter success and sustainability and holds the potential for broader community transformation:

- **Leadership.** In both Rockford and Peoria, local leaders from across sectors formed organizations to promote charter growth. In Peoria, the local group transitioned into the founding board of the charter school, with leadership by the former CEO of Caterpillar, a VP from the community college, a former district assistant superintendent and leaders in the Black community. In Rockford, local ministers, attorneys and businesspeople have joined charter school boards.
- **Significant financial investment.** The Caterpillar Foundation stepped up with a \$500,000 challenge grant, designed to allow the Peoria school to open in 2010 despite a district budget crisis. So far, the grant has been matched by local contributions and pledges of \$176,000 from corporations and \$232,000 from individuals, with more anticipated.
- **Public discourse and participation.** Hundreds of parents, concerned community members and local leaders from Rockford, Peoria and Waukegan have participated in visits to charter public schools, attended community forums and voiced their opinions on charters and public education more broadly at school board meetings and in newspapers and other media. In all three communities, the conversation extended to education as a crucial component of community economic development.
- **Collaboration across communities.** An outgrowth of local investment in charter movements is increased discourse, collaboration and synergies across communities. The Rockford Charter School Initiative has shared its strategies and lessons learned with leaders in Peoria, Waukegan and other communities, and provided direct endorsement of the Peoria charter school. We've fostered peer-to-peer exchange between mayors, business leaders,

district administrators and board members. Leaders of charters in Springfield and Chicago (as well as other states) have hosted countless tours to share their educational models and provided direct advice to charter designers and new charter leaders. As charters grow statewide, they will serve as exemplars for additional expansion and show what is possible in public education.

- **Progress in statewide charter policy.** The increased advocacy from communities new to chartering and increased media hits throughout the state contributed to the legislative victories last summer: the increase in the charter cap and creation of a task force to study the need for an alternative authorizer in Illinois. Convened by the Illinois State Board of Education, the Task Force (including representatives from INCS, Rockford Charter School Initiative and Springfield Ball Charter School) ultimately recommended the creation of an independent authorizer.

Need for the Project

The need for greater achievement and learning, especially for minority students.

Many schools both in Chicago and throughout Illinois are not achieving sufficient learning for their students, and even those where the averages are strong still have populations with significant unmet needs. As shown in reports from the Illinois State Board of Education, a large gap exists between the performance of minority and economically disadvantaged students and white students in the state. The chart below summarizes this information from the ISBE 2009 State Report Card.

	White	African-Amer.	Hispanic	Low Income
Students scoring in lowest level NAEP Grade 4 Reading	23.3%	56.3%	50.1%	52.5%
Students scoring in lowest level NAEP Grade 8 Reading	17.2%	45.7%	48.6%	39.2%
Students below standards on IL ISAT Reading test Grade 3	16.1%	43.7%	45.1%	42.4%
Students below standards on IL ISAT Reading test Grade 8	10.2%	29.3%	22.7%	26.4%
Students below standards on IL PSAE Reading test Grade 11	31.5%	72.0%	63.6%	66.7%
State high school graduation rates	92.3%	76.7%	76.8%	76.6%

In Chicago, almost half of all students drop out of school before graduation (see *What Matters For Staying On Track and Graduating in Chicago Public Schools*, Consortium on Chicago School Research, 2007). And even those who do graduate and enter college find that their preparation is woefully inadequate. The 6-year college graduation rate for African American males who graduated from Chicago Public Schools is 28%, compared to white women from Chicago whose rate was 64% (*From High School to the Future: Potholes on the Road to College*, Consortium on Chicago School Research, 2008). Families and communities throughout Illinois know these facts and seek something better for more of their children.

The need for more charter schools as one means to attain higher student

achievement. Naturally, we'd like to see improvement for all children in all schools, whatever their governance structure. So why focus on charters as a significant part of the solution? The answer is that charter schools in Illinois have been particularly successful at achieving high-quality results, especially in economically deprived areas, and it would improve the life opportunities for many children to have more such choices. Charters in Illinois boast a proven record of success with high need populations:

- As of 2007, 84% of Illinois' charter school students came from low-income families.
- The same assessment showed that 65% of Illinois charter school students were African American and 29% were Latino.
- 91% of K-8 charter schools in Chicago posted higher combined scores on statewide tests of reading, math and science (IL Standards Achievement Test) than neighboring traditional schools (2007-08).
- 88% of charter high schools in Chicago score better on statewide tests of reading and math (Prairie State Achievement Test) than neighboring traditional schools (2007-08).
- Students in Chicago's charter schools are much less likely to be truant (95% attendance rate) or transfer to another school (6% transfer-out rate).
- Students in Chicago's charter high schools are 73% more likely to graduate than those at traditional public schools.
- 32% more charter school students attend selective colleges than the Chicago Public Schools average.

Meanwhile, in communities where charter schools already exist, the supply of spaces falls far short of the demand. In Chicago, for the 2008-09 academic year (the most recent data available), there were over 22,600 applications for about 10,000 open seats. In the rest of the state, though a limited number of communities now have charters, 1,130 applications were submitted for 250 open places. Clearly, many families desire wider educational choices for their children and would take advantage of them if these were available.

The need to develop community support as a precursor to charter approval.

Community members and educators in many cities in Illinois recognize that for some segments of their populations, the outcomes are much worse than the state averages. Thus, in Rockford, student state test scores were generally lower than the state averages for every major racial category. But concern for disparities for minority populations was especially high and had resulted in years of lawsuits and frustrated efforts. However, because charter authorization rests only with local school boards in Illinois, it can take extensive and continuing education and community involvement to bring a local board to the point of supporting a charter proposal.

Therefore, in 2007, with extensive support and guidance from INCS, a local organization was formed in Rockford to build support for charters. This organization's board consists of leaders from business, churches, community organizations, a local university, and a local museum. (Note: When referring to local charter support organizations in this proposal, this is the sort of group we mean.) As a result, in 2009 the first two charters opened their doors, with a third slated for 2010. A similar process took place in Peoria, Illinois. With support from INCS to form and guide a local charter support group, a math-science-technology charter high school was approved in 2009 and will open in Sept. 2010.

We are presently supporting a very promising effort in Jacksonville, a city of 19,000 in central Illinois, where a key faculty member at Illinois College, there, has been concerned about the unmet needs of minority students in the town's middle school. Development efforts have also begun in Waukegan (pop. 88,000), and East and West Aurora school districts working together (pop. 171,000). Now that this kind of community development approach has proven itself necessary and effective, we need to bring it to more of the medium-sized communities around our state, if we are to see more charter schools serving the unmet needs of more students.

Clearly, a similar process is needed in the many other states around the country that have limited charter authorizing processes. Several other states must deal with this challenge at present, including Alaska, Iowa, Kansas, Maryland, Tennessee, Virginia, and Wyoming. But even in states such as Michigan that have a variety of types of authorizers, the existence of very small districts leads to a significant hesitancy to support charters outside the large metropolitan areas. New York evinces a similar pattern. For ten states with no charter law at all, changes are coming because of press from Federal competitive funding policies, and local initiative and community education will be necessary in order to kick-start the process of charter school creation. The very successful INCS approach for developing community support will be of great value to such states, and will serve as a model for dissemination nationwide.

The need for training and support for charter developers in the area of community support and education. In Illinois, the state legislature recently doubled the number of charters available in the state, from 60 to 120, with 45 new charters allocated to Chicago, five allocated for drop-out recovery, and 15 for downstate Illinois. The Illinois Network of Charter Schools played a major role in tirelessly working toward and achieving this very significant increase in

legislative support for charters in the state. However, the need for extensive community development and education in order to actually create new charters has also led to a need to train and support local charter developers to conduct this work. Many developers have exciting ideas for innovative programs in their prospective schools, but they often lack the skills and the plans for gaining the up-front community support that they will need. Where such work is carried out in depth, charter school opportunity opens up, while a charter development team that neglects this step finds its efforts frustrated. So rather than allowing teams to simply founder, we need to deepen and expand our support and training for them in this area.

The need for well-planned, rigorous authorizing processes. To insure that new charter schools are truly of high quality, individual school district administrations and boards need to develop authorizing processes that are thorough and thoughtful. However, most school districts across the state have no experience at all with such work, and virtually no knowledge about it. Fortunately, however, Chicago Public Schools developed a strong authorizing process from the very beginning, when the Illinois legislature passed its first charter law. Greg Richmond, now the Director of the National Association of Charter School Authorizers, was the administrator in CPS who designed and guided this process. So we have a strong local model, and are able to share it with other districts around the state.

Significance of the Project

National significance. As we've indicated in our needs statement, charter school growth in many states depends not just on the design of an effective school but also on the development of community support, based on awareness of specific educational needs and understanding of

the nature of charter schools. Political support must be developed with local authorities, influential citizens, school administrators and school board members. This is particularly necessary in states where the charter law designates local school boards as the sole authorizers for charters, but it's also a concern in states that have many small, local school districts rather than large county-wide units. Such smaller districts have less budget flexibility and often tend to be uninformed about how charters contribute to the educational assets of a community.

Thus, the charter support process developed by the Illinois Network of Charter Schools – which we now seek to expand and refine – can provide an approach and a set of tools of great value for other state charter associations. As we write up these tools and strategies for our own use, they also become materials to be shared with others. Indeed, we have already begun this sharing at such venues as the Master Class Series sponsored by the National Alliance for Public Charter Schools (April 22, 2009), and we will provide more as we have sufficient staff time to do so.

Capacity building. The resources requested in this proposal will expand capacity for charter development in Illinois at three levels as follows.

First, we will increase the capacity of the Illinois Network of Charter Schools to provide support to more charter development groups and teams in key cities across the state. At present, INCS has one full-time community outreach coordinator, one part-time outreach consultant, and two part-time charter development consultants. We would expand this to add another full-time outreach consultant and a full-time charter development coordinator. This will enable us to much more fully expand into communities in Illinois that show need and potential for developing charter schools.

Further, this staff will codify and document the development work as we continue to add to our experience working with communities, community charter support organizations, and charter design teams themselves. This will add to the tools and frameworks that guide our work, so that future staff members will be able to make use of our experience rather than finding themselves starting from scratch.

The second level of capacity-building will take place within Illinois communities themselves. Once charter support organizations are formed, they continue to function after a first charter school or group of charters has been approved in their communities. In Rockford Illinois, for example, the Rockford Charter School Initiative works with both the new charter schools there and the Rockford School District to solve problems that arise and to advocate for additional charters to be authorized. In Peoria, the Peoria Charter School Initiative has essentially evolved into the board for the new charter school for which they succeeded in gaining approval. These groups also serve as models and advisors for similar groups in other communities like Jacksonville. This project will support INCS work in creating more such organizations in communities around the state.

Third, we possess an outstanding model for a strong charter authorization process, developed by Chicago Public Schools. This model can help build local school districts' capacity to carefully review charter school proposals and insure that the proposal teams truly have the capacity to create successful new charter public schools. This model can also be shared with charter advocates in other states to help achieve high quality in the charter schools proposed there.

Fourth, INCS will introduce strong national Charter Management Organizations to particular communities, as appropriate, where outside help is needed for planning and running

their charter schools. At present, several of these CMOs operate in Illinois. But as more opportunities develop, many more could serve as valuable assets. KIPP, for example, has only one school in the state. Uncommon Schools is not present at all, at this point. Others will need to be considered and invited. And once they're more established in the state, these organizations will become more visible here, for other teams to consider, and they will become more knowledgeable about the opportunities and how to operate successfully here.

Useful products. The Illinois Network of Charter Schools has already created a number of key tools and documents that can be of help to other state charter school organizations, as well as charter development organizations and teams themselves, across the country. These include:

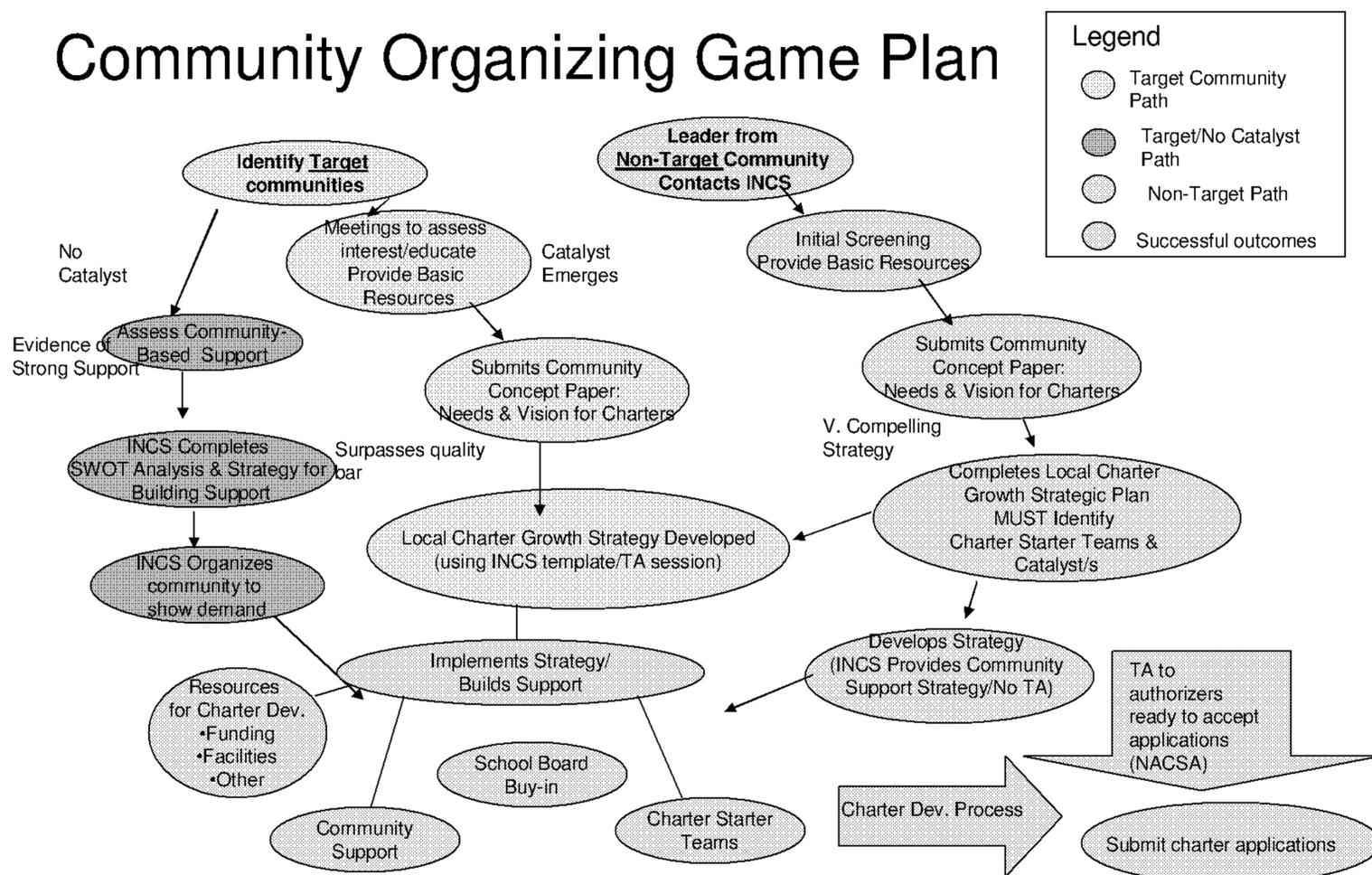
- *Paving a New Path*, a 200 page comprehensive guide for Illinois charter design teams
- *Our Authorizer's Primer: A Guide for Illinois School Districts*
- A webinar plan and set of slides for introducing people to the charter development process in Illinois
- A tracker for maintaining information on the status of support groups and design teams
- A plan and contract for the INCS Charter Starter Consulting Program
- An "Intake Form" for charter design teams that enables us to screen prospective teams and identify their strengths and weaknesses, both for deciding whether they are strong enough to participate in our support program and determining which areas of their work to focus on in our coaching and consultation.
- A rubric for evaluating charter proposals
- A Powerpoint presentation on development of community support for charters (see example slides below) that includes the strategies we employ in conducting this work.

Community Organizing Essential for Meaningful Local Capacity

If you build it, they will come.

- Asset Mapping
 - Demand
 - District performance
 - Demographics
- Leadership Development
 - Who will tell the charter story
 - What investment capacity exists, what must come from outside
- Community Activation

Community Organizing Game Plan



Leadership Development



While we are very proud of these materials and have used them extensively, many of them now need updating, and the staffing and resources provided by this grant will enable us to do that work.

Project Design

Overall Goal. *The central aim of this program is to improve education quality, choice, and achievement for students in a wide range of both urban and rural Illinois communities, through the creation of new high-quality charter public schools in the state.* The great majority of Illinois charter schools are concentrated in the city of Chicago, and even there, most are located in just a few neighborhoods. But as our needs statement shows, student achievement,

particularly for minority and low income populations across the state, cries out for wider improvement. The lack of equity for these children represents a major social failure for our society. Meanwhile, the demonstrated success of charter schools in Illinois – which derives from the high quality of the programs and the authorizing processes developed here – makes them an important resource that must be made available in more of the school districts around the state.

Objectives/Outcomes. All of the following objectives are designed to be S.M.A.R.T. – i.e., specific, measurable, attainable, realistic, and timely.

Objective #1. Increase knowledge of charter planning and community organizing in at least one charter support organization and one charter design team in each of three communities in Illinois (includes Chicago neighborhoods), each year for three years.

Objective #2. Increase support for charter schools among community members in three Illinois communities (includes Chicago neighborhoods), each year for three years.

Objective #3. Increase understanding of the nature of charter schools and charter authorizing on the part of school district administrators and school board members in three Illinois communities, each year for three years.

Key Outcome. On average, three school districts in Illinois approve new high-quality charter public school proposals per year, over the three years of this project, serving primarily underserved populations (includes Chicago neighborhoods).

Project Implementation

Objective #1. Increase knowledge of charter planning and community organizing in at least one charter support organization and one charter design team in each of three

communities in Illinois (includes Chicago neighborhoods), each year for three years. As explained in our needs statement and operational objectives above, it is essential to develop community groups that analyze local needs, involve influential citizens, and work smartly to achieve the authorization of charter public schools in their areas. The INCS outreach coordinator and other staff will carry out the development work to encourage and support the development of these community groups. Achievement of the objective will be measured not only by the number of such groups but also by the observed level of their activity in their communities.

Activity 1.1 . Revise and re-publish *Paving a New Path*, the comprehensive guide created by the Illinois Network of Charter Schools to educate charter design teams about the many challenging tasks that must be completed in order to present a strong charter proposal that has a high likelihood of obtaining approval and succeeding as an actual school. With recent improvements in the Illinois charter law and increased experience among INCS staff, revision of this important tool is now necessary.

Activity 1.2 . Revise, expand, and re-publish the *Authorizer's Primer* created by INCS. As with *Paving a New Path*, it is necessary to update this handbook promptly, so that it is available to help our orientation of Illinois school district administrators and boards, most of whom know very little about charter public schools or how to evaluate them wisely. It also needs expansion to include best practice tools for evaluating proposals, drafting effective charter contracts and ongoing oversight of charter schools that preserves their autonomy.

Activity 1.3 . Complete review of national-level charter management organizations.

Only a few of the national-level charter management organizations operate in Illinois. Yet many local groups that wish to develop charter schools in their communities do not possess the expertise for design and operation themselves, and could benefit from partnering with CMOs. We need to develop connections between these entities, but we want to be sure that we provide the most helpful and thorough information about the CMOs to the design teams. We therefore need a detailed review of the various programs, their strengths, weaknesses, particular contexts, and interest in working in Illinois. This information will be compiled into a comprehensive CMO information for the design teams. We will complete this review promptly in the first year of the project in order to have our recommendations ready as we work with the teams around the state.

Activity 1.4 . Develop contact with individuals and/or organizations in at least three targeted Illinois communities and/or Chicago neighborhoods to begin the process of building support for charter schools. We will begin by **refining the community development plan now in use by INCS outreach staff.** As shown in the discussion on significance/products, we have developed and executed an effective plan for building the capacity of groups in a community to create support for charters. Based on our growing experience in this work, we will review and refine this plan to insure that it is as effective and efficient as possible. It must be carefully coordinated with the charter starter training staff who will be working later with the charter design teams in the targeted communities.

Next we'll conduct a **detailed market analysis of Illinois communities, school districts, and Chicago neighborhoods in regard to the need for charter schools.** Not all communities or school districts in Illinois show the same levels of need or potential for charter

school development. Because school districts here can be very small (879 across the state, compared to states where they are county-wide and thus fewer), and because they vary widely in the quality and equity of the education they provide, it is essential that we analyze, identify, and focus on those that have the most potential for creating new charter schools. These will become the districts where we focus our initial inquiries.

INCS outreach staff will then initiate both individual contacts and regional outreach meetings that bring together a variety of interested educators, community organization members, business people, and other interested community members.

Activity 1.5 . Identify strong potential charter design teams or team members. In some cases (as happened in Peoria) the support group may evolve into the design team. In others (as in Rockford), the design team or teams may be encouraged by the group but evolve separately from it. It will then be important to further screen them to insure that the time and resources we invest on in-depth support of charter groups in the identified communities is focused on those that have a high likelihood of success. In our experience, many well-meaning groups and individuals seek to create charter schools, but not all possess the time, energy, and expertise to actually achieve their goal. We have designed rubrics for this screening, and will conduct this screening after groups have received some training and we have learned enough about them to make reasoned judgments about their readiness to do the challenging work of building community support and designing the many aspects of a school that must be created from the ground up.

Activity 1.6 . Develop and conduct a comprehensive training program for prospective charter design teams. Until now, the Illinois Network of Charter Schools has offered a good 1½ hour introductory webinar for people interested in starting charter schools, plus a well-designed consulting program for charter design teams that show promise for creating strong charter proposals. However, an intermediate step is needed to provide training for nascent charter support groups and design teams, to build their capacity to work effectively in their communities. This training must include a strong component on community education, as a vital precursor to the successful approval of charter schools by local school boards, since so few are acquainted with the nature and the value of charter schools.

We will thus conduct a two-day intensive program on a Friday and Saturday in a central Illinois location chosen to reach the widest audience. Transportation and lodging costs will be covered by the project for promising groups from cities more than 50 miles away. Marketing for this workshop will take place simultaneously with the outreach being started in the targeted communities. Content of the workshop will include the following:

- understanding the nature and value of charter schools and the many educational options they enable a district to achieve
- understanding the Illinois charter school law
- team leadership skills
- building community understanding and support for charter public schools
- and actual charter school planning.

Some of this training may be provided by INCS staff, some by hired consultants, and we would explore possibilities of collaboration with charter organizations in other states to share curricula and materials for this part of our program.

Activity 1.7 . Introduce high-quality charter management organizations to charter design teams, where appropriate. Some design teams possess local expertise and are focused on particular goals that lead them to plan and run a charter school themselves – the team in Jacksonville IL appears to be one of these. Other teams find that they need outside help creating the schools they aim to develop – the Peoria Charter School Initiative sought out Concept Schools to design the charter math-science-technology middle and high school that the community found was needed. Measurement of this objective will be uncomplicated, though the level of activity that represents success will depend on the needs in the communities where we work.

Activity 1.8 . Support charter design teams as they work to plan their schools and complete their charter proposals. The work of charter design teams also tends to require up to a year to reach the point of proposal submission. Much of the work of the project will be taken up with this ongoing consulting. Major tasks:

- Arrange tours of successful charter schools for members of the charter support organizations, charter design teams, school officials, and influential community members to help advance this process.
- Set up peer-to-peer meetings that bring together the support groups and design teams from the various active communities, and connect them, as well, with their counterparts in cities like Rockford and Peoria where the efforts have already been successful.

- Conduct in-depth consulting on particular topics, such as curricular design, financial planning, governance, facilities, depending on our analysis of the strengths and needs of individual charter design teams.

INCS outreach and training staff will do this work, supplemented by consultants in technical fields such as finance, real estate, special education, and governance, as needed.

Objective #2. Increase support for charter schools among community members in three Illinois communities (includes Chicago neighborhoods), each year for three years.

Activity 2.1 . Once interested individuals and organizations have been identified in the targeted communities, the INCS outreach staff will begin coaching identified leaders, to the extent that such support is needed, on the various tasks that must be addressed:

- Building a team and exercising team leadership skills
- Identifying community's educational needs
- Creating a community education and development plan
- Meeting with various community leaders and groups to create support
- Developing positive relationships with school district administrators and board members

From recent experience, we can expect that the effort to build support for charter schools will, in most communities, require an extended time period of a year or more. It will be essential for the local charter support groups to carry out most of this work, though INCS staff will visit to provide information to community members and coaching for charter support group leaders.

Objective #3. Increase understanding of the nature of charter schools and charter authorizing on the part of school district administrators and school board members in three Illinois communities, each year for three years. Because so few school districts are acquainted with the nature of charter schools, the state law that defines their governance, or the potential value for their communities, it is important that INCS provide this service. Though we will be supporting the development of the charter proposals themselves, it is extremely important that we encourage school districts to review all aspects of a charter proposal rigorously. It is not in our interest to see weak charters authorized in our state. And it is important that all parties understand that we are promoting *quality* charters, and not just any proposals. We'll need to build trust and credibility with school boards and administrators about this stance. An important element of this orientation will also be the thoughtful design of charter contracts, so that both the prospective school and the authorizing board are clear about their ongoing relationship.

Activity 3.1 . Orient targeted local school administrators and school boards to effective charter proposal review and authorizing. INCS outreach and/or training staff will meet with school administrators and board members in targeted districts to help them understand:

- the value of charter schools for their community
- autonomous governance of charter schools, linked with accountability to the district for student performance
- characteristics of well-designed RFP, review, and authorizing of charter proposals
- elements of a well-structured charter contract

Timing of this orientation and district personnel involved will depend on local situations and needs, as determined by INCS staff and the local charter support groups. The districts will make use of the revised *Authorizer's Primer* and accompanying tools in their review process.

Activity 3.2 . Build connections across districts, among school administrators and school board members. We will set up peer-to-peer meetings with board members from districts where charters have been approved. And we will seek to provide presentations at annual conferences of the Illinois Association School Boards and the Illinois Association of School Administrators to further disseminate this information.

Key Outcome. On average, three school districts in Illinois approve new high-quality charter public school proposals per year, over the three years of this project, serving primarily underserved populations (includes Chicago neighborhoods). This is of course the core aim of the project. It will increase the number of authorized charters in the state by nearly 20%. Because the development process may take more than one year in some locations, we specify an average, rather than a per-year number. It should be noted that state law requires that admission to charters be open to any students in the sponsoring district, and that if more applications are received than places available, admission will be by lottery. So while specific populations cannot be favored, location and marketing can influence the demographic profile of applicants. At the same time, diversity is of course generally important to the health and climate of a school.

Evaluation of the quality of the approved charter proposals will be based on INCS's rubric for evaluating proposals. While the new schools will just be starting, and evaluation of student achievement will not be possible until at least the end of year two, state test scores will

be analyzed and compared to those in comparable schools in the communities as they become available.

Years Two and Three

The successive years of the project will follow the same basic implementation process as year one, with the exception that review and updating of tools may be much briefer, depending on their effectiveness in the previous year and any perceived needs for further improvement. Also, because of the time required to carry out the full development process in a community, work on many project activities may carry over into the following year. However, efforts in year one may include similar charter development efforts begun before the project start, so we anticipate new charters being approved each academic year.

Year One Timeline (assumed start Sept. 2010)

Project Phase	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
Activities 1.1-1.3 Revise tools												
Activity 1.4 Market analysis & contact												
Activity 1.5 Identify charter design teams												
Activities 1.6 In-depth training												
Activity 1.7 Introduce CMOs to teams												
Activity 1.8 Ongoing coaching												
Activity 2.1 Building community support												
Activities 3.1-3.2 Orient admin & boards												
Key outcome –charter proposals approved												

Information for replication. As we've outlined in earlier sections of this proposal, much of our work will involve documents easily used by other state charter organizations to replicate our charter development process:

- Our guidebooks, *Paving a New Path*, and the *Authorizer's Primer*
- The charter management organization review document
- Our market analysis of communities and school districts – as a model for other states to follow
- Our community development plan
- The charter starter consulting program intake form
- The charter starter consulting contract
- Our charter proposal evaluation rubric
- Other screening rubrics that will be developed

And because each of the implementation activities is based on one or more of the S.M.A.R.T. objectives for the project, explicit measurement of our results will be available for anyone wishing to assess the effectiveness of our approach.

Building of capacity. We've also described earlier the ways in which we will build long-term capacity:

- The documents described above serve not just for the replication of our approach, but also for its continued systematic usage, whether our efforts are funded by a Federal grant or not.
- As we are seeing in Rockford and Peoria, local charter support groups in various communities are likely to continue once they are established, encouraging the creation of

additional charter public schools, and mediating issues between their school districts and the established charters.

- The existence of a growing number of charter support groups, supportive school boards, and additional charter schools across the state will make it possible for still more communities to learn from them and discover the value of charter public schools for their own locations.

We see this growth influencing state policy and legislation as well, so that the growth of successful charters will become a “positive feedback loop,” leading to further charter development efforts that operates beyond the reach of the Illinois Network of Charter Schools on its own.

Quality of Project Services

Equal access. Across Illinois, both in urban sites like Chicago and smaller downstate communities, new charter initiatives have almost always sought to address unmet needs of minority and low income populations. In Rockford, for instance, the school board invited charter applications especially because the achievement of minority students has historically lagged behind that of other social groups, and even years of lawsuits and mandated corrective actions had not solved the problem. Among the many inquiries we receive each month from individuals or groups around the state about how to start a charter school, the great majority involve concern for minority children who are not gaining the educational opportunities or achievement they deserve. We will of course monitor this for the development initiatives we support under this project. And while the Illinois law requires charters to be open to all applicants within their

districts, with lotteries used if more students apply than there are places available, the charter programs and recruiting can readily focus on the needs of particular demographic groups.

Efforts based on up-to-date research and practices. The work described in this proposal is based on three areas of expertise: community organizing, technical assistance for charter school development, and educational practices of the proposed charter schools. The research and best practice principles that undergird our efforts are thus as follows:

- The community organizing work is based on the widely used text, *Organizing for Social Change*, by Kim Bobo, Jackie Kendall, and Steve Max (4th ed., Forum Press 2010). In fact, Illinois Network of Charter Schools staff participated in training with the authors.
- Technical assistance for charter school development is an area elaborated by the staff at the Illinois Network of Charter Schools themselves, as set out in our guidebook for charter design teams, *Paving a New Path*. We've further reviewed this work through a series of interview/surveys with four charter organizations in other states.
- Research support for the educational practices in the proposed new charter schools will depend on the particular programs they adopt. However, part of the INCS review of any charter proposal involves a careful examination of the education program and the research that is quoted to support it.

Likelihood that student achievement will improve. *First*, the Illinois Network of Charter Schools will carefully screen both charter support groups and charter design teams to determine their strengths and weaknesses early on (see Activity 1.9). It will be important for us not to waste resources on groups for whom evidence suggests they are unable to complete an

effective proposal or guide the creation of a high-quality school. Frequently, we are approached by well-meaning, individuals or groups who are enthusiastic but lack the skills to do this. Our screening process will help with this assurance.

Second, if a design team wishes to work with a charter management organization, our review of the CMOs (see Activities 1.3 and 1.10) will enable us to recommend those that have a strong track record of success.

Third, the in-depth support that INCS provides to charter design teams is specifically aimed to address any weaknesses we observe in a team's work, and to insure that every aspect of the complex nature of a school design is thoroughly thought through and well planned by the teams.

Fourth, starting a project from a position of strength is one good strategy for insuring success down the road. So the success of Illinois charter schools compared to similar in-district counterparts is due at least in part to the stringent approval process widely used here. This was developed here by Greg Richmond at Chicago Public Schools (now Director of the National Association of Charter School Authorizers). Thanks to our experience with this process we are able to promote it with other school districts where charters are being considered.

All of these factors are addressed in the activities in our Project Design, and will be evaluated under the evaluation plan outlined below.

Quality of Project Personnel

Diversity of organization staff. The Illinois Network of Charter Schools' Employees Handbook sets out our basic non-discrimination policy as follows:

INCS is an equal opportunity employer and takes this obligation very seriously. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at INCS will be based on merit, qualifications, and abilities. INCS does not discriminate in employment opportunities or practices because of race, color, religion, sexual orientation, gender, national origin, age, disability or any other characteristic protected by applicable law.

INCS makes reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

More actively, INCS staff presently includes 5 persons of color, out of a total of 13, counting both full and part-time staff members.

Qualifications, Project Director. This project will be directed by **Andrew Broy, President of the Illinois Network of Charter Schools.** Mr. Broy recently served as Associate State Superintendent of Schools with the Georgia Department of Education in charge of charter school authorization for the State. In that capacity, he supervised the Policy, External Affairs, Charter, and State School Divisions for the Department and served as the Department's principal legislative liaison. During his tenure, the number of charter schools in Georgia increased from 34 to 122 and the State was awarded several charter policy awards by national organizations, including the National Association of Charter School Authorizers. Most recently, Andrew authored a federal charter schools program grant that resulted in a \$17,010,000 grant to the Department and was instrumental in crafting Georgia's Charter Systems Act in 2007 and the

Georgia Charter Schools Commission Act in 2008, which created additional opportunities for charter schools in Georgia. From 2002 to 2006, Broy was an attorney in the Education, Civil Rights and Government practice in the Atlanta office of Sutherland Asbill & Brennan, a national law firm. He has also authored several amici briefs in the United States Supreme Court focusing on the limits of congressional power and has provided pro bono legal representation to the Lawyers' Committee on Civil Rights Under Law, among other organizations. Broy is a graduate of Miami University and received his J.D. with high honors from the University of North Carolina School of Law. He began his career as a high school English teacher and a member of Teach for America.

Supervision of ongoing work of the project will be carried out by **Sylvia Ewing, Deputy Director of INCS**. Ewing has very effectively guided the work of INCS during the past year. Previously, she worked on social change in the non-profit sphere for nearly three decades for entities including the Center for Neighborhood Technology, where she was project manager for sustainable development and industry transformation under an EPA funded program to create “greener “ dry cleaners. Also at CNT she led the communications and public education efforts for the Community Energy Cooperative and I-Go car sharing. She is the former Education Director of Illinois NARAL's Education Fund. Sylvia held a number of positions at Access Living a Center for Disability Rights including Housing Coordinator, where she led the development of an affordable accessible cooperative housing for low-income people with disabilities and able-bodied families, and served as an expert on the Americans with Disabilities Act.

INCS staff have built a fund of experience working to build community support for charter schools and providing in-depth technical assistance for charter design teams. Without our involvement, Illinois cities like Rockford and Peoria would not have reached a sufficient level of preparedness and commitment to approve and launch new charter schools in the past year. **INCS Director of Public Policy, Carlos Perez**, is typical in this regard. Carlos joined the INCS team as the Community Outreach Manager in the winter of 2005 after spending the previous four years organizing political campaigns, working in new immigrant and Latino communities in Virginia, Minnesota and Missouri. His political organizing also took him to Louisiana and he has mobilized voters in his home state of Illinois. With INCS, Carlos has built a community network of school leaders, parents, students and community groups to advocate on behalf of charter schools. As director of public policy he works closely with INCS grassroots advocates and charter school leadership to educate and work with state decision-makers to support Illinois' charter schools. This particularly helped achieve the 2009 passage of Illinois SB 612, which doubled the number of charter schools in IL from 60 to 120. Carlos is presently completing a master of arts degree in public services from DePaul University.

Consultants for charter design team training have included **Marcie Cornell-Feist** for help with governance issues. Cornell-Feist is considered the national expert on charter school governance. She founded Meetinghouse Solutions in 2001 and has focused on charter school governance since the mid 1990s. She is author of the Charter School Trustees Guide (second edition planned for release in early 2008) and numerous articles, including two issue briefs for the National Association of Charter School Authorizers. Before founding the charter school consulting service Meetinghouse Solutions, she worked in the nonprofit sector, including

positions as senior staffer at the Massachusetts Charter School Resource Center, Northwest Regional Director for the Student Conservation Association, Deputy Director of the Consortium/UNHCR refugee resettlement program in Lao P.D.R., and Peace Corps Volunteer in Thailand. Cornell-Feist is a graduate of the Harvard Graduate School of Education and Bowdoin College.

Consultant for financial planning has been provided by **Matt Shaw**, business consultant who has worked with the National Association of Charter School Authorizers, the Kellogg School of Management, Victory Schools, Perspectives Charter School in Chicago, and others. As Director of Operations for Perspectives, he served as chief financial officer, negotiated a \$5.5 million bond issue, and Created tools to enhance operational effectiveness, e.g. employee handbook, accounting protocols, internal control policies, and technology plan.

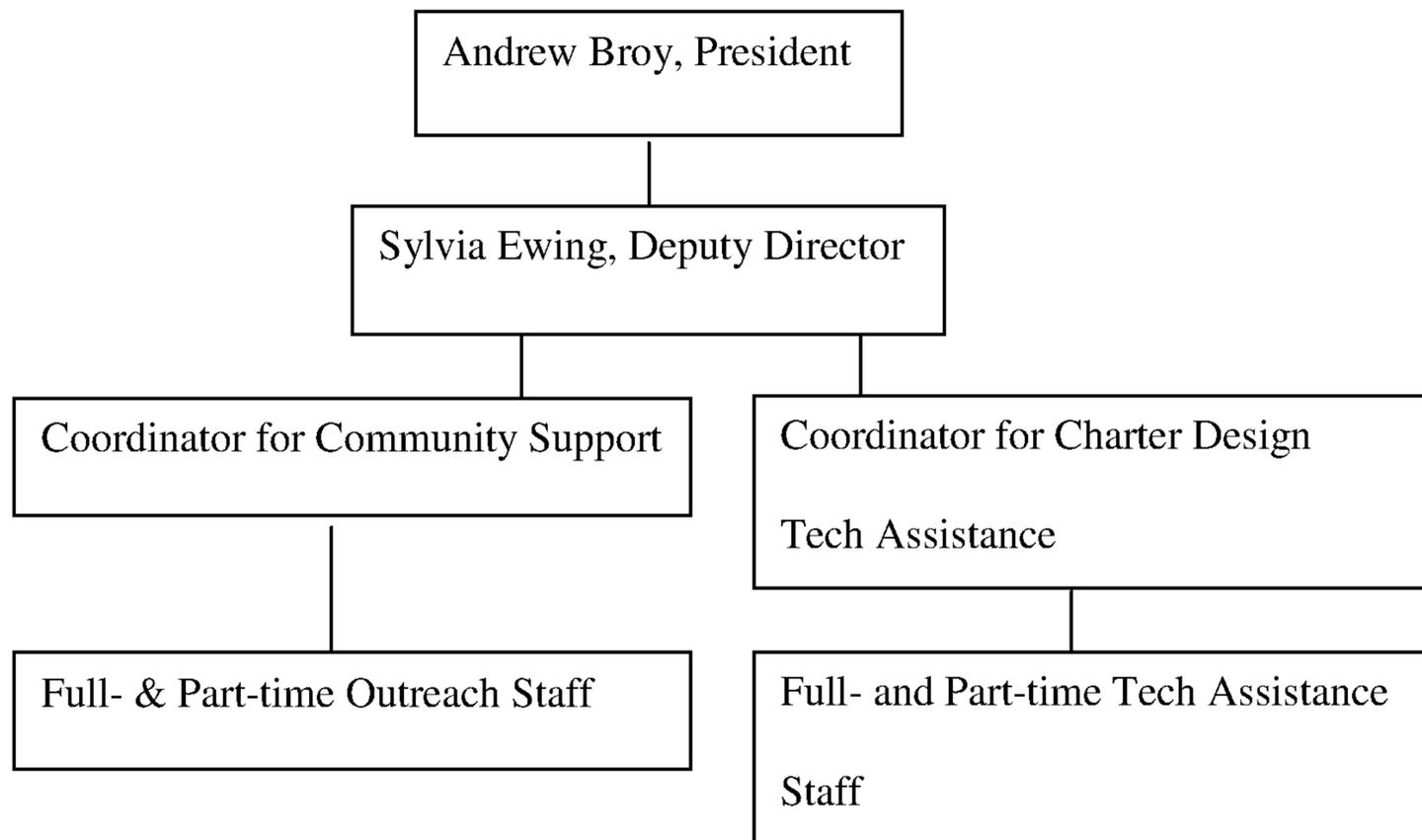
Consulting on facilities is provided by the **Illinois Facilities Fund**, a nonprofit corporation and an award-winning community development financial institution certified by the U.S. Department of the Treasury in 1996. In 2008, IFF received the Wachovia NEXT Award for Opportunity Finance and *Fast Company's* Social Capitalist Award for its innovative lending model. Formed in 1988 to provide nonprofit corporations serving low-income communities with affordable financing for capital projects, IFF has offices serving Illinois, Indiana, Iowa, Missouri, and Wisconsin. IFF aims to be the provider of choice for the infrastructure needs of nonprofits in the Midwest, and is grounded in the belief that with the right financial products nonprofits can stretch their scarce resources and stabilize facility-related costs. The organization has been a key resource for charter school facility advice and financing in Illinois.

Management Plan

Definition of responsibilities.

- Overall direction of this project rests with INCS President Andrew Broy. He brings to this effort a depth of experience in such projects, and will provide overall guidance for policy and staffing of the project.
- Day-to-day supervision of work on the project and assignment of staff or consultants to particular tasks will be handled by Sylvia Ewing. Ewing has guided the work of the Illinois Network of Charter Schools very smoothly over the past year, and is highly respected by the staff. She will monitor specific tasks and benchmarks to insure that project work gets done as planned in its two main areas of effort, namely community education and development, and technical assistance on charter school planning.
- Coordination of community support and education will be carried out by Carlos Perez, INCS Director of Public Policy, with at least two full-time and one part-time staff members conducting work in the field.
- Coordination of technical assistance on charter school planning will be carried out by a Director of School Supports, with at least two full-time and one part-time staff members conducting work in the field.

Organization of staff will thus be as shown below:



Timeline and milestones, year one.

- Sept. 2010** Begin revision of *Paving a New Path* and *Authorizer's Primer* (Activity 1.1, 1.2)
 Begin review of Charter Management Orgs. (Activity 1.3)
 Refine development plan & complete market analysis (Activity 1.4)
- Oct. 2010** Complete revision & publish *Paving a New Path* and *Authorizer's Primer*
 Initiate contacts in possible target communities (Activity 1.4)
 Initial identification & screening of design teams (Activity 1.5)
 Plan and market in-depth training workshop (Activity 1.6)
- Nov. 2010** Conduct in-depth training workshop (Activity 1.6)
 Introduce Charter Management Orgs. to interested design teams (Activity 1.7)
 Begin ongoing support of charter design teams (Activity 1.8)
 Present at Annual Conference of IL Assoc. of School Boards (Activity 3.2)
- Dec. 2010** Begin process of building community support (Activity 2.1). Includes:
- Team-building

- Identification of local educational needs
- Creation of plan for building support for charters

Continue ongoing support of charter design teams; consulting support on at least one area of need for each team (Activity 1.8)

Jan. 2011 Ongoing work with charter support groups; meetings with community members and groups (Activity 2.1)

Ongoing support of charter design teams, with 2nd round of consulting on another area of need (Activity 1.8)

Cross-community meeting of support groups, design teams (Activity 1.8, 2.1)

Feb. 2011 Ongoing work with charter support groups; meetings with community members and groups (Activity 2.1)

Ongoing support of charter design teams, with 3rd round of consulting on another area of need (Activity 1.8)

Mar. 2011 Ongoing work with charter support groups; meetings with community members and groups, school district officials (Activity 2.1)

Ongoing support of charter design teams, with 3rd round of consulting on another area of need (Activity 1.8)

Training sessions for district administrators & board members (Activity 3.1)

Apr. 2011 Present at annual conference of IL Assoc. of School Administrators (Activity 3.2)

Cross-community meeting of school administrators, board members (Activity 3.2)

Ongoing work with charter support groups (Activity 2.1)

Ongoing support of charter design teams, with 4th round of consulting on another area of need (Activity 1.8)

- May 2011** Ongoing work with charter support groups (Activity 2.1)
 Ongoing support of charter design teams; review charter proposals (Activity 1.8)
 One or more charter proposals presented to school board(s)
- June 2011** Ongoing work with charter support groups (Activity 2.1)
 Ongoing support of charter design teams; review charter proposals (Activity 1.8)
 One or more charter proposals presented to school board(s)
- July 2011** Ongoing work with charter support groups where needed (Activity 2.1)
 Ongoing support of charter design teams where needed (Activity 1.8)
- Aug. 2011** Ongoing work with charter support groups where needed (Activity 2.1)
 Ongoing support of charter design teams where needed (Activity 1.8)
 Prepare for year 2 of project.

Years two and three will follow similar timelines with new districts and briefer time periods for review and updating of materials.

Internal reporting. The full INCS staff meets weekly to report progress on our projects and coordinate efforts. President Broy and Deputy Director Ewing are present to be fully informed and provide overall direction. The charter design training staff and outreach staff will meet bi-weekly to coordinate work and make group decisions on matters such as the strengths, needs, and next steps in targeted communities. Monthly written progress reports on milestones achieved (see timeline above) will be submitted to the Deputy Director and the President.

Mid-course corrections. Given the complex dynamics of communities, some changes may be required in the organization and timing of some activities such as community meetings

or school board orientation sessions. As the Deputy Director reviews progress with the staff, she will determine when these are advisable. If at any time delays occur but are not justified, a prompt corrective plan will be drawn up by the Deputy Director and executed by the staff.

Evaluation Plan

External evaluator. The Illinois Network of Charter Schools is very fortunate to have arranged for Prof. Dick Carpenter to serve as external evaluator for this project. Carpenter is an Associate Professor of Leadership, Research and Foundations at the University of Colorado, Colorado Springs, and Director of Strategic Research at the Institute for Justice in Washington D.C. As an experienced researcher, Carpenter has presented and published on a variety of topics ranging from educational policy to the dynamics of presidential elections. His work has appeared in academic journals, such as the *Journal of Special Education*, *The Forum*, *Education and Urban Society*, *Journal of School Choice*, and *Leadership* and practitioner publications, such as *Phi Delta Kappan* and the *American School Board Journal*. The results of his research are used by state education officials in accountability reporting and quoted in newspapers such as the *Chronicle of Higher Education*, *Education Week*, and the *Rocky Mountain News*.

Types of data, objective performance measures, and analysis. The following measures will be used to evaluate progress on the objectives, activities, and outcomes of this project. We will collect both quantitative and qualitative data as indicated. The activities of the project are fully integrated with the measures described.

Goal: The central aim of this program is to improve education quality, choice, and achievement for students in a wide range of both urban and rural Illinois communities, through the creation of new high-quality charter public schools in the state.

Measure

Beginning in each new school's 2nd year of operation, compare its performance to the geographically closest school, authorizing district, and statewide average on these measures:

- State status
- AYP
- Assessment results, where applicable—ISAT, PSAE, ACCESS, IAA, and ACT
 - When possible, disaggregated by subject, grade level, and student characteristics

Key Outcome: On average, three school districts in Illinois will approve new high-quality charter public school proposals per year, over the three years of this project, serving primarily underserved populations (includes Chicago neighborhoods).

Measures

1. Compare the number of approved charters to the annual benchmark of three per year
2. Independent of authorizers, INCS staff and peer reviewers will evaluate the quality of all approved charters using INCS charter rubric.
3. Demographic data for each new school will be analyzed to determine if student body composition is composed primarily of underserved populations.

Objective #1. Increase knowledge of charter planning and community organizing in at least one charter support organization and one charter design team in each of three communities in Illinois (includes Chicago neighborhoods), each year for three years.

<i>Outcomes</i>		<i>Measures</i>
The formation of at least one charter support organization and one charter design team each year		Quantity: Annually comparing number of new groups to annual benchmarks Quality: Log of activities
<i>Activity</i>	<i>Outcome</i>	<i>Measure</i>
1.1: Revise and republish <i>Paving a New Path</i>	1. Document will be revised and republished 2. Peer reviewers will rate the quality as at least “good”	1. Evaluator will check to see if <i>Paving a New Path</i> is completed by deadline 2. Peer reviewers will rate the product using an online evaluation form
1.2 Revise, expand, and re-publish the <i>Authorizer’s Primer</i>	1. Document will be revised and republished 2. Peer reviewers will rate the quality as at least “good”	1. Evaluator will check to see if <i>Authorizer’s Primer</i> is completed by deadline 2. Peer reviewers will rate the product using an online evaluation form
1.3 Complete review of national-level charter management organizations	Review will be completed within year one	Evaluator will check to see if review is completed by deadline

<p>1.4 Develop contact with individuals and/or organizations in at least three targeted Illinois communities and/or Chicago neighborhoods to begin the process of building support for charter schools.</p>	<p>Develop contacts with and begin support for individuals and/or organizations in at least three targeted Illinois communities and/or Chicago neighborhoods</p>	<p>Evaluator will annually check if contacts have been made and track number of communities or neighborhoods</p>
<p>1.5 Identify strong potential charter design teams or team members.</p>	<p>Strong teams or team members will be identified</p>	<p>Evaluator will annually check how many strong teams or team members have been identified</p>
<p>1.6 Develop and conduct a comprehensive training program for prospective charter design teams</p>	<p>1. Training program will be implemented at least once per year 2. Training program will be rated at least “good” by training participants</p>	<p>1. Evaluator will track annual frequency of training 2. The quality of the training will be rated as at least “good” by participants on post-training surveys 3. Using pre-post surveys, training participants</p>

	3. Training participants will demonstrate growth in knowledge of key concepts from the program	will demonstrate growth in knowledge of key concepts from the program
1.7 Introduce high-quality charter management organizations (CMO) to charter design teams, where appropriate		Evaluator will annually check how many teams were introduced to CMOs
1.8 Support charter design teams as they work to plan their schools and complete their charter proposals	1. On average, three school districts will approve new proposals per year 2. Charter design teams will rate INCS support as at least “good”	1. Annually comparing number of new proposals to annual benchmarks 2. Charter design teams will rate INCS support as at least “good” on annual online evaluations
<i>Objective #2. Increase support for charter schools among community members in three Illinois communities (includes Chicago neighborhoods), each year for three years.</i>		

<i>Outcomes</i>		<i>Measures</i>
Support for charter schools will increase in identified communities each year for three years		Measured by annual telephone surveys of random community members
<i>Activity</i>	<i>Outcome</i>	<i>Measure</i>
2.1 INCS outreach staff will coach identified leaders in each community	Leaders receiving coaching will rate efforts of outreach staff as at least “good”	1. Leaders receiving coaching will rate the efforts of outreach staff as at least “good” on annual online surveys.
<i>Objective #3. Increase understanding of the nature of charter schools and charter authorizing on the part of school district administrators and school board members in three Illinois communities, each year for three years.</i>		
<i>Activity</i>	<i>Outcome</i>	<i>Measure</i>
3.1 Orient targeted local school administrators and school boards to effective charter proposal review and authorizing	1. Participating school administrators, board members will show growth in understanding charter schools, the approval process, and quality charter contracts	1. Participating school administrators and board members will demonstrate growth in understanding charter schools, the approval process, and quality charter contracts, as measured by pre and post online surveys 2. Participating school administrators and board members will rate the training as at least “good,” as measured by post-training online surveys

	2. Participating school administrators, board members will rate training as at least “good”	
3.2 Build connections across districts, among school administrators and school board members	1. INCS will facilitate at least three peer-to-peer meetings each year 2. Each year, INCS staff will present at the IL Assoc. School Boards & IL Assoc. of School Administrators conferences	1. Evaluator will compare actual number of meetings to annual benchmark 2. Evaluator will compare actual number of conference presentations to annual benchmark

Development of measurement instruments. A number of instruments must be chosen or created to carry out the plan outlined above. These will be developed as follows:

- For the quality measure of our Key Outcome on successful proposals for new, high quality charter schools: Peer reviewers will be given the same charter proposal rubric used by INCS staff. Three peer reviewers will read each proposal and complete an online version of the rubric created by the evaluator.

- To measure the quality of knowledge of charter support and design groups, under Objective 1: Log forms will be created by the evaluator in consultation with INCS staff. Organizations and teams will complete logs on a quarterly basis and submit them to the evaluator for analysis.
- For the quality of revised documents under Activities 1.1 and 1.2: Peer reviewers will use a rating form created by the evaluator in consultation with INCS staff. Three peer reviewers will rate the document. Data from the review will be both quantitative and qualitative.
- For the quality of the training program under Activity 1.6, and the support for charter design teams under Activity 1.8: Surveys will be created by the evaluator in consultation with the INCS staff. Questions on the surveys will be both closed and open ended to gather quantitative and qualitative data.
- Objective 2 on community support for charter schools: A telephone survey will be designed to measure community perceptions of and support for charter schools. Data will be gathered annually to measure growth. Participants will be a random sample of 300 individuals in each of three identified communities. This will facilitate a separate analysis of data in each community. Data will be collected by Technometrica, a national polling firm in New Jersey. Data will be provided to the evaluator for analysis.
- For quality of educating community leaders under Activity 2.1, and orienting school administrators and school board members under Activity 3.1: Surveys will be created by the evaluator in consultation with the INCS staff. Questions on the surveys will be both closed and open ended to gather quantitative and qualitative data.

Timing of data collection, reporting, and benchmarks. The following will occur each academic year of the program:

- Materials revised and evaluation of them completed and reported (Activities 1.1 and 1.2): by Nov. 1. Benchmark: peer reviewers rate quality as at least “good.” (Note: Review and revision will occur each year, though it may require less effort the 2nd and 3rd years.
- Review of CMOs completed (Activity 1.3) and checked by evaluator by Oct. 1.
- Contacts with and assessment of potential individual groups for charter support and for design teams in three communities completed (Activities 1.4 and 1.5) and checked by evaluator by Nov. 1.
- In-depth training program conducted (Activity 1.6) by Dec. 1 and evaluation completed and reported by Jan. 5. Benchmarks for effectiveness of training program: participants rate program at least “good;” level of knowledge about charter schools shows increase on surveys.
- Presentations at state conferences completed (Activity 3.2) and checked by evaluator by April 30.
- Peer-to-peer meetings of school administrators and board members completed (Activity 3.2) and checked by evaluator by May 1. Benchmark: three meetings completed.
- Support for charter schools among members of three Illinois community increased (Objective #2), phone survey completed by June 1, and analysis completed by July 1. Benchmark: statistically significant increase in support for charter schools.
- Increased knowledge of charter planning and community organizing in charter support organizations and charter design teams (Objective #1 overall), evaluation and reporting completed by July 1. Benchmarks: at least 1 charter planning group and one design team

in each of three Illinois communities; quality rated “high” by evaluator’s review of logs of activities.

- Coaching of charter support leaders (Activity 2.1) evaluated by survey by July 1 and analyzed by evaluator by Aug. 1. Benchmark: coaching rated on average as at least “good.”
- School administrators and board members in targeted districts oriented on charter proposal review and authorizing (Objective #3 and Activity 3.1), completed by July 1 and evaluated by Aug. 1. Benchmark: presentations rated, on average, as at least “good;” understanding of charters by participants rated on average as at least “good,” by evaluator.
- Charter proposals approved (Key Outcome) and evaluated by Aug. 31. Benchmarks: average 3 per year; quality ranked overall “Excellent” on “INCS Charter Application Evaluation Guide.”

Use of evaluation for ongoing project accountability. The following evaluations will be completed as work is done during the year, and can be used to make any timely improvements needed so as to strengthen the program mid-course:

- Activities 1.1 and 1.2, revising materials: To be done before publication, to include any revisions needed.
- Activities 1.3-1.5, reviewing and analyzing CMOs and charter groups: Can be completed as work gets done in order to make during-the-year adjustments that can improve further work, if needed.

- Activity 1.6, conducting the in-depth workshop: Can be completed as soon as the workshop has been done, to make any needed changes while the event is fresh in our minds.
- Activities 3.1, orienting school administrators and board members, and 3.2, connecting them across communities: Can be evaluated as these efforts occur during the year, in order to make during-the-year adjustments that can improve further work, if needed.

All other evaluations will take place at the end of each academic year, as they are summative.

For years one and two, these can help improve project performance in the year that follows.

Use of evaluation for replication information. As indicated earlier (see pp. 10, 12, and 26), we will be sharing information on our tools and strategies with charter organizations in other states and at national charter school conferences. Along with that information, we will include evaluation reports to show others the effectiveness, as well as the challenges, for the approach to charter development that we have taken.

Project Narrative

Other

Budget Narrative

Budget Narrative

Attachment 1:

Title: **INCS CSP 84.282N Bdgt Narrtv** Pages: **12** Uploaded File: **INCS CSP 84.282N Budget Narrative.doc**

Application for Grant Under the Charter School Program,

U.S. Department of Education CFDA Number 84.282N

From the Illinois Network of Charter Schools

Paving a New Path – Support for Charter Development Teams in Illinois

BUDGET NARRATIVE

Year One

Salaries

Outreach Coordinator – full time, salary \$60,000.00 . Conducts market analysis, creates development plan, contacts and evaluates prospective charter support groups and individuals, works with them to develop support for charters in their communities, plans regional interest meetings, provides education on charters for school district administrators and boards, coordinates with charter starter training staff, supervises other outreach staff.

Outreach Staff Member – full time, salary \$50,000.00 . Works with outreach coordinator to provide services listed above, as assigned.

Outreach Staff Member – half time, salary \$38,000.00 (Note: Amount reflects that no fringe benefits are provided). Works with outreach coordinator to provide services listed above, as assigned.

Charter Starter Training Coordinator – full time, salary \$60,000.00 . Revises charter planning guidebook and authorizers primer, reviews charter management organizations and introduces them to charter design teams, contacts and evaluates prospective charter design teams, develops and guides conduct of charter design training workshop, supports the design teams and reviews their proposals.

Charter Starter Training Staff Member – full time, salary \$50,000.00 . Works with Charter Starter Training coordinator to provide services listed above, as assigned.

Charter Starter Training Staff Member – half time, salary \$38,000.00 (Note: Amount reflects that no fringe benefits are provided). Works with Charter Starter Training coordinator to provide services listed above, as assigned.

Administrative Assistant – full time, salary \$45,000.00 . Works with outreach and training staff to schedule and set up meetings and events, prepare training materials, draft and send out communications and publicity, research information on communities and local organizations, and other administrative tasks as needed.

Director of Public Policy – 2/10 of full time position; salary is 2/10 of \$62,000.00 = \$12,400.00 . Supervises Outreach Coordinator and outreach staff and provides guidance on activities in the project.

Director of School Services – 2/10 of full time position; salary is 2/10 of \$65,000.00 = \$13,000.00 . Supervises Charter Starter Training Coordinator and training staff and provides guidance on activities in the project.

Deputy Director of INCS – 2/10 of full time position; salary is 2/10 of \$95,000.00 = \$19,000.00 . Supervises day-to-day overall operation of the project and provides guidance on activities in the project.

President of INCS – 1/10 of full time position; salary is 1/10 of \$180,000.00 = \$18,000.00 . Serves as Project Director, sets policy for the project, oversees it as a whole, and provides guidance on project activities.

Total Salaries = \$403,400.00

Fringe Benefits

Rate for total of fringe benefits is 23%, applied to full-time salaries but not to half-time salaries.

Outreach Coordinator 23% of \$60,000.00 = \$13,800.00

Outreach Staff Member 23% of \$50,000.00 = \$11,500.00

Charter Starter Training Coordinator 23% of \$60,000.00 = \$13,800.00

Charter Starter Training Staff Member 23% of \$50,000.00 = \$11,500.00

Administrative Assistant 23% of \$45,000.00 = \$10,350.00

Director of Public Policy 23% of .2 x \$62,000.00 = \$ 2,852.00

Director of School Services 23% of .2 x \$65,000.00 = \$ 2,990.00

Deputy Director 23% of .2 x \$95,000.00 = \$ 4,370.00

President of INCS 23% of .1 x \$180,000.00 = \$ 4,140.00

Total Fringe Benefits = \$75,302.00

Travel

Overnight Trips by staff to downstate communities for meetings, Training, coaching, 12 tips @ \$250	= \$ 3,000.00
State Conference Presentations by Staff 2 trips by 2 staff members @ \$500	= \$ 2,000.00
National Conference Presentations by Staff 2 trips by 2 staff Members @ \$1,000.00	= \$ 4,000.00
Participants to In-Depth Workshop 15 @ \$250	= \$ 3,750.00
Total Travel	= \$13,750.00

Supplies

Publications, Brochures, Training Materials

Design & printing brochures for meetings, community-wide education	= \$20,000.00
Photocopied training materials	= \$ 5,000.00
Educational videos – production & duplication	= \$15,000.00
Tools Added to Organization Website Esp. vendor experience list	= \$ 5,000.00
Evaluation Materials and Services Including web-based surveys, Telephone survey, materials reviews (amount provided by evaluator	= \$20,200.00
Postage For meeting invitations, training materials that can't be emailed	= \$ 1,000.00
Total Supplies	= \$66,200.00

Contractual

Consultant for Charter Governance \$1,000.00 per day x 10 days = \$10,000.00 . Meets with each charter design team, each charter support team, and district administrators, provides training at in-depth workshop, provides guidance for charter starter trainers.

Consultant for Charter Finance \$1,000.00 per day x 10 days = \$10,000.00 . Meets with each charter design team, and each charter support team, provides training at in-depth workshop, provides guidance for charter starter trainers.

Consultant for Charter Facilities \$1,000.00 per day x 10 days = \$10,000.00 . Meets with each charter design team, each charter support team, and district administrators, provides training at in-depth workshop, provides guidance for charter starter trainers.

Consultants for Leadership, Special Education or Other Program Elements \$1,000.00 per day x 10 days = \$10,000.00 . Consultants meets with each charter design team, each charter support team, and district administrators, provides training at in-depth workshop, provides guidance for charter starter trainers.

Consultant for Charter Board Development \$1,000.00 per day x 10 days = \$10,000.00 . Contacts businesses, community organizations, and other sources to recruit board members for new charter schools, and provides training for them.

Design Team Coaching Consultant Contracted at \$25,000 for 2 ½ days per month for 10 months for in-depth coaching for charter design teams.

Publicity Materials Writer \$10,000.00 for writing tasks for revised charter planning guide and authorizers primer, publicity, program and training materials.

Project Evaluator Contracted at \$7,360.00 per year. Conducts evaluations of project outcomes, objectives, and activities as specified in the proposal narrative – including design, administration, and results-analysis of surveys, confirming completion of tasks, and arranging for materials reviewers and phone survey.

Press Release Services = \$ 1,000.00

Webinar Usage For three 1½ hour webinars per year = \$ 1,000.00

Photographer Contracted to provide photographs of meetings and project events for publicity. = \$ 2,000.00

Total Contractual = \$96,360.00

Other

Meeting Costs

3 regional interest meetings – room, equipment rental @ \$3,000 = \$ 9,000.00

2 cross-community meetings – room, equipment rental @ \$2,000 = \$ 4,000.00

2-day training workshop – room, equipment rental = \$ 2,500.00

Total Other = \$15,500.00

Total Direct Costs = \$670,512.00

Indirect Costs Temporary rate 10% of salaries. 10% of \$403,400.00 = \$40,340.00

Stipends To new charter board members to cover external workshop Fees, 6 per community x 3 @ \$500 = \$ 9,000.00

Total first year cost **\$ 719,852.00**

Year Two

Salaries

Note: Salary amounts represent 3% increase. Duties are the same as in year one, so are not listed again.

Outreach Coordinator – full time, salary \$61,800.00 .

Outreach Staff Member – full time, salary \$51,500.00 .

Outreach Staff Member – half time, salary \$39,140.00 (Note: Amount reflects that no fringe benefits are provided).

Charter Starter Training Coordinator – full time, salary \$61,800.00 .

Charter Starter Training Staff Member – full time, salary \$51,500.00 .

Charter Starter Training Staff Member – half time, salary \$39,140.00 (Note: Amount reflects that no fringe benefits are provided).

Administrative Assistant – full time, salary \$46,350.00

Director of Public Policy – 2/10 of full time position; salary is 2/10 of \$63,860.00 = \$12,772.00 .

Director of School Services – 2/10 of full time position; salary is 2/10 of \$66,950.00 = \$13,390.00 .

Deputy Director of INCS – 2/10 of full time position; salary is 2/10 of \$97,850.00 = \$19,570.00 .

President of INCS – 1/10 of full time position; salary is 1/10 of \$185,400.00 = \$18,540.00 .

Total Salaries = \$415,502.00

Fringe Benefits

Rate for total of fringe benefits is 23%, applied to full-time salaries but not to half-time salaries.

Outreach Coordinator 23% of \$61,800.00	= \$14,214.00
Outreach Staff Member 23% of \$51,500.00	= \$11,845.00
Charter Starter Training Coordinator 23% of \$61,800.00	= \$14,214.00
Charter Starter Training Staff Member 23% of \$51,500.00	= \$11,845.00
Administrative Assistant 23% of \$46,350.00	= \$10,660.50
Director of Public Policy 23% of .2 x \$63,860.00	= \$ 2,937.56
Director of School Services 23% of .2 x \$66,950.00	= \$ 3,079.70
Deputy Director 23% of .2 x \$97,850.00	= \$ 4,501.10
President of INCS 23% of .1 x \$185,400.00	= \$ 4,264.20
Total Fringe Benefits	= \$77,561.06

Travel

Overnight Trips by staff to downstate communities for meetings, Training, coaching, 12 tips @ \$250	= \$ 3,000.00
State Conference Presentations by Staff 2 trips by 2 staff members @ \$500	= \$ 2,000.00
National Conference Presentations by Staff 2 trips by 2 staff Members @ \$1,000.00	= \$ 4,000.00
Participants to In-Depth Workshop 15 @ \$250	= \$ 3,750.00
Total Travel	= \$13,750.00

Supplies

Publications, Brochures, Training Materials

Design & printing additional brochures	= \$20,000.00
Photocopied training materials	= \$ 5,000.00
Educational videos, additional – production & duplication	= \$15,000.00
Evaluation Materials and Services Including web-based surveys, Telephone survey, materials reviews (amount provided by evaluator	= \$20,200.00
Postage For meeting invitations, training materials that can't be emailed	= \$ 1,000.00
Total Supplies	= \$61,200.00

Contractual

Consultant for Charter Governance \$1,000.00 per day x 10 days = \$10,000.00 . Meets with each charter design team, each charter support team, and district administrators, provides training at in-depth workshop, provides guidance for charter starter trainers.

Consultant for Charter Finance \$1,000.00 per day x 10 days = \$10,000.00 . Meets with each charter design team, and each charter support team, provides training at in-depth workshop, provides guidance for charter starter trainers.

Consultant for Charter Facilities \$1,000.00 per day x 10 days = \$10,000.00 . Meets with each charter design team, each charter support team, and district administrators, provides training at in-depth workshop, provides guidance for charter starter trainers.

Consultants for Leadership, Special Education or Other Program Elements \$1,000.00 per day x 10 days = \$10,000.00 . Consultants meets with each charter design team, each charter support team, and district administrators, provides training at in-depth workshop, provides guidance for charter starter trainers.

Consultant for Charter Board Development \$1,000.00 per day x 10 days = \$10,000.00 . Contacts businesses, community organizations, and other sources to recruit board members for new charter schools, and provides training for them.

Design Team Coaching Consultant Contracted at \$25,000 for 2 ½ days per month for 10 months for in-depth coaching for charter design teams.

Publicity Materials Writer \$10,000.00 for writing tasks for further revised charter planning guide and authorizers primer, publicity, program and training materials.

Project Evaluator Contracted at \$7,360.00 per year. Conducts evaluations of project outcomes, objectives, and activities as specified in the proposal narrative – including design, administration, and results-analysis of surveys, confirming completion of tasks, and arranging for materials reviewers and phone survey.

Press Release Services = \$ 1,000.00

Webinar Usage For three 1½ hour webinars per year = \$ 1,000.00

Photographer Contracted to provide photographs of meetings and project events for publicity. = \$ 2,000.00

Total Contractual = \$96,360.00

Other

Meeting Costs

3 regional interest meetings – room, equipment rental @ \$3,000 = \$ 9,000.00

2 cross-community meetings – room, equipment rental @ \$2,000 = \$ 4,000.00

2-day training workshop – room, equipment rental = \$ 2,500.00

Total Other = \$15,500.00

Total Direct Costs = \$679,873.06

Indirect Costs Temporary rate 10% of salaries. 10% of \$415,502.00 = \$41,550.20

Stipends To new charter board members to cover external workshop Fees, 6 per community x 4 @ \$500 = \$12,000.00

Total second year cost **\$ 733,423.26**

Year Three

Salaries

Note: Salary amounts represent annual 3% increase. Duties are the same as in year one, so are not listed again.

Outreach Coordinator – full time, salary \$63,654.00 .

Outreach Staff Member – full time, salary \$53,045.00 .

Outreach Staff Member – half time, salary \$40,314.20 (Note: Amount reflects that no fringe benefits are provided).

Charter Starter Training Coordinator – full time, salary \$63,654.00 .

Charter Starter Training Staff Member – full time, salary \$53,045.00 .

Charter Starter Training Staff Member – half time, salary \$40,314.20 (Note: Amount reflects that no fringe benefits are provided).

Administrative Assistant – full time, salary \$47,740.50

Director of Public Policy – 2/10 of full time position; salary is 2/10 of \$65,775.80 = \$13,155.16 .

Director of School Services – 2/10 of full time position; salary is 2/10 of \$68,958.50 = \$13,791.70 .

Deputy Director of INCS – 2/10 of full time position; salary is 2/10 of \$100,785.50 = \$20,157.10 .

President of INCS – 1/10 of full time position; salary is 1/10 of \$190,962.00 = \$19,096.20 .

Total Salaries = \$427,967.06

Fringe Benefits

Rate for total of fringe benefits is 23%, applied to full-time salaries but not to half-time salaries.

Outreach Coordinator 23% of \$63,654.00 = \$14,640.42

Outreach Staff Member 23% of \$53,045.00 = \$12,200.35

Charter Starter Training Coordinator 23% of \$63,654.00 = \$14,640.42

Charter Starter Training Staff Member 23% of \$53,045.00 = \$12,200.35

Administrative Assistant 23% of \$47,740.50 = \$10,980.32

Director of Public Policy 23% of .2 x \$65,775.80 = \$ 3,025.69

Director of School Services 23% of .2 x \$68,958.50 = \$ 3,172.09

Deputy Director 23% of .2 x \$100,785.50 = \$ 4,636.13

President of INCS 23% of .1 x \$190,962.00 = \$ 4,392.13

Total Fringe Benefits = \$79,887.90

Travel

Overnight Trips by staff to downstate communities for meetings,
Training, coaching, 12 trips @ \$250 = \$ 3,000.00

State Conference Presentations by Staff 2 trips by 2 staff members
@ \$500 = \$ 2,000.00

National Conference Presentations by Staff 2 trips by 2 staff
Members @ \$1,000.00 = \$ 4,000.00

Participants to In-Depth Workshop 15 @ \$250 = \$ 3,750.00

Total Travel = \$13,750.00

Supplies

Publications, Brochures, Training Materials

Design & printing additional brochures = \$20,000.00

Photocopied training materials = \$ 5,000.00

Educational videos, additional – production & duplication = \$15,000.00

Evaluation Materials and Services Including web-based surveys,
Telephone survey, materials reviews (amount provided by evaluator) = \$20,200.00

Postage For meeting invitations, training materials that can't be emailed = \$ 1,000.00

Total Supplies = \$61,200.00

Contractual

Consultant for Charter Governance \$1,000.00 per day x 10 days = \$10,000.00 . Meets with each charter design team, each charter support team, and district administrators, provides training at in-depth workshop, provides guidance for charter starter trainers.

Consultant for Charter Finance \$1,000.00 per day x 10 days = \$10,000.00 . Meets with each charter design team, and each charter support team, provides training at in-depth workshop, provides guidance for charter starter trainers.

Consultant for Charter Facilities \$1,000.00 per day x 10 days = \$10,000.00 . Meets with each charter design team, each charter support team, and district administrators, provides training at in-depth workshop, provides guidance for charter starter trainers.

Consultants for Leadership, Special Education or Other Program Elements \$1,000.00 per day x 10 days = \$10,000.00 . Consultants meets with each charter design team, each charter support team, and district administrators, provides training at in-depth workshop, provides guidance for charter starter trainers.

Consultant for Charter Board Development \$1,000.00 per day x 10 days = \$10,000.00 . Contacts businesses, community organizations, and other sources to recruit board members for new charter schools, and provides training for them.

Design Team Coaching Consultant Contracted at \$25,000 for 2 ½ days per month for 10 months for in-depth coaching for charter design teams.

Publicity Materials Writer \$10,000.00 for writing tasks for further revised charter planning guide and authorizers primer, publicity, program and training materials.

Project Evaluator Contracted at \$7,360.00 per year. Conducts evaluations of project outcomes, objectives, and activities as specified in the proposal narrative – including design, administration, and results-analysis of surveys, confirming completion of tasks, and arranging for materials reviewers and phone survey.

Press Release Services = \$ 1,000.00

Webinar Usage For three 1½ hour webinars per year = \$ 1,000.00

Photographer Contracted to provide photographs of meetings and project events for publicity. = \$ 2,000.00

Total Contractual = \$96,360.00

Other

Meeting Costs

3 regional interest meetings – room, equipment rental @ \$3,000 = \$ 9,000.00

2 cross-community meetings – room, equipment rental @ \$2,000 = \$ 4,000.00

2-day training workshop – room, equipment rental = \$ 2,500.00

Total Other = \$15,500.00

Total Direct Costs = \$694,664.96

Indirect Costs Temporary rate 10% of salaries. 10% of \$415,502.00 = \$42,796.71

Stipends To new charter board members to cover external workshop Fees, 6 per community x 4 @ \$500 = \$12,000.00

Total third year cost **\$ 749,461.67**