

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM - REPLICATION AND EXPANSION OF HIGH-
QUALITY CHARTER SCHOOLS (84.282M)**

CFDA # 84.282M

PR/Award # U282M100031

OMB No. 1894-0006, Expiration Date:

Closing Date: JUL 07, 2010

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF-424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
GEPA Provision -Noble Network	e13
7. Dept of Education Supplemental Information for SF-424	e14

Narratives

1. Project Narrative - (Abstract...)	e15
Noble Network Abstract	e16
2. Project Narrative - (Priorities...)	e17
Application Priorities -Noble	e18
3. Project Narrative - (Project Narrative...)	e22
Project Narrative - Noble	e23
4. Project Narrative - (Section 1 - Other Attachments: Resumes/Curricu.....)	e70
Resumes of Key Personnel -Noble Network	e71
5. Project Narrative - (Section 2 - Other Attachments: Letters of Support...)	e103
Letters of Support -Noble	e104
6. Project Narrative - (Section 3 - Other Attachments: Proof of Non-Pr.....)	e112
501c3 Status Verification -Noble Network	e113
7. Project Narrative - (Section 4 - Other Attachments: Schools Operate.....)	e114
Schools Operated by Applicant -Noble	e115
8. Project Narrative - (Section 5 - Other Attachments: Student Academi.....)	e174
Noble Student Academic Achievement	e175
9. Project Narrative - (Section 6 - Other Attachments: Supplemental Or.....)	e180
Organizational Budget and Financial Assurances for Match -Noble	e181
10. Project Narrative - (Section 7 - Other Attachments: Additional Info.....)	e208
Additional Information for Noble Network	e209
11. Budget Narrative - (Budget Narrative...)	e220
Noble Budget Narrative	e221

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:	
7/14/2010			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		NA	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: Noble Network of Charter Schools			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
364241970		198926060	
d. Address:			
* Street1:		1010 N Noble St.	
Street2:			
* City:		Chicago	
County:		Cook	
State:		IL	
Province:			
* Country:		USA	
* Zip / Postal Code:		60642	
e. Organizational Unit:			
Department Name:		Division Name:	
Administrative/Support Team			
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		Miss. * First Name: Sara	
Middle Name:		E	

* Last Name: Kandler

Suffix:

Title: Development Associate

Organizational Affiliation:

Employee for Noble Network of Charter Schools

* Telephone
Number:

(312)348-1879

Fax Number:

(312)348-1899

* Email: SKANDLER@NOBLENETWORK.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:

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:

84.282M

CFDA Title:

Charter Schools Program - Replication and Expansion of High-Quality Charter Schools (84.282M)

*** 12. Funding Opportunity Number:**

84.282M

Title:

Charter Schools Program - Replication and Expansion of High-Quality Charter Schools (84.282M)

13. Competition Identification Number:

Title:

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

Chicago, IL

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

Replication and expansion of the Noble Network of Charter Schools

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: IL-01, IL-04, IL-07

* b. Program/Project: IL-01, IL-04, IL-07

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/1/2010

* b. End Date: 6/30/2015

18. Estimated Funding (\$):

a. Federal	\$ 15005142
b. Applicant	\$ 26399840
c. State	\$ 0
d. Local	\$
e. Other	\$ 3940116
f. Program Income	\$ 0
g. TOTAL	\$ 45345098

*** 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)**

IXI ** 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: Michael

Middle Name:

* Last Name: Milkie

Suffix:

Title: Superintendent and CEO

* Telephone Number: (773)278-6895 Fax Number: (773)632-2033

* Email: MMILKIE@NOBLENETWORK.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.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Noble 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	\$ 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	\$ 2,227,263	\$ 2,210,034	\$ 2,878,972	\$ 3,510,831	\$ 4,030,791	\$ 14,857,891
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 81,001	\$ 0	\$ 81,001
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)	\$ 2,227,263	\$ 2,210,034	\$ 2,878,972	\$ 3,591,832	\$ 4,030,791	\$ 14,938,892
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 12,000	\$ 24,000	\$ 24,000	\$ 60,000
12. Total Costs (lines 9-11)	\$ 2,227,263	\$ 2,210,034	\$ 2,890,972	\$ 3,615,832	\$ 4,054,791	\$ 14,998,892

***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 _____%

(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 _____%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Noble 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	\$ 2,940,000	\$ 4,621,714	\$ 4,621,714	\$ 4,621,714	\$ 3,528,000	\$ 20,333,142
2. Fringe Benefits	\$ 646,800	\$ 1,016,777	\$ 1,016,777	\$ 1,016,777	\$ 776,160	\$ 4,473,291
3. Travel	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 6,250
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 857,823	\$ 715,717	\$ 720,235	\$ 622,900	\$ 733,942	\$ 3,650,617
6. Contractual	\$ 0	\$ 65,000	\$ 65,000	\$ 65,000	\$ 0	\$ 195,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 103,683	\$ 111,214	\$ 118,294	\$ 124,406	\$ 131,633	\$ 589,230
9. Total Direct Costs (lines 1-8)	\$ 4,549,556	\$ 6,531,672	\$ 6,543,270	\$ 6,452,047	\$ 5,170,985	\$ 29,247,530
10. Indirect Costs	\$ 16,950	\$ 69,226	\$ 182,477	\$ 307,984	\$ 522,039	\$ 1,098,676
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 4,566,506	\$ 6,600,898	\$ 6,725,747	\$ 6,760,031	\$ 5,693,024	\$ 30,346,206

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: Michael Milkie

Title: Superintendent and CEO

Date Submitted: 07/13/2010

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: Address: City: State: Zip Code + 4: - 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:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): 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: Michael Milkie Title: Superintendent & CEO Applicant: Noble Network of Charter Schools Date: 07/13/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

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

Noble Network of Charter Schools

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Mr.	First Name: Michael	Middle Name:
Last Name: Milkie	Suffix:	
Title: Superintendent and CEO		

Signature:	Date:
_____	07/13/2010

ED 80-0013

03/04

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 : GEPA Provision -Noble Network

File : [GEPA Provision.pdf](#)

GEPA Provision

The Noble Network of Charter Schools does not discriminate, impede or prevent access to or participation in its programs based on gender, race, national origin, color, disability or age. All of its programs, whether held during the school day, after school, in the evenings, or over the weekend are open to any individual who meets the requirements of the program in which s/he wants to participate. In addition, all Network campuses meet ADA requirements for accessibility by those with physical disabilities and provide special assistance - including assistive technology - for students who are developmentally challenged. As a result of these efforts, the school does not have a specific plan to help it overcome barriers.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Michael Milkie

Address:

* Street1: 1010 N. Noble St.
Street2: Room 207
* City: Chicago
County:
* State: IL * Zip / Postal Code: 60642 * Country: USA

* Phone Number (give area code) (773)278-6895 Fax Number (give area code) (773)632-2033

Email Address:

MMILKIE@NOBLENETWORK.ORG

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :
File :

Project Narrative

Abstract

Attachment 1:

Title: **Noble Network Abstract** Pages: **1** Uploaded File: **Abstract.pdf**

Noble Network of Charter Schools
1010 N. Noble St.
Chicago, IL 60642

Organization Contact: Sara Kandler
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Noble Network of Charter Schools

Charter Schools Program Expansion and Replication Application

Through its strategic expansion and replication program, the Noble Network of Charter Schools will expand its educational model, which is proven effective: Noble is the top-ranked open enrollment high school in Chicago according to 2009 ACT scores and sends more than 90% of its mostly minority and low-income students to college each year. Noble recently completed a 5-year strategic plan with the goal of increasing its capacity to 10,000 students (10% of Chicago Public School students) by 2015 via expansion of current campuses and opening of six new high school campuses.

Noble has opened nine new high school campuses modeled on its original campus since 2006. Replication efforts have strengthened Noble's performance as seen through annual improvements in key standardized test scores including the ACT, Prairie State Achievement Exam and Education Planning and Assessment System tests. Noble achieved its greatest ACT growth to date from 2008 to 2009, the first year that expansion campuses took the ACT. This strongly suggests correlation between expansion and academic growth.

Noble's success is largely the result of its cultural and academic models, which fuel the achievement of the ten Noble high schools across Chicago. These will continue to be the key contribution for research, policy and practice.

Noble's objectives are to increase the number of students receiving a high-quality education, while further improving student achievement. By increasing in size, Noble increases the efficiency of its model, and also benefits from the development and expansion of new and existing systems that strengthen the performance of all Noble schools. Noble's final objective is to ensure the organizational sustainability of the CMO to effectively support the organization's growth.

Project Narrative

Priorities

Attachment 1:

Title: **Application Priorities -Noble** Pages: **4** Uploaded File: **Application Priorities -Noble.pdf**

Application Priorities

Competitive Preference Priority 1 –Low-Income Demographic *To meet this competitive preference priority, the applicant must demonstrate that at least 60 percent of all students in the charter schools it operates or manages are individuals from low-income families.*

The Noble Network of Charter Schools opens campuses in Chicago communities where access to a high-performing public high school is severely limited or unavailable to low-income students. For ten years, Noble has delivered an outstanding public education to these students because we believe all students deserve access to an outstanding educational program. Our program has the ability to change the lives of individual students, their families and their communities, making an impact far beyond Noble’s own students.

Noble consists of a network of nine campuses, and will open a tenth campus in the fall of 2010. The Network’s student body is 65% Hispanic, 30% African-American, 3% multi-racial and 2% unclassified, and mirrors Chicago Public Schools (CPS) in terms of diversity, though Noble serves an even greater percentage of low-income students (90% compared to 83% in CPS). All of the nine, currently operational schools are located in designated low-income census tracts. Of the nine, five schools are located in deeply distressed low-income census tracts. Noble Network’s low-income student population is determined by the number of children eligible for federal free or reduced-price lunch. The chart below shows the breakdown of low-income students by campus, for the campuses included in this application. It does not include replication campuses, but these will serve a similar class size and low-income student population as Johnson College Prep, which will open in the fall of 2010.

Low-Income Students by Campus (2009-2010)

Campus	Students Served	Low-Income
Noble Network	3,589	90%

UIC College Prep	374	84%
Gary Comer College Prep	293	91%
Chicago Bulls College Prep	206	92%
Muchin College Prep	237	79%
Johnson College Prep ¹ (2010)	240	90%

¹Enrollment based on average freshmen class size. Low-income estimates compiled from comparable local high schools as reported by Illinois State Board of Education eReport Card

Competitive Preference Priority 3 –Matching *“To meet this competitive preference priority, the applicant must commit to provide matching funds in an amount equal to or greater than 25 percent of the grant award to support its proposed project under this program. In order to secure matching funds and meet this competitive preference priority, the applicant may enter into a partnership or otherwise collaborate with other entities, including philanthropic organizations.*

In order to receive points under this competitive preference priority, the matching funds must be included in the proposed budget and used to cover allowable costs. In addition, the applicant must include in its application assurances documentation demonstrating that it will be able to secure the specified matching funds. An applicant that is approved for a grant must have the proposed matching funds in place prior to receiving the grant award.”

The Noble Network commits to providing matching funds totaling \$3,940,116, which is more than 26% of Noble’s \$15 million grant request amount. This amount is committed as follows:

\$1,000,000 from the Chicago Bulls to support general Noble expenses and to sponsor Chicago Bulls College Prep. This amount is the total outstanding pledge on the Chicago Bulls organization’s \$2,000,000 grant awarded to name Chicago Bulls College Prep, and will be received in full by June 2012.

\$650,000 from the Pritzker-Traubert Family Foundation to support Johnson College Prep. The Foundation provided the first installment of its \$1,000,000 pledge this year; and will provide the outstanding \$650,000 in two payments during the grant period.

\$690,116 from the Renaissance Schools Fund to support the Johnson College Prep, Muchin College Prep and Chicago Bulls College Prep campuses. The Renaissance Schools Fund

traditionally provides \$500,000 for each new school opened under Chicago's Renaissance 2010 program in three separate grants for three periods of schools' start-up years: Incubation (8 months prior to opening), Ramp-Up 1 (first year of operation) and Ramp-Up 2 (second year of operation). RSF has provided \$140,700 so far to Johnson College Prep for its Incubation grant and \$334,592 to each of Muchin College Prep and Chicago Bulls College Prep for their Incubation and Ramp-Up 1 grants. \$690,116 is the total outstanding amount Noble expects from RSF over the coming two years, based on the traditional \$500,000 total awarded to each new campus.

\$400,000 from LSV Asset Management to support general Noble expenses and to sponsor UIC College Prep. This amount is the total outstanding pledge on LSV's \$2,000,000 grant awarded to name UIC College Prep, The LSV Campus of Noble Street Charter School, and will be received in full by June 2012.

\$200,000 from the Crown Family Philanthropies to support general operations related to Noble's expansion. This grant was awarded on May 13, 2010, and will be received in fiscal year 2011.

\$140,000 from the Lloyd A. Fry Foundation to support the Curriculum and Assessment Program (CAP). This grant was awarded on June 11, 2010, and will be received in two payments in fiscal year 2010 and 2011.

\$24,540 from the Michael & Susan Dell Foundation to support Noble's dashboard technology and implementation. The Dell Foundation provided the first installment of their \$101,740 grant in early 2010.

\$1,000,000 in cash reserves has been allocated for this project, as shown on Noble's cash balance, cash flow statement and letter from the Noble Network CFO.

The funds described above will be used to support allowable costs included in Noble's budget that exceed the \$15 million grant request.

Assurances for the funds described above are included in Attachment 6. All of the grants will be received or include pledge payment due dates within the grant period.

Project Narrative

Project Narrative

Attachment 1:

Title: **Project Narrative - Noble Pages: 47** Uploaded File: **100714.CSP.ProjectNarrative.vSubmittedFinal.pdf**

Selection Criteria

(A) Quality of the eligible applicant (50 points). In determining the quality of the applicant, the Secretary considers the following factors:

(i) The degree to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including educationally disadvantaged students, served by charter schools operated or managed by the applicant.

The Noble Network's Student Profile

The Noble Network of Charter Schools (Noble) is the top-performing non-selective high school in Chicago according to 2009 ACT scores. Noble opened in 1999 with one campus and based on the success of the program, has since expanded to ten campuses. Noble will serve more than 5,000 students in underserved communities across Chicago during the 2010-2011 school year. Our strategic plan calls for continued growth to sixteen campuses by 2015 enabling us to serve 10,000 Chicago public high school students.

Noble's model has proven that every child can thrive given the right learning environment. Noble founders, Michael and Tonya Milkie, built a school culture based on rigorous scholarship, a fair and clear discipline system and honor for the learning environment. Over the past decade, Noble has established a reputation for excellence in Chicago and throughout the nation. Its track record of preparing students with the academic foundation to succeed in college has resulted in tremendous demand from students and families. There are more than 2,000 students on Noble's waiting list, despite the fact that Noble's capacity has increased 1,000% since 2006. Our reputation has allowed us to be highly selective in teacher recruiting as well. Noble hired just 4% of the teacher applicants from a national search this past fiscal year.

Noble has successfully closed the academic gap for students who enter high school as much as 3-4 grade levels behind. With longer class periods, a longer school day and a longer school year, Noble provides students with substantially more instructional minutes than the

traditional Chicago public school. This extra time combined with a disciplined, consistent school culture, high expectations and a team of dedicated teachers results in dramatically improved academic performance. 96% of the seniors from the Class of 2010 will be attending college. 83% of these Noble graduates will be the first in their families to go to college. Noble alumni are successfully completing college and beginning careers that change their families' lives and set a new standard for future generations.

Noble serves educationally disadvantaged students in some of the most impoverished neighborhoods in Chicago. Noble's student body is 98% minority, including 65% Hispanic and 29% African American students. 90% of Noble's students are low-income as determined by federal eligibility for free or reduced-rate lunch. More than 11% of Noble's students receive special education services. The average student enters Noble at a fifth or sixth grade level academically and achieves extraordinary academic growth of five points between their Explore and ACT exams, as indicated by Noble's average ACT score, which is the highest among open enrollment high schools in Chicago.

Noble serves an even needier and more diverse student population than is served in CPS and the State of Illinois, as shown in Table 1, and achieves greater success by measures including academic achievement, average daily attendance, high school graduation and college matriculation. Noble's population of English Language Learners (ELL) appears smaller than the district and state averages because many students are no longer classified as ELL when they matriculate to high school due to the number of years that they have already received ELL services; often, these students continue to require remediation and support, which Noble provides.

Table 1. **Noble Network Student Demographics vs. Chicago Public Schools and Illinois**

2009 Average	Noble	CPS ¹	Illinois ²
Minority	98%	91%	47%
Low-Income Students (free and reduced price lunch)	90%	83%	43%
Special Education	11%	12%	14.8% ³
English Language Learners	3.8%	14%	8%

Academic Success

For more than ten years, Noble has delivered an outstanding public education to low-income students in Chicago. Noble’s academic performance has improved annually with the greatest gains occurring after Noble began expanding in 2006.¹ Noble’s excellent performance on the Prairie State Achievement Exam (PSAE) is a key indicator of academic success. The PSAE includes the ACT and measures the achievement of 11th grade students in math, science, reading and writing. It is the main measure by which Illinois schools are evaluated. Table 2 compares Noble’s academic statistics for the PSAE and ACT to those for the district and state.

Table 2. **Noble Network Academic Achievement vs. Chicago Public Schools and Illinois**

2009 Average	Noble	CPS ⁴	Illinois ⁵
PSAE Scores (% Meeting/Exceeding standards)	52%	16.3%	57%
ACT	19.5	17.6	20.6

Over three times the number of Noble students are meeting or exceeding standards on the PSAE compared to the CPS average which includes selective enrollment high schools. Noble’s

¹ Data from CPS Office of Research, Evaluation and Accountability - includes selective enrollment high schools

¹ Data from Illinois State Board of Education

¹ Data from Illinois State Board of Education 2008-2009 Illinois Special Education Profile

¹ Data from CPS Office of Research, Evaluation and Accountability - includes selective enrollment high schools

⁵ Data from Illinois State Board of Education Report Card

average composite ACT score is two points higher than CPS' average. Most importantly, Noble's average ACT score has been rising since 2003 at a faster pace than the growth in Noble's student body via new campuses. The correlation between the growth in ACT score and increase in the size of Noble's student body is shown in Figure 1. Not only is Noble educating more students, but we are building a higher performing student body as well. Further, the upward trend suggests that as Noble continues to expand, academic achievement will continue to improve as well.

Figure 1.

ACT Scores and Enrollment

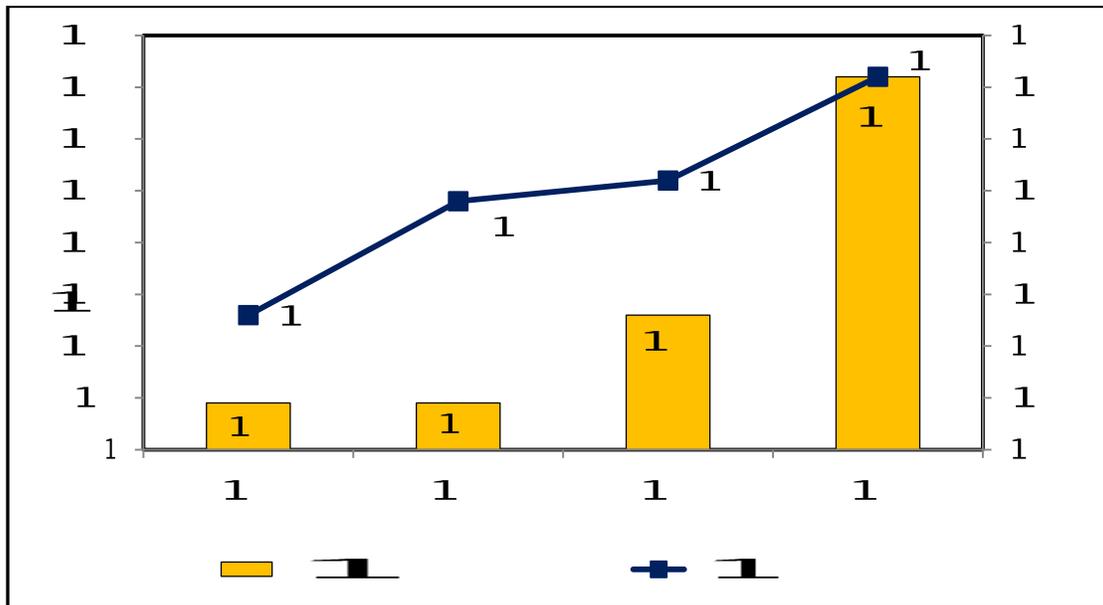


Table 3 shows how Noble schools compare to their local neighborhood high school. Overall, Noble campus attendance rates and ACT scores are significantly higher than their local neighborhood schools and Noble schools serve a comparable student body. This comparison, along with Noble's record of success, explains the continued demand among students and families for access to a Noble education. Noble Street, Rauner and Golder College Prep are all located in the West Town neighborhood and share the same local high school. Chicago Bulls and UIC College Prep are also located in adjacent neighborhoods and share the same local school.

Table 3.

Noble Schools Compared to Local CPS Schools (2009)

Campuses	Attendance	Low-Income Students	Graduation Rate	PSAE Score (Met/Exceed)	ACT Score
 Noble Street	95%	87%	95%	52%	19.5
 Rauner	95% ⁶	88% ⁷	99%	N/A	19.3
 Golder	93%	90%	N/A	N/A	18.9 ⁸
Wells Community Academy	69.7%	71%	52.7%	6%	15.4
 Pritzker	95% ⁸	95% ⁷	99%	N/A	20.1
Kelvyn Park High School	76.3%	90.3	73.8%	12.7%	15.8
 Rowe-Clark	93%	94%	N/A	N/A	19.2 ⁸
Orr Academy High School	73.7%	94.5%	98.9	6.7%	15.1
 Comer	92%	91%	N/A	N/A	N/A
Hirsch Metropolitan High School	71.1%	86.4%	46.5%	3.6%	14.8
 Muchin	96% ⁸	79%	N/A	N/A	N/A
No comparable school - CPS used	81%	83%	53%	16.3%	17.6
 Chicago Bulls	92% ⁸	92%	N/A	N/A	N/A
 UIC	94%	84%	N/A	N/A	N/A
Crane Tech Prep High School	58.9%	86.8%	64.5%	4.2%	14.7

1

⁶ Attendance rates from 2010. These campuses were not operating during the 2008-09 school year or the rate was not available.

⁷ Graduation rates from 2010. These schools did not have a senior class in 2009.

Noble’s ACT scores have kept pace with some of the top performing and most highly-regarded charter schools in the nation. Both Boston Collegiate Charter and North Star Academy Charter School students take the SAT. These scores have been converted into ACT equivalents for comparison purposes in Table 4. In 2009, Boston Collegiate, which serves a student population that is 55% white, scored an ACT equivalent of 20.5 while North Star Academy, which serves a low-income and minority population comparable to Noble’s, scored an 18.5.

Table 4. **Noble’s Comparison to High-Performing Charters**

2009 Average	Noble	Boston Collegiate Academy	North Star Academy
Average ACT Score	19.6	20 ⁸	18.5 ⁹
% Low-Income Students	90%	46%	90%
% Minority Students	98%	45%	90%

One of the many things that set Noble apart from other charter operators is its proven tool for generating academic results in a challenging urban environment while operating at a large scale. Noble’s internally-developed Curriculum and Assessment Program (CAP) uses data from quarterly assessment testing to drive teacher improvement and best-practice sharing across all the campuses. The CAP includes the Education Planning and Assessment System (EPAS) exams given quarterly and comprised of pre- and post- versions of the same test (the Explore, PLAN and ACT exams) taken in the fall and spring as well as assessments developed by a team of Noble teachers and aligned with a map of college readiness skills to guide teaching. The CAP testing results are compiled on the same day as testing, and immediately distributed to teachers and school Principals so that they can assess their performance and internally discuss the results.

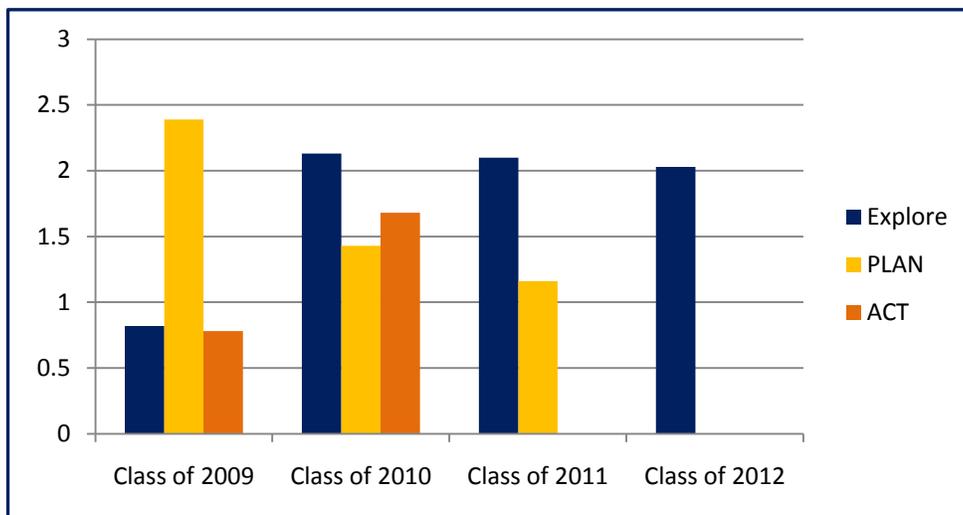
⁸ ACT equivalent based on new SAT scale score of 1444

⁹ ACT equivalent based on new SAT scale score of 1338

Within a week of the quarterly testing, all network educators gather for a Professional Development program (Network PD) during which they meet by curriculum, compare results and discuss best practices. By the following week, teachers are implementing best practices derived from their discussions at the PD. All Noble students benefit from the quarterly implementation of CAP. It is the framework for Noble’s educational program and drives the academic improvement of the network.

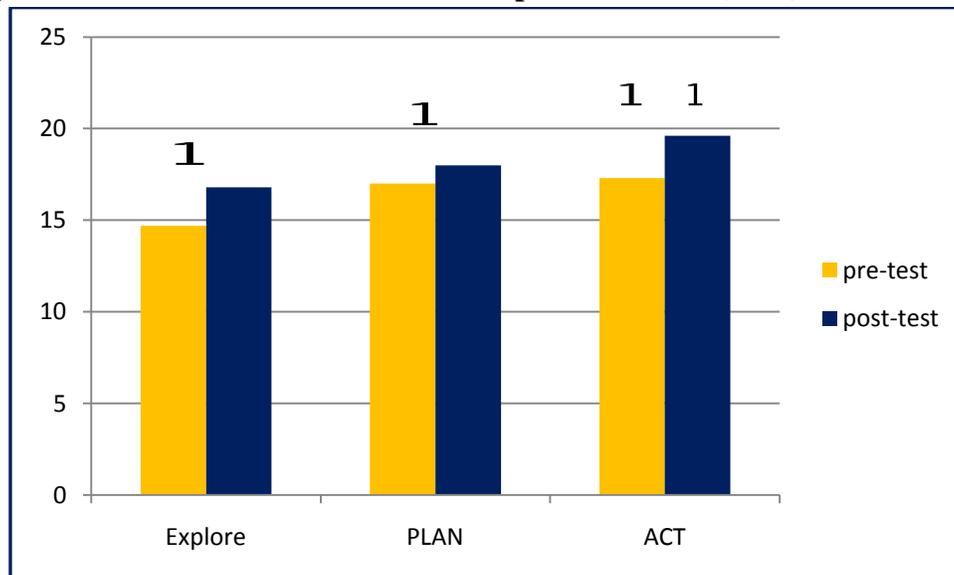
When we look at Noble EPAS data in Figure 2, the classes of 2010, 2011 and 2012 averaged over two points of growth on the Explore compared to the class of 2009 which only averaged 0.82 points growth without the benefit of the CAP when they took the Explore exam. (The CAP was first implemented with the class of 2010.) The classes of 2010 and 2011 showed much larger gains as well on the PLAN and ACT when compared to the class of 2009. The PLAN is noticeably more rigorous than the Explore, testing harder topics and more of them. It is common for growth to slow between the PLAN and Explore. Growth increases again on the ACT. Note that the classes of 2011 and 2012 have yet to take all the EPAS tests.

Figure 2. **Noble Demonstrated Growth in Points as a Result of CAP**



Noble’s improving EPAS scores (for the Explore, PLAN and ACT) reaffirm the trend seen in network growth. Juniors showed huge overall gains in 2009 from their pre-Explore to pre-ACT: 3.25 points growth. All Noble campuses exceeded expected gains from Explore to PLAN for the past four years (from 2005 to 2009). Not only are individual students scoring better (as demonstrated through students achieving individual expected gains) but the Network as a whole is showing increased achievement. Noble’s recent 2010 EPAS results continue to illustrate positive academic growth. Freshmen showed 2.1 points growth on the Explore, sophomores 1 point growth on the PLAN and juniors achieved 2.3 points growth between the pre and post-ACT earning Noble its highest ACT scores to date.

Figure 3. **Noble EPAS Composite Growth (2010)**



The ACT directly measures student mastery of proven college-readiness skills, and therefore Noble’s improving ACT scores indicate continuing improvement in its students’ readiness for college success. As a part of its replication process, Noble staggers the opening of new schools; each fall these schools add another freshmen class and gradually build towards full enrollment. In 2009, three Noble high schools had juniors (Pritzker College Prep, Noble Street

College Prep and Rauner College Prep respectively) who took the ACT. As ranked by ACT performance, these schools were #1, #2 and #3 in city rankings of open enrollment schools making Noble the top open-enrollment high school in Chicago based on ACT scores.

Noble’s success does not hinge on one exemplary campus but is the result of the cumulative success at all of our campuses. Nearly every Noble senior graduates from high school compared to less than a third of CPS students and less than 90% across the state, and Noble graduates enroll in college at an extremely high rate, as well. In 2009, Noble averaged a senior graduation rate of 95% with 89% of Noble students enrolling in college. In 2010, 99% of seniors graduated and 96% are enrolled in college. More than 1,000 students have graduated from Noble since 2003 and more than 800 have graduated from or are currently attending college as of June 2010. Along with the rise in PSAE and ACT scores described above, Noble’s graduation and college matriculation rates prove that academic success has increased with growth.

Table 5. **Graduation Statistics**

2009 Average (unless noted)	Noble Network	CPS¹	Illinois¹
Single-year Graduation Rates	95%	30%	87%
5-Year Cohort Graduation Rate	76%	53%	80% (2006-07)
College Matriculation	89.2%	52.5% ¹	60% (2005)

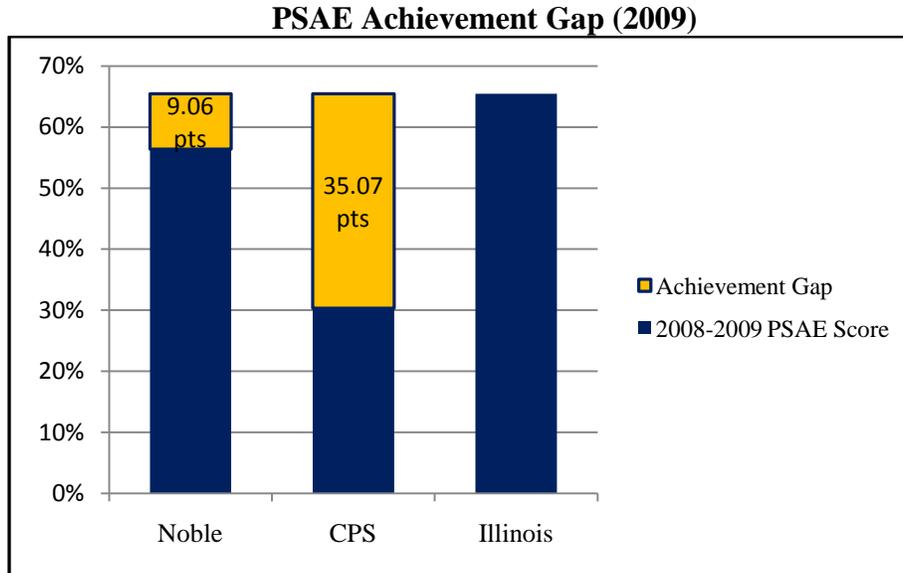
As evidenced in Table 5 above, the CPS 5-year graduation rate is 52.5% and only about one quarter of students who began in the 5-year CPS cohort depicted above went on to college.¹ Nationally, graduation rates for African-American and Hispanic students are 33% and 29% lower than the rate for White students, respectively, and this trend carries throughout CPS.¹ However this trend stops with Noble, which has achieved great success in graduating its mainly African-American and Hispanic students at a rate much higher than the district overall.

(ii) The degree to which the applicant has demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II) (economically disadvantaged).

Over the past decade, the Noble Network has been among the top open enrollment high schools in Chicago. Achievement is defined in terms of the percentage of students who “meet or exceed standards” on the PSAE, which includes the ACT and is the Illinois state exam taken by all eleventh grade students. Noble calculates this percentage directly using data provided by the state. The achievement gap is the percent difference between Noble students and the Illinois state average for students who are not eligible for free and reduced lunch. Noble’s 2010 goal for every subject is to match the average Illinois PSAE scores, thereby eliminating the achievement gap. Noble’s current performance and the upward trend of performance on the PSAE as Noble’s size increases are evidence of the promise of success of the Noble model to close the achievement gap for educationally disadvantaged students.

Noble set an interim goal in 2008-09 to achieve a level of PSAE performance that would narrow the gap between Noble achievement and the state average for students who are not eligible for free or reduced lunch to within 10 points. In Figure 5 below, the solid blue bar for Illinois represents the state average for students who are not eligible for free or reduced lunch. Figure 5 provides a visual comparison of Noble’s and the district’s PSAE performance in relation to this standard.

Figure 4.



Noble serves a greater percentage of economically disadvantaged students than CPS but achieves dramatically better results. As illustrated above, Noble’s average PS AE score surpasses CPS’s score by over 26 points. Noble also beat its own 2008-2009 goal to reduce the achievement gap to within 10 points of the state average for non-free and reduced lunch students by achieving a score within nine points of the state average. Broken down by PS AE subject, all Noble schools showed progress on the PS AE and averaged:

- 18 points higher than CPS in reading and science;
- 28 points higher than CPS in math; and
- 29 points higher than CPS in writing.

Noble’s writing performance meant that our students scored comparatively to their counterparts not eligible for free and reduced lunch who comprise the state average and closed the achievement gap in writing.

(iii) The degree to which the applicant has achieved results for low-income and minority students that are significantly above the average academic achievement results for such students in the State.

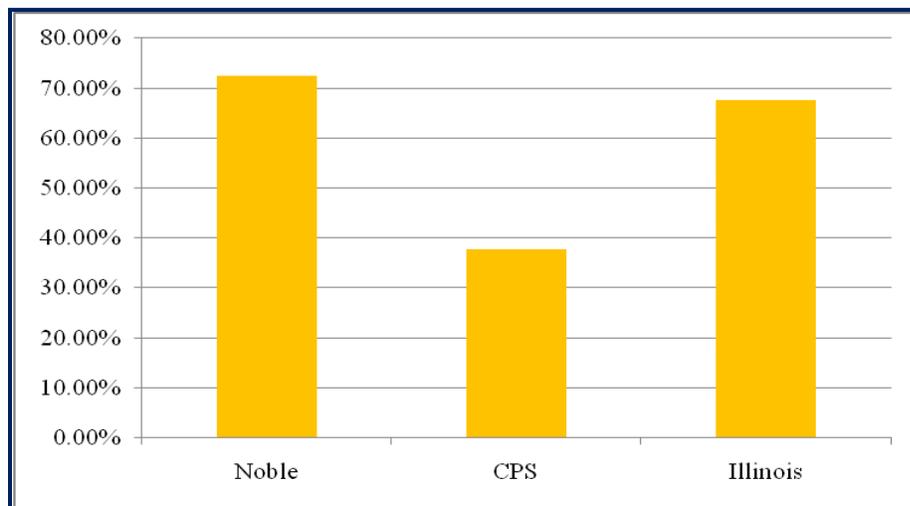
Illinois has nearly a 40 point gap between graduation rates for African-American male students compared to white students. Noble has eliminated this gap in graduation rates for minorities. Noble has a 99% average graduation rate for seniors of which 98% are minorities and on average, more than 90% of Noble graduates go on to college.

Noble acknowledges that there is room for improvement to catch up to the Illinois average. However, Noble serves a student population entering high school with skills three to four years behind their more affluent counterparts. The fact that Noble students graduate performing at grade level is extraordinary and underlines the power of the Noble model.

Noble is making significant annual gains on State achievement and already matches or surpasses Illinois' performance in some academic areas. For instance, as shown in Figure 5 below, Noble's average writing score was almost five points higher than the State average score, (the score for non-economically disadvantaged students in Illinois); thus, Noble has eliminated the achievement gap in writing. This has been accomplished through careful use of a proven writing program since opening.

Figure 5.

PSAE Writing Achievement (2009)



Noble students achieve more growth and reach new Network average high scores with each test and each year. If the trend continues as it has since 2003, Noble will soon close the State achievement gap across the board and begin to regularly outperform Illinois.

Noble's proven model continues to achieve new academic highs, changing the standard for high-quality education for all students in Chicago. Comparisons to CPS clearly show that Noble has a model which achieves academic improvement in a way that traditional Chicago public school options cannot with economically disadvantaged students. Noble's pace of growth, suggests that it will meet or surpass State academic achievement levels very soon.

(B) Contribution in assisting educationally disadvantaged students (15 points). The contribution the proposed project will make in assisting educationally disadvantaged students served by the applicant to meet or exceed State academic content standards and State student academic achievement standards, and to graduate college- and career-ready.

Noble Street Charter School was established with the sole purpose of providing a high-quality education to all Chicago students regardless of income, ethnicity and academic competency. With this as our focus, every Noble program is designed to serve our educationally disadvantaged students. Noble has developed and refined the CAP that is built on college-readiness standards and aligns with State educational proficiency requirements. By aligning curriculum with the ACT's college-readiness skills, the CAP ensures Noble students acquire the skills needed to graduate from high school and succeed in higher education. Noble's culture, replicated across all campuses, is another primary component of the successful model. This culture creates a disciplined, college-preparatory environment that allows students to focus on academics and participate in extracurricular programs. These components serve to bridge the education gap and provide results above and beyond what CPS achieves with the same student population.

The CAP is Noble's most important academic tool to assist educationally disadvantaged students in achieving high academic standards. The CAP has been a success because it allows teachers to use real-time data from regular student testing to tailor curriculum to meet students needs ensuring that they develop college-readiness skills. The Noble Network's CAP program was created to combat the academic gap that Noble students, as well as the majority of CPS students, face upon entering high school—challenges which may limit their ability to attend and graduate from college. The CAP closely examines individual student improvement and uses this data to specifically target pedagogy and student success and to determine which types of instruction results in the highest achievement.

Noble's culture directly reinforces its mission and is evident in the college focus that permeates all aspects of student life. College pennants from teachers and alumni line the halls, and students' college acceptance letters are posted on bulletin boards to acknowledge their achievement and inspire others. Beginning freshmen year, students make annual visits to local and regional college campuses and can participate in extended on-campus summer academic programs. These on-campus experiences address students' expectations of college and truly provide a taste of college life, which can make all the difference for a first-generation high school graduate who had hesitations about applying to college.

All campuses require a senior College Writing course to help students navigate the college application process and to address students' social and emotional preparedness. Students research colleges, submit applications, research and complete scholarships and complete the FAFSA all under the guidance of the College Counselor, a full-time teacher devoted to aiding students with all aspects of the college process. The academic preparedness facilitated by the CAP and the College Writing course are symbiotic: the CAP provides students with the

academic foundation to succeed in college while the College Writing course creates an environment that inspires students and guides them through the process. Further the College Writing course is crucial because it provides direct support to students who may not otherwise apply for college. Notably, 83% of the Class of 2010 are first generation college students. The support provided by the College Writing course, the college-focused environment and the permeating mentality that all students can succeed are responsible for high first-generation college matriculation.

Underlying every program at Noble is an element of support students need to succeed. Noble's advisory system connects students with a consistent source of adult support. Advisories are comprised of one teacher and a group of same-gender peers that remain together throughout students' high school careers. Advisors are the primary point of contact for parents and are responsible for monitoring students' progress on academics, community service, enrichment and other requirements. After graduation, the Alumni Coordinator becomes the main source of support providing counseling, academic and financial advice and mentoring for new graduates as they adjust to college life. Because the majority of Noble students advancing on to higher education are economically disadvantaged, securing college funding is the biggest challenge for many. The Alumni Coordinator's role is important because she works with Noble graduates to help them secure the resources needed to stay in college.

Further, Noble provides a variety of enrichment opportunities to students, helping them develop both in and out of the classroom. Noble has the largest Junior Marine ROTC program in the nation with more than 1,000 students from six campuses participating. We have a nationally recognized band program offering a variety of music enrichment opportunities like jazz band, symphonic band, choir and woodwind and percussion ensembles to Noble students. Mr.

Benjamin Das, the music director at Pritzker College Prep, was recently awarded the Mr. Holland's Opus Award at Carnegie Hall in New York City and his students received new instrument through a Fidelity FutureStage grant supporting young musicians. In addition to enrichment courses, every Noble student is required to attain at least 10 hours of community service each year. During the 2009-2010 school year alone, Noble students provided more than 41,000 hours of service to their local communities.

(C) Quality of the project design (10 points).

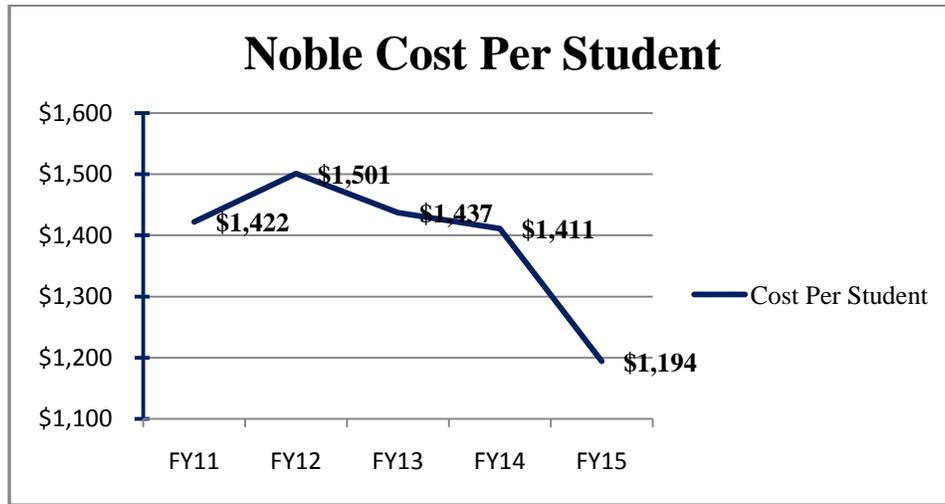
(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and attainable.

The Noble Network of Charter Schools is embarking on a major expansion campaign to increase the number of underserved Chicago students who can access its outstanding educational program. This initiative will change the lives of individual students, their families and their communities. Ultimately, Noble will change the course of public education across the entire city, making an impact far beyond its own students.

Through its strategic planning process, Noble has outlined a vision and a clear set of goals and objectives for the Charter Management Organization (CMO), individual departments and campuses spanning the next five years. Noble's vision is to provide a high-quality education to 10,000 students, or 10% of CPS, through network expansion to 16 campuses by 2015. The strategic plan's Performance Goals outline the four goals and their objectives that will accomplish Noble's overall vision. These goals focus on students served, student achievement, financial sustainability and organizational sustainability.

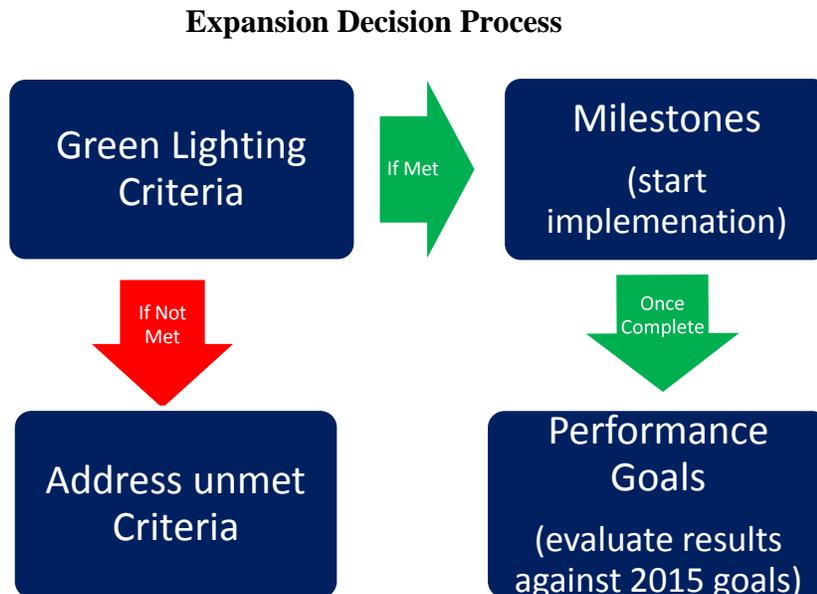
The Performance Goals apply regardless of expansion; Noble has set these goals as definitions of success and will only expand if doing so advances these goals. The Green Lighting

Figure 7.



Upon achieving all Green Lighting Criteria, replication moves forward and the milestones take effect, directing the process for opening a new campus. Completion of the milestones will take Noble to the end of its strategic plan, at which point the Performance Goals will be used to determine if Noble has achieved the desired results of its strategic plan. The process for evaluating progress toward the strategic plan’s Performance Goals is outlined in Figure 8.

Figure 8.



Each department within Noble has developed and will adhere to its own set of milestones, which align with and expand upon the performance goals, throughout the implementation of the strategic plan. There are departmental action plans for achieving each goal including the activities, timelines, resources, key assumptions and strategies necessary for goal achievement. Further, where applicable, the milestones acknowledge real or potential obstacles to success. An example of an academic department milestone is highlighted below, and exemplifies the fact that goals are specific, measureable and attainable.

Table 6. Academic Department Strategic Planning Milestone

STRATEGY: Implement and/or improve on acceleration and remediation programs, enhancing academic support and advanced coursework		
Milestones	Activities and Start/End Dates (by Quarter and Year)	Resources Needed, Key Assumptions That Support Strategy, & Obstacles to Success
<p><u>M. S. 4:</u> Improve our students’ overall literacy, by increasing the attention, understanding, and impact of campus literacy programs throughout the Network.</p>	<ul style="list-style-type: none"> • Campuses choose/create and codify a program for literacy improvement • Determine metrics to regularly measure growth/improvement • Measure and report impact of each campuses’ literacy program annually (Timeline: Q4, 2010 – Q4, 2011) 	<ul style="list-style-type: none"> • <u>Budget:</u> Burden of cost falls largely on campus budgets and is determined by specific program components. • <u>Assumption:</u> There is currently no ideal/strong literacy program that can be packaged and mandated for campus implementation. • <u>Assumption:</u> Allowing for campus autonomy around their literacy improvement program, will ensure maximum innovation around teaching and learning. • <u>Assumption:</u> Campuses will eventually adopt identified best practices. • <u>Obstacles:</u> Time. Trial & Error approach around literacy will take time. It could be another year before we identify what is and is not working.

This academic milestone supports the goal of increasing student achievement. It provides a measureable timeline for the stated activities, possible obstacles, a budget and the assumptions surrounding the milestone. The Academic Department and Operational milestones are provided in Attachment 7.

The milestones take the strategic plan’s Performance Goals (Figure 9) and break them down into a timeline of achievable actions that, once complete, will bring Noble to the end of its

strategic plan. The Performance Goals include a baseline to judge progress from the start of the plan and outcomes for the end in 2015, which will clearly define Noble’s successful completion of the strategic plan. For example, the “Student Achievement” objective of improving the percentage of students meeting or exceeding PSAE expectations has a baseline of 51%, set by student performance during the 2008-09 school year. Successful achievement of this goal means Noble will have achieved a PSAE score of 60%; if not met, its progress from the baseline will be used to drive the next strategic plan’s goals. Academic goals focus on improved EPAS, PSAE and ACT scores and graduation rates. Noble’s financial goals include objectives focusing on CMO reserve and revenue as well as decreasing operating costs-per-pupil. The organizational sustainability goal includes objectives for employee retention and satisfaction.

Figure 9. **Strategic Plan Performance Goals**

<i>“Indicators and monitors of success”</i>	2008-2009 Academic YE baseline	2015 Performance goals “Desired level of performance”
Students Served		
• At-capacity enrollment of the campuses opened at year end	4,280 ¹	6,495/10,000
• Total Network free and reduced lunch population exceeds 80%	Yes	Yes
Student Achievement		
• % of students meeting expected gains (Explore to Plan)	81%	85%
• % of students meeting expected gains (Plan to Act)	60%	65%
• % of students meet/exceed PSAE expectations	51%	60%
• % of students entering NN who graduate within 5 years (grad from Noble, excluding transfers)	76%	78%
• Junior class ACT average	19.6	21
Financial Sustainability		
• Average total facility occupancy cost per pupil at capacity	\$1,620 ¹	\$1,500
• Size of operating reserve (\$) ²	\$0	\$8M/\$16M
• Network (CMO) expense as a % of network-wide revenue ³	13.4%	8%
Organizational Sustainability		
• Retention % of employees receiving rating of “met/exceeded exp.” in year 1	n/a	80%
• Employee satisfaction rating (i.e. Strongly Agree: I have the opportunity to do what I do best everyday.)	60%	80%
• Principal satisfaction rating with organizational capability ²	64%	85%
<small>¹ Assumes first seven campuses at student capacity, ² Two months payroll/campus, ³ CMO expense includes Network personnel and admin expense and centralized professional services such as legal, audit, and marketing expense.</small>		

(ii) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

Replication of the original Noble Street campus nine times over has allowed Noble to sort through past challenges and barriers improving its process for evaluating the model. This has resulted in information, which guided successive replication activities and strategies and could guide similar replication projects undertaken by other organizations. For example, Noble learned valuable lessons about how to engage and recruit from the communities where new campuses are located and the importance of the year-long internships all new principals undergo. Noble also learned valuable lessons about its ideal replication schedule; we know that opening two campuses each fall can be managed effectively.

This previous experience has provided tools and strategies used by the Board and Noble's Executive staff to drive further expansion of an established model. The Green Lighting Criteria, Milestones and Performance Goals have been tested and proven to be realistic measures tied to tangible results that are crucial to the replication process and can be easily adapted to the needs of other organizations. Noble's campuses provide a great deal of data that is used to judge the effectiveness of the Noble model and its component programs. This data is the driving force behind the Performance Goals. If data showed that we were not successfully replicating a model that effectively achieves academic growth among economically disadvantaged students, the network would forgo replication and focus on strengthening academic performance in its current campuses. The data collected from the new campuses and measured against the Performance Goals proves that Noble's model does create the positive change it was designed to achieve. In fact, the data proves that Noble's academic performance has accelerated as it has grown its student population.

Noble already has experience preparing large programs for external replication. The CAP was originally proposed by a team of five teachers after they spent a week on location, under the instruction of Paul Bambrick-Santoyo, the managing director of North Star Academy, and was first implemented in 2006 serving three schools consisting of 900 students and 40 teachers. Noble has expanded the program to effectively meet the needs of 5,000 students and 400 teachers. Noble has been actively disseminating the CAP since 2008, and currently has 15 sharing partners around the nation showcasing the program's adaptability.

Because the size of our network is unique, other schools have looked to Noble to learn how to replicate. LEARN Charter Schools, Uncommon Schools in Philadelphia, New Orleans Charter Science and Math Academy, FirstLine Charter Schools, the Office of School Innovations in Washington, D.C. and the Minneapolis and New York Public School Systems have learned from Noble's model in efforts to improve and expand the quality of the education they offer.

(D) Quality of the management plan (25 points). In determining the quality of the management plan and personnel for the proposed project, the Secretary considers:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

As outlined in Criteria C, the Green Lighting Tool and Performance Goals provide an overall shared vision and direction for the CMO, its departments and its ten campuses while also including baselines from which to gauge goal progress and achievement. The milestones (provided in full in Attachment 7) supply clearly defined activities, responsibilities, timelines, detailed measureables, key assumptions, budgeted amounts and potential obstacles for each objective falling under the four strategic plan goals. By breaking the goals and objectives down into actionable parts, the milestones provide a roadmap for the achievement of each goal and subsequent objective. Noble's Department Chiefs may decide to incorporate milestone activities

into their employees' Accountabilities and Measurables, which in turn direct employees' work and provide benchmarks for quarterly performance reviews and factor into raises.

Accompanying these tools is a five-year budget for the CMO and its campuses which aligns with the goals of the strategic plan. It is developed by the Superintendent/CEO and the Chief Financial Officer with information and input gathered from the Chiefs, Directors and principals.

(ii) The business plan for increasing, sustaining, and ensuring the quality and performance of charter schools opened under this program beyond the initial period of Federal funding, including, but not limited to facilities, financials, central office, academics, governance, oversight, and human resources of the schools.

Noble's business plan is its five-year strategic plan. The strategic plan provides all of the detail and direction which will drive Noble as it: increases the number of students served through expansion and replication; continues academic growth by working to achieve new goals; and grows Noble to a size that will maintain financial and organizational sustainability. A Charter Schools Program (CSP) grant will take Noble to the end of its strategic plan, at which point, Noble will create a new strategic plan that builds on past performance and focuses on bringing all campuses to capacity while strengthening organizational sustainability.

When the CSP grant expires, Noble schools will be fully enrolled or close to capacity providing enough public funding per student to sustain Noble without direct federal support. The CSP grant will enable the expansion of Noble through its replication process of adding a single class at a time. The per pupil rate of public funding creates a budget gap until the school is at capacity.

Noble will maintain central office functions by strategically staggering the addition of personnel to support network growth. Positions will be added as evaluation of organizational

capacity through regular milestone progress meetings indicates need. We have demonstrated our ability to recruit and retain the management and education talent necessary to support our growth through our expansion to ten schools over the past decade. Additional positions planned for include: an Assistant Superintendent who will provide our Superintendent/CEO support in managing 16 principals, as opposed to the 10 he currently oversees. A Director of Special Services who will provide central management of school nurses, psychologists and special education teachers. A Compliance Manager to ensure that we are complying with all regulatory requirements. With the number of alumni increasing annually, two Alumni Coordinator positions will be added to effectively support all Noble alumni. An administrative position for the CMO will provide general administrative support to all departments. Strict adherence to the requirements of our Charter and a dedication to the success of our students give Noble the drive to increase academic performance, sustain the network, and ensure compliance with all local, State and federal regulations.

Noble will increase, sustain, and ensure the quality and performance of charter schools opened under this program by implementing and achieving the milestones which direct network growth, improved academic performance and financial and organizational sustainability. Strong financial management of our growth coupled with the economies of scale achieved through the expansion of seats at the current campuses and the addition of the new schools will strengthen Noble's financial stability. The Noble Board of Directors has governance responsibility and meets regularly to review the milestones, financial reporting, and academic performance of the network.

(iii) A multi-year financial and operating model for the organization, as well as a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project's long-term success.

As a part of the strategic plan's goal of achieving financial sustainability for Noble, a five year operational budget was created. This budget is supplied in Attachment. The strategic plan acts as an operational model for the CMO as well.

Noble's academic achievement has drawn commitments from organizations within the education sector that are dedicated to supporting schools that extend a high-quality education to underserved urban communities. Letters of support from these partners are included in Attachment 2. Renaissance Schools Fund (RSF) has worked closely with Noble since it began its replication efforts in 2006. RSF provided financial support for all nine of Noble's replication campuses as part of the Renaissance 2010 initiative to increase the number of high quality educational options in communities across Chicago by 2010. When visiting a Noble campus, Chicago's Mayor Daley cited Noble as an example of the success of his Renaissance 2010 initiative. RSF advocates for the impact of Noble's model on education reform and as Renaissance 2010 draws to a close, RSF plans to focus its support only on its highest achieving partners, Noble being one.

Noble's LEA, CPS has been a strong supporter and partner, encouraging Noble's growth by co-signing local and federal grants to allow for expansion of our programming and providing unused public school buildings for Noble use. CPS's Board President has visited Noble's campuses and CPS representatives have also visited Noble schools to learn about our academic program with the hope of replicating some of its components across CPS.

Noble has secured more than \$35 million in private donations for its replication work since 2006, and has developed relationships in the process with national and local foundations including the Michael & Susan Dell Foundation, the Bill and Melinda Gates Foundation, the

Crown Family Philanthropies, Rowe Family Charitable Trust, and venture philanthropy firms like NewSchools Venture Fund and Charter Schools Growth Fund. We have also established relationships with corporations like Exelon Corporation, Northern Trust, LSV Asset Management and Abbott Laboratories who not only provide financial support, but educational support as well. Noble’s Board of Directors (list included in Attachment 7) is also committed to securing support for further expansion and has introduced a number of interested donors to Noble who have since become involved with our organization.

(iv) A plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality.

There is a provision in Noble’s Charter Agreement that provides requirements and a plan for closure of schools should they fail to meet high quality standards required in its charter.

Clause 13 -Revocation of the Charter states that:

“The Board may revoke this Agreement and the charter of the Charter School, in whole or as to any attendance center or campus, if applicable, in accordance with section 27A-9 of the Charter School Law if the Board clearly demonstrates that the Charter School, or any attendance center or campus, did any of the following, or otherwise fail to comply with the requirements of the Charter School Law.

- a) Committed a material violation of any of the conditions, standards, or procedures set forth in this Agreement including the Accountability Plan; or
- b) Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in this Agreement or in the Accountability Plan; or
- c) Failed to meet generally accepted standards of fiscal management; or

- d) Materially violated any provision of law from which the Charter School was not exempted.”

For Noble to ensure it meets the requirements of its charter, Noble’s academic department tracks EPAS and PSAE growth in detail to monitor cohort trends and academic growth. These results are reviewed with all network teachers on a quarterly basis at Professional Development days as well as regularly within the CMO and with principals. Noble’s board of directors also reviews these results. Cultural audits are also regularly conducted unannounced to ensure campuses maintain the tight culture that is part of the Noble model. Should negative outliers emerge in academic and cultural performance, Noble's Superintendent and CEO works directly with the principal involved to generate an improvement plan. If significant improvements are not made, the principal may be replaced, an action that has been taken before during Noble’s replication work.

(v) The qualifications, including relevant training and experience, of the project director, CEO/organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project.

The Noble Network staff brings experience from the public and private sectors. They have worked to develop Noble into a strong and efficiently-run organization skilled at replication and expansion while achieving increasingly higher academic standards. The resumes of all key personnel (the CEO, department Chiefs and all principals) are included in Attachment 1. As Noble has grown, key positions were strategically added to effectively manage a network of our size. These positions included the Chief Administrative Officer, Chief Development Officer, the Chief Education Officer, the Manager of Data Integration and Analysis and supporting administrative roles. Noble uses its milestones to check in on achievement and organizational

capacity and then determine the need for more positions. Noble operates on a lean budget, so any additional positions added are strategic and necessary to serve a growing student body.

Michael Milkie, the Superintendent, CEO and founder of the Noble Network is responsible for bringing Noble to its current size. His vision, hard work and experience allowed for the successful creation of the Noble Network as a CMO and the network's expansion to ten campuses serving more than 5,000 students in 2010. He attended Indiana University where he earned degrees in Economics and Russian-East European Studies. Mr. Milkie taught as an Adjunct Instructor of Economics at Roosevelt University, DePaul University, Harold Washington College, Robert Morris College, Oakton Community College and College of Lake County for eight years. He went on to teach math for eight years at Chicago Public Schools district's Wells Community Academy High School.

Mr. Milkie opened Noble Street College Prep in 1999 in partnership with his wife, Tonya Hernandez Milkie, also a former teacher in the Chicago Public Schools system. Michael and Tonya set out to prove that all students can succeed given an environment where academic and behavioral expectations are high and a team of dedicated teachers is devoted to students' success. Beyond his work with Noble, Mr. Milkie founded the Right Angle Foundation, which has provided summer college-immersion experiences to high school students since 1996. He also serves on the board for the Erie Elementary Charter School. Mr. Milkie oversees management of the CMO and all campuses including new campus growth, budget management, principal hiring and leadership development.

Dan Alexander, the Chief Administrative Officer and project director, oversees all replication and expansion efforts within the network. Mr. Alexander is responsible for all aspects of facility development, from planning to implementation, coordinating the work of architects,

contractors, consultant professionals and staff. Prior to joining Noble, Mr. Alexander worked for seven years as a Senior Project Manager in the real estate services group at IFF (formerly Illinois Facilities Fund) where he led all aspects of facility development for nonprofit clients, including the development of five new high schools for Noble and effective management of a \$43 million in capital expenditures.

Rhonda Kochlefl, Chief Development Officer, heads Noble's Development Department overseeing all public and private funding initiatives. Her work includes major gift solicitation and management, Noble marketing and promotion and Board relations. Prior to joining Noble, Ms. Kochlefl was the Chairman and CEO of Donnelley Enterprise Solutions Incorporated (DESI), a publicly traded facilities management firm serving the legal and investment banking sectors. Ms. Kochlefl managed the start-up and expansion of DESI nationally and to Europe and Asia over a ten year period. She was responsible for the company's Initial Public Offering and its subsequent sale to Bowne Financial Services.

Kyle Cole, Chief Education Officer, is responsible for overseeing Noble's Academic Department, which includes implementation of the CAP, our academic program. He has successfully managed the CAP's extraordinary growth over the past three years and introduced efficiencies to make it stronger. Mr. Cole's experience stems from his time as the Vice Principal of Curriculum and Instruction at Cesar Chavez Public Charter School where he directed all curriculum development. He oversaw the creation, implementation and analysis of formative, quarterly interim exams, designed and implemented the structure for Professional Learning Communities –an ongoing mentoring and professional development program for every teacher, and conducted observation and supervision of all department Chairs. Mr. Cole also oversees all special services including school nurses, psychologists and special education teachers.

Mark Leon, Chief Financial Officer, manages all CMO and campus financials including CPS and funding compliance. Prior to working for Noble, Mr. Leon was a Principal with Diamond Management and Technology Consultants, Inc, where he led a 30-person senior level finance and accounting team, and five years before that with Ernst &Young LLP.

Tony Hayes, Director of Facilities, is responsible for facility maintenance including: budgeting, vendor management, and support of ten campuses. Mr. Hayes is responsible for design and procurement of furniture, security services, and kitchen equipment throughout the Network. Prior to joining Noble, Mr. Hayes worked in operations and facilities for several Chicago non-profits including the Chicago Christian Industrial League where he led a team of 15 staff.

Keli Leaf, Director of Human Resources, oversees all hiring, benefits, payroll and teacher certifications for the CMO and campuses. Before coming to Noble, Ms. Leaf was a Corporate Human Resources Officer for Wintrust Financial, where she led all 22 Wintrust subsidiaries on all HR related matters.

Michael Madden, Director of Information Technology, is responsible for the promotion, advancement, and maintenance of the organization's technology. Prior to joining, Mr. Madden held senior positions in information technology for civic and nonprofit organizations where he functioned as the first CIO in the YMCA of Metropolitan Chicago's history, overseeing technology for 3,000 employees at 45 locations. All of Noble's principals bring a wealth of experience and dedication to their schools. Two Noble principals are described below; Pablo Sierra is the Principal of Pritzker College Prep, the #1 open enrollment high school in Chicago (based on 2009 ACT scores). Mr Sierra came to Noble as an Assistant Principal in 2003. In 2005 he began a one-year principal internship and in 2006 opened Pritzker College Prep, the first

of Noble's replication campuses. Before joining Noble, Mr. Sierra was the Assistant Principal at the Rachel Carson School in Chicago, IL. He earned a bachelor of arts from the University of Illinois and an MBA from Northwestern University's Kellogg School of Management. Mr. Sierra was a New Leaders for New School Fellow in 2003, a program sponsored by the Harvard Business School and Harvard Graduate School of Education.

Principal Garland Johnson joined Noble in 2009 and is preparing to open Noble's newest campus, Johnson College Prep in the fall of 2010. Before joining Noble, Dr. Johnson was an Assistant Principal at the Irene H. King Elementary school and then a Principal at ESY K-8 (an extended year school) both in Romeoville, IL. She earned bachelors and masters degrees with a focus on Emotional Handicaps/Learning Disabilities/Varying Exceptionalities from Florida State University and is currently pursuing a doctorate in Educational Leadership at DePaul University. She also teaches as an Adjunct Instructor at DePaul's School of Education.

Application Requirements

(a) Describe the objectives of the project for replicating or substantially expanding high-quality charter schools and the methods by which the applicant will determine its progress toward achieving those objectives.

Noble's mission statement captures its objective for replication and expansion: to prepare low-income students with the scholarship, discipline, and honor necessary to succeed in college and to lead exemplary lives, and to be a catalyst for education reform. Our vision is to double the number of low-income Chicago students who receive a Noble education from 5,000 to 10,000 per year at sixteen campuses citywide. This expansion will be transformational. Noble's vision for 2015, established in our strategic plan, summarizes what we aim to accomplish in five years:

“Be the top performing network of high schools serving low-income students in America. Build the capacity to enroll 10,000 students into Noble schools and, through the example of our success, improve public education in Chicago and nationally.”

The goals building off this vision focus on enrollment, student academic achievement, financial sustainability and organizational sustainability. Each goal has a measureable set of objectives, baselines and outcomes. Additionally, each department within the CMO has a set of milestones that break down the applicable objectives into achievable steps over the next five years. These milestones provide greater detail about the actions, timelines, and responsibilities necessary to achieve each objective. These goals and milestones are the tools by which we will determine progress. The project’s objectives are detailed further in Criteria C.

(b) Describe how the applicant currently operates or manages the charter schools for which it has presented evidence of success, and how the proposed new or expanded charter schools will be operated or managed. Include a description of central office functions, governance, daily operations, financial management, human resources management, and instructional management. If applying as a group or consortium, describe the roles and responsibilities of each member of the group or consortium and how each member will contribute to this project.

Noble has a developed method of success operating its nine charter high schools currently serving students around Chicago. We will open a tenth campus in Chicago’s troubled Englewood neighborhood this fall, achieving Noble’s original goal of expansion to 10 schools. Since replication began in 2006, Noble has added two campuses each fall (one in the fall of 2010), bringing the Network to its present state. Noble recently completed a strategic planning process for the next stage of replication over the coming five years. Our Board approved plans to open six additional schools by 2015, and understands the finances, facilities, technology, systems and staffing needed to maintain a Network of this size. This new strategic plan forecasts opening two new campuses each fall in fiscal years 2013, 2014 and 2015.

Noble's central support team includes academic, accounting, development, facilities, human resources and IT departments which provide all back-office support to the campuses, minimizing administrative tasks and expenses.

The Academic Department manages all testing across the network, implementation of the CAP, test development and cultural auditing that ensures a tight Noble culture at all campuses. Their work also includes in-depth data assessment management of quarterly professional development sessions for teachers and management of all special services.

The Accounting Department manages all Network and campus finances. Noble's Accounting Department has a Fiscal Policies and Procedures manual that includes established procedures for funding designation across ten campuses and the central office. The accounting department's dedication to detail, compliance and proper reporting is the reason Noble has had clean compliance and financial audits since its inception.

The Development Department oversees all private and public fundraising efforts needed to bridge the funding gap from CPS. This includes securing start-up funding for new campuses, grant submission, gift processing in coordination with the Accounting Department and advocacy activities. Development is also responsible for board relations, marketing and public relations for the network. Development has raised \$35 million to fund its previous replication and expansion work since its inception.

The Facilities Department handles all maintenance and regulation issues surrounding existing campuses in addition to all inspections, renovations, and changes needed to get new campuses up to code and operational. Human Resources (HR) is responsible for all recruiting including teacher recruitment for all campuses. HR also handles new hire orientation, benefits

and payroll for the Network. The Information Technology Department oversees all Network technology for both the CMO and new and expanding campuses.

Each department is led by a chief who reports directly to Noble's Superintendent and CEO or by a director who reports to a chief. These chiefs and directors meet weekly and work together to ensure efficiency is maximized within the CMO. All campus principals report to the Superintendent/CEO. The principals oversee daily operations of their campuses and are responsible with the Chief Education Officer, for the academic growth achieved across the Network. Selection of such key individuals falls to the Superintendent and CEO. Noble's rigorous hiring process for principals and teachers is a best practice and key contributor to Noble's success. It includes a national search, various interviews and observations and extensive reference checks. Each principal spends at least one year prior to the opening of their campus in a paid internship position at an existing campus. This allows new principals direct supervision and support while planning their campus. More importantly, they see the Noble model and culture in action and gain valuable hands-on experience in a Noble environment learning from the acting principal.

The Noble support team and campuses maintain the shared purpose to function most effectively to provide the highest quality education to our students. Because of this, regular communication between the support team and the campuses is based upon an organizational expectation for responsiveness built into our culture to facilitate effective cooperation. Each department makes a formal, annual presentation to the principals to update them on department priorities and opportunities for collaboration that is followed up by regular department updates. Support team staff are regularly circulating among the campuses to perform cultural audits, facilities checks, host visitors or maintain academic standards.

Our Board of Directors is comprised of 19 professionals with extensive years of business, not-for-profit and/or educational experience. Dr. Warren Chapman and Dr. Sylvia Manning both of the University of Illinois, Chicago have years of experience in the education sector working with education policy and innovation in urban education. Mr. Troy Ratliff, the COO of the Kellman Family Foundation and Mr. Guy Comer, the President of Comer Science & Education Foundation bring valuable foundation experience to our Board. Mr. David Weinberg is the founder and President of the Illinois Network of Charter Schools and provides insight into the Illinois charter movement. Mr. Allan Muchin, our Board Chairman, of Katten, Muchin & Rosenman and Ms. Jean Sheridan, Executive Vice President of Northern Trust brings years of corporate business experience. Dr. Bryan Traubert, Chairman of the Chicago Park District, brings valuable expertise in government relations. All of Noble's key supporters, including all campus naming donors and representatives from key foundations and corporations are represented on the Board. (The Board list is included in Attachment 7.) The Board is responsible for setting broad organizational policy, fiscal oversight and hiring and evaluating the Superintendent and CEO. Directors are elected to one-year, renewable terms.

(c) Describe how the applicant will ensure that each proposed new or expanded charter school receives its commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and any year in which the school's enrollment expands significantly.

Over the past five years Noble has experienced significant growth establishing nine new campuses. Many of the national foundations and all of the Federal programs that support our Network have a need for clear allocation of funds, which Noble has provided. As mentioned earlier, the Fiscal Policies and Procedures manual outlines all budgetary and compliance procedures thoroughly. These protocols allow Noble to effectively manage funds for the overall

Network, for each campus and for the many projects which flow across campuses. A Chart of Accounts provides the designation for all funds which receive both a Cost Center code -a categorical designation, and an Account Code that indicates specific fund allocation. Noble undergoes two annual audits; there is a compliance audit for CPS and a financial audit. To date (since 2000), Noble has been shown to comply with all CPS regulations and there have been no financial findings. These audits are submitted to both CPS and the Illinois State Board of Education to ensure proper allocation of funds.

(d) Describe the educational program to be implemented in the proposed new or expanded charter schools, including how the program will enable all students (including educationally disadvantaged students) to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used.

Noble is a college prep school and thus committed to graduating its students truly ready to succeed in college. Noble's promotion requirements are rigorous to ensure achievement of this goal: students must pass every class, including physical education, acquire required community service, enrichment and college exploration credits and adhere to the school's discipline code. Our curriculum and instructional practices include:

- regular assessment and data analysis through the CAP;
- a strong focus on health and regular physical education;
- double math and reading courses for all students;
- required foreign language courses;
- a mandatory college writing course for seniors;
- adherence to the Collins Writing Program, which incorporates writing throughout the curriculum and standardizes writing assignments and evaluation across all classes; and

- a universalized classroom set-up that allows students clear understanding of goals and required tasks and assignments.

Noble's success increasing academic achievement among educationally disadvantaged students is driven by its educational model, the Curriculum and Assessment Program (CAP). The CAP enables consistent language around curriculum standards, common student assessments; and a platform for teachers to share best practices at Noble's campuses through quarterly PD sessions. It incorporates extensive teacher input into curriculum, is based on data-driven results, and ties curriculum and pedagogy to student gains while actively sharing best practices across a Network of nine schools. The program serves every high school grade level (students age 14 to 19) and includes all subjects. When first executed in 2006, the CAP served the Noble Network's small consortium of three schools consisting of 900 students and 40 teachers. The CAP will serve 5,000 students and 400 teachers during the 2010-11 school year. Its effectiveness is proven by the fact that Noble's average academic growth rate increased markedly when students who have experienced the CAP reported test scores exceeding expected gains have annually increased Noble's ACT score since 2003.

The CAP's rigorous assessment allows teachers to track students' progress closely enabling them to tailor lessons to meet students' real-time academic needs. All students take the EPAS at the start of each year, either the pre-Explore, pre-PLAN or pre-ACT test, depending on their grade-level and take a post-Explore, post-PLAN or the actual ACT at the end of that same academic year. These tests provide starting and ending benchmarks to measure academic growth for each year and for cohorts of multiple years.

The CAP also engages students in tracking their own progress. Each student receives a quarterly analysis of their college readiness skills and works closely with their advisor to receive

the support necessary to achieve improvement in their performance. Quarterly interim assessments, created by the Teacher Leader team (a team of teachers drawn from each Noble school, grade level and subject) track student understanding of the college-readiness skills tested by the EPAS system throughout each year.

Availability of data each quarter enables teachers to tailor curriculum according to student mastery throughout the year. Quarterly assessment data also makes possible powerful professional development (PD) sessions. Every teacher in the entire Network comes together for PD four times a year to address student performance on interim assessments, share best practices and revise curriculum to achieve maximum academic growth. Through data analysis, interim assessments provide direct insight into the instruction of each teacher by looking at students' scores and mastery by subject and individual college-readiness skill. Tracking students' performance over the course of the year highlights which students and which teachers achieve the largest gains and helps identify best practices to replicate for additional success throughout Noble's schools.

Most students enroll at Noble campuses with reading and math skills far below their peers; the average student enters a Noble freshmen class at a fifth or sixth grade reading level. The CAP is the tool by which Noble achieves the academic growth among students necessary to bridge the learning gap and graduate them at or above grade level. Further, by aligning curriculum and focusing teaching on college-readiness standards, the CAP prepares students for success beyond high school; it prepares them for success in college. Results, outlined in depth in Criteria A, show Noble's CAP has achieved significant growth since its inception. The CAP helped Noble campuses exceed expected gains from the Explore to PLAN from 2005 to 2009

and students achieve their highest network ACT score to date which placed Noble as the top open-enrollment school in Chicago, based on ACT performance.

(e) Describe the administrative relationship between the charter schools to be replicated or expanded by the applicant and the authorized public chartering agency.

Noble legally renewed its Charter School Agreement with the Board of Education for the City of Chicago effective July 1, 2009. This Agreement was first entered into on August 31, 1998, and has remained in good standing ever since with Noble meeting all requirements of its Charter Agreement, as approved by the Illinois State Board of Education. Noble provides all necessary reports to the Chicago Public Schools Office of New Schools; these include reports pertaining to facilities, school replication, and other operational and legal matters. Noble has 1.5 FTE devoted to meeting CPS requirements by organizing the collection of all necessary financial and compliance data and providing it through CPS's Impact system. Data submitted by September 30th through the Impact system is used to determine our per-pupil funding; this per-pupil funding is adjusted in quarter two if necessary. This system allows for funding checks and balances for both Noble and CPS. CPS offers trainings on the Impact and has provided special trainings for Noble employees in the past. Further, Noble's CPS contact is readily available to answer reporting questions and handle discrepancy issues.

CPS's Office of New Schools also provides a variety of trainings utilized by Noble staff. Professional development sessions pertaining to requirement compliance have been utilized by Noble's Accounting staff and new principals have benefited from a variety of sessions focused on leadership and new campus start-up, implementation and issues. We have offered support to CPS by sharing our best sharing practices, providing the data and training on CAP and participating in strategic planning sessions with their Office of New Schools. We maintain strong

relationships with the Chief Executive Officer of CPS, Ron Huberman, and the Chairman of the Board of Directors, Mary Richardson-Lowry.

(f) Describe how the applicant will provide for continued operation of the proposed new or expanded charter schools once the Federal grant has expired.

The Noble Network is committed to expanding from 10 to 16 high schools across Chicago in the next five years. Noble has successfully attracted local and national funding partners including the Michael and Susan Dell Foundation, NewSchools Venture Fund and Crown Family Philanthropies to the program thus far, and interest within the education philanthropic community continues to grow because of Noble's established success in providing a high quality education to thousands of high school students each year. The Renaissance Schools Fund (RSF) is a venture philanthropy organization that invests in the start-up of autonomous public schools in Chicago's most challenging neighborhoods. RSF saw Noble's model as an example of excellence, worthy of replication nine times over and provided significant assistance towards doing so. Noble's LEA, CPS has also encouraged our growth by co-signing local and federal grants to allow for expansion of our programming. Additionally, Noble has garnered financial support from some of Chicago's most successful individual leaders and entrepreneurs, whose investments have helped to make expansion possible. Many of these donors serve on Noble's Board of Directors and have remained involved with the campuses as they mature.

The biggest challenge Noble faces is securing facilities to house our campuses. There are a good number of underutilized buildings in Chicago which allow the opportunity for charter schools to share space with another public school. Noble has partnered with CPS to obtain

facilities for three of its 10 schools and plans to continue to pursue this route as replication proceeds.

Noble's Development Department, which doubled in size this past year to provide greater capacity for seeking funding, is solely devoted to bridging the funding gap that exists due to inequitable funding from the State. Noble is also launching a comprehensive campaign aimed at generating significant capital support over the next ten years to offset the costs associated with opening new campuses and to sustain the Network. Extensive strategic planning with external consultants, key staff members and Noble's Board of Directors has ensured that Noble will proceed with expansion given clearly defined criteria, including fiscal strength. The timing of this funding opportunity aligns with Noble strategic plan. Funding through the Charter School Program (CSP) will cover the gap years that our comprehensive campaign is designed to address. If awarded a CSP grant, once the grant period expires, most of our schools will be fully enrolled and receiving federal funding per pupil, funding which does not support initial operating and start-up expenses.

(g) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the proposed new or expanded charter schools.

Parental buy-in and support have directly led to the success of Noble schools. In communities where Noble opens a new campus, Noble staff members work with the community's government officials, police beat, community groups and other local organizations to inform them of the school's planned opening and invite partnership and community service opportunities. Noble reaches out to local businesses for investment opportunities and other partnerships such as internships, job shadowing and community service for students. For the upcoming opening of Johnson College Prep, two radio ads were run to inform the community of

enrollment opportunities. Additionally, a mailing was sent to all south-side of Chicago 8th graders through their school counselors. Because students are required to perform at least 10 hours of service a year, campuses work within their neighborhoods to provide service opportunities to students that directly benefit the community.

Regular update reports are mailed to foundation partners and an e-newsletter is sent bi-monthly to parents, donors, staff, legislators, volunteers, and board members. There is also a weekly parent newsletter that students must bring back signed to ensure parents have read it. Parents also have access to PowerSchool, an online system that allows parents and administrators to track students' academic and disciplinary records. Parents are in the schools at least once per quarter to meet with staff and their student's advisor during report card pick-up. Many Noble campuses have parent groups that work to support the school by volunteering at various events.

(h) Include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the proposed new or expanded charter schools and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, such charter schools.

Not applicable. Noble's Charter Agreement and Bylaws outline how the organization will abide by all Federal, State and local regulations generally applicable to public schools. Additionally, Noble is bound to operate at all times within accordance of the Charter School Law and all other Federal and State laws from which the Charter School is not exempt.

(i) Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary, and with any matching funds.

Awarded CSP funds will be split between Noble's five schools which are still building towards full enrollment and its six replication campuses. Noble's UIC and Gary Comer College Prep campuses will be adding junior and senior classes during the first two years of the five-year

grant cycle to bring these campuses to full enrollment. The Muchin and Chicago Bulls College Prep campuses will be adding sophomores, juniors and seniors during the first three years of the grant, while our Johnson College Prep campus will open with its inaugural freshmen class in the fall of 2010 and expand to full enrollment by year four of the grant. When all of Noble's ten existing campuses are fully enrolled by year four of the grant, Noble will serve 6,500 high school students. The six replication campuses will have staggered openings over the grant period with two schools opening in the fall of 2013, 2014, and 2015. Once these replication schools are at capacity, they will serve 10,000 mainly low-income and minority students.

Grant funds will cover equipment and supplies, namely the purchase of educational materials, technology, furniture, gym equipment, and theatre and lab equipment to outfit the new campuses and to provide materials for each new grade served. Also included are the supplies and training and implementation costs for the CAP that will grow to encompass all new campuses and the addition of grades to existing campuses.

Grant funds will also cover four key staff for each new campus, including a principal, dean of students, dean of operations and an administrator, who are hired the year prior to campus opening to recruit students, coordinate enrollment, equip the schools and hire staff. Additionally, the new personnel expenses for the CMO are included in the program budget. These new positions will be added to effectively support the growing number of students and campuses served. An Assistant Superintendent will be added to manage the growing number of Principals and to provide support to our Superintendent/CEO. A Director of Special Services will oversee programs under the jurisdiction of the Academic Department. A Compliance Manager will oversee all compliance with local, state and federal laws. With our alumni increasing annually, two Alumni Coordinator positions will be added to effectively support all Noble alumni. Finally,

an administrative position for the CMO will manage all supply orders, scheduling, mail and other administrative tasks.

In FY2011 we are receiving CPS Start-Up funds which will cover \$155,000 of Johnson College Prep's start-up expenses. This includes a security system, gym equipment, office supplies, furniture and technology. All these start-up costs have been accounted for and are not included in our budget. Beyond the Start-Up funds, any local, state and federal funding we receive through CPS Tuition Reimbursement, Title I and Title II is for operating expenses. Requested funds will allow Noble to divert secured funding to facilities, CMO expense, construction and start-up needs not covered by the grant to cover its budget gap.

Noble has identified 25% (\$3.75 million) of its \$15 million dollar request to the Charter School Program from private donations and cash reserves. Details on the sources for these matching funds are included in the Competitive Priorities narrative.

(j) Describe how students in the community, including students with disabilities, English learners and other educationally disadvantaged students, will be informed about the proposed new or expanded charter schools and given an equal opportunity to attend such schools.

Noble schools are open to any student who lives in Chicago and has graduated from eighth grade. When opening a new school, Noble works extensively to inform the community of its new presence in the neighborhood and of its open enrollment policy. Principals regularly attend and present at high school fairs for graduating grammar school students. The principals and students also make regular presentations to eighth grade students at grammar schools throughout Chicago, church and community groups, and facilitate tour groups at Noble schools on an ongoing basis. Additionally, principals make home visits introducing Noble as an option to families and students. Johnson College Prep will be opening its doors this fall. In effort to inform the community of the new high school and enrollment opportunities, the principal and staff have

held five open house events and made 75 visits to schools and community groups reaching hundreds of community residents.

Noble also opens its doors to host multiple open house and information sessions. Every prospective student must attend an open house session to receive an application for enrollment; the purpose of this activity is to ensure students and parents understand the focus and rules of the school when they apply. Noble provides all open house materials in English and Spanish to accommodate guests.

Noble also leverages media outlets to inform the community of new school openings including radio commercials and newspaper advertisements. Two radio ads were run for Johnson College Prep's opening to inform and educate the community. Noble also understands that social media outlets are an increasingly popular way to reach people and therefore maintains a Facebook page, which announces new campus enrollment and links visitors to the Noble website. Noble attempts to obtain media coverage for all new campus openings. Extensive print materials, including recruitment brochures, are created in both English and Spanish and circulated at Noble promotion events and throughout community businesses and organizations. Mailings were sent to all south-side of Chicago 8th graders advertising the opening of Johnson College Prep. Additionally, each one of Johnson College Prep's 239 student applicants received a call from the principal and campus support staff.

Students are not requested to submit test scores or special education status at any time during the application process; the application for enrollment does not differentiate students with special needs in any way. Special Education accommodations are made at every campus for students. Noble implements a team teaching model in classrooms serving special needs students, which provides increased support to the teacher and their students while not drawing attention to

special needs students. Noble's open enrollment policy encourages students of all races, languages and abilities, including special needs students, to feel welcomed at our schools. Abiding strictly by charter law, all Noble schools use a blind lottery system to determine enrollment. Students and parents are invited to observe the lottery, and the lottery is video-taped. Enrollment is offered to the first 150-300 names drawn, depending upon the school's capacity, and then waitlist numbers are assigned in the order they are drawn from the bin until no cards remain. The final waiting list is published. Any applications received after the lottery deadline are added to the end of the waitlist which carries over from year to year.

(k) Describe how the proposed new or expanded charter schools that are considered to be LEAs under State law, or the LEAs in which such charter schools are located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.

The Noble Network complies with both sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act by providing an environment and academic program that serve the needs of all students satisfactorily, including students with special needs. The following is outlined in Noble's Employee Handbook:

- Teachers know who students with special needs are, and address the concerns of both students and parents regarding performance in the class in connection to their disability;
- Teachers must be familiar with students' disabilities and how these disabilities impact the classroom;
- Collaboration is required between teachers and special education teachers in writing the course syllabus, choosing topics, books and skills to be addressed, and in developing unit plans;
- Noble provides quality instruction, modified curriculum but maintain high expectations for performance for its special needs students;

- Teachers must participate in the development of IEP's.

(l) Provide information on any significant issues in the areas of student safety, financial management, and statutory or regulatory compliance. As noted in the absolute priority, for purposes of this competition, ``significant'' means something that did, will, or could lead to the revocation of a school's charter.

Since establishment, the Noble Network of Charter Schools (the charter management organization) has not experienced any significant issues concerning student safety, financial management, and statutory or regulatory compliance that have or would cause revocation of Noble's charter. While safety concerns exist in many of the economically disadvantaged communities surrounding Noble campuses, student safety on Noble premises is taken seriously and even minor student infractions are addressed immediately. The Noble Network is in sound financial standing as determined through regular financial audits by an independent firm. Solid financial and operational management ensures compliance with all local, state and federal charter laws. As required by the Absolute Priority, Noble does not have any issues in the areas of student safety, financial management, and statutory or regulatory compliance that would cause revocation of our charter.

Project Narrative

Section 1 - Other Attachments: Resumes/Curriculum Vitae

Attachment 1:

Title: **Resumes of Key Personnel -Noble Network Pages: 32** Uploaded File: **Attachment 1 -Resumes of Key Personnel.PDF**

Michael Milkie
1628 W. Erie
Chicago, Illinois 60622
312-563-1876
noble1010@aol.com

Education:

1991 State of Illinois, Type 09 6-12 teaching certificate. Endorsements:
Mathematics, English, World History, Economics, Russian
1989 M. A. Russian-East European Studies – Indiana University
1989 M. A. Economics – Indiana University
1984 B.A. Economics – Indiana University

Experience:

- 2005 – present** Superintendent – Noble Network of Charter Schools in Chicago, Illinois
- Oversee the development of six new Noble campuses
 - Hire and oversee principals for all campuses
 - Hire and oversee Network staff
 - Institute Network-wide programs, including student assessment and nutrition programs
 - Disseminate results of Network programs and represent the Network locally, regionally and nationally
 - Develop, with principals, professional development for all Network teachers
 - Assist principals with staff hiring and retention decisions
 - Manage annual Network budget
- 1998 - 2004** Principal and Founder - Noble Street Charter High School in Chicago, Illinois
- Created 475-student school, including: hiring faculty, recruiting students, creating curriculum and directing construction of facility addition.
 - Instituted school-wide reading, writing and mathematics programs, producing excellent results in student skill development and standardized tests.
 - Instituted school-wide fitness program with physical education classes conducted by Lakeshore Athletic Club.
 - Instituted model discipline program recognized nationally.
 - Managed \$4 million budget, balanced every year
 - One of the lead fundraisers for successful \$3 million capital campaign.
- 1990-1998** Mathematics teacher, Wells High School in Chicago, Illinois
- Founded AP Calculus program, Math and College clubs.
 - Coached JV basketball and baseball.

- Assisted seniors with college selections process, financial aid and college pursuits and campus visits.

1989 - 1997

Adjunct Instructor of Economics

- Roosevelt University, DePaul University, Harold Washington College, Robert Morris College, Oakton Community College, College of Lake County

Organizations:

Right Angle Educational Foundation – Founder, vice president and board member. The foundation provides scholarships to low-income high school students to study at summer college programs.
Erie Neighborhood House Charter School - Board member

Interests:

Education, fitness, football, basketball, and volleyball.

DAN ALEXANDER

5342 Grove Street • Skokie IL 60077 • (847) 965-9321 • dalexfargo@yahoo.com

PROFESSIONAL EXPERIENCE

Noble Network of Charter Schools
Chief Administrative Officer

Chicago, IL
2009-Present

Primary responsibility for ensuring back-office support is well-coordinated in support of the educational mission of ten-campus network of public high schools. Direct responsibility for support operations: facilities development and upkeep, interface with attorneys, information technology, human resources, food program, and Noble Day Care.

IFF
Senior Project Manager
Development Manager

Chicago, IL
2004-2009
2002-2003

I performed contractually defined consulting services, and led all aspects of facility development on behalf of nonprofit organizations throughout metropolitan Chicago.

My chief responsibilities were, first, to offer objective and considered advice to aid my clients' decision-making and, second, to build and lead teams of professionals to achieve my clients' goals. I assessed and guided clients' decision making about facilities; located and evaluated properties for development; led the negotiating team, whether in a purchase or lease context; solicited and awarded contracts for architectural and construction services; ensured project's compliance with regulatory standards; closed financing; and efficiently and prudently built or renovated buildings.

Annual supervisory evaluations, at highest possible rating, have noted my:

- repeated success in winning a high level of trust and confidence from clients' staff and Board
- ability to juggle a heavy workload and keep projects on time and on budget
- strong work ethic and high ethical standards
- continual willingness to assist the Department and IFF

IFF career highlights include:

- **Noble Network of Charter Schools, 2005 - 2009** I led IFF's facility development and improvement efforts for this client, a nationally renowned charter school network. I directly developed five new high school campuses, assisted Noble to form and implement a capital plan for annual facility improvements, and supported Noble's efforts to tailor its facilities to maximize operating revenue. I cost effectively managed \$43 million of capital expenditure to budget and schedule, helping Noble to attract major capital gifts from corporate and foundation executives.
- **Success with Varied Clientele.** Successful completed projects include counseling and service agencies, childcare centers, and charter schools. Satisfied clients with whom I have completed projects include Noble Network of Charter Schools, Concordia Avondale Place, Cathedral Counseling Center, Howard Area Community Center, Juvenile Protective Association, and Search Developmental Center.
- **Facilitation of Complex Financing.** Have closed and successfully completed projects utilizing multimillion dollar tax-exempt bond financing, lease incentives, subordinated conventional loans and municipal, state, and federal grants with complex regulatory conditions.

The Resurrection Project
Project Manager

Chicago, IL
 1996-2002

Responsible for implementation of multi-site affordable rental housing program, including a \$17 million, five building, 83-unit project utilizing Low Income Housing Tax Credits, with respected Chicago community development organization.

EDUCATION

Macalester College: BA, Urban Studies and Geography (*Cum Laude*); National Merit Scholar; completed off-campus study programs in Chicago and London.

I earned LEED Accredited Professional status in 2008, being the first at IFF to do so.

References upon request

Rhonda I. Kochlefl

Professional DONNELLEY ENTERPRISE SOLUTIONS, INC.

Chairman and Chief Executive Officer, 1995-1998

- Managed the strategic acquisition of LANSystems.
- Conducted an Initial Public Offering completed in November, 1995. (NASDAQ: DESI)
- Expanded services internationally to England and Japan.
- Completed the sale of DESI to Bowne Financial Services, 1998.
- Managed Board and Investor Relations.

R.R. DONNELLEY & SONS, INCORPORATED

President, Donnelley Business Services (DBS), 1991-1994

DBS Vice President, Eastern Region 1990-1991

DBS Region Manager, 1988-1990

- Built a high growth outsourcing services business.
- Delivered positive cash flow in first year of operations.
- Maintained revenue growth of over 145% annually.
- Expanded strategy to higher margin help desk and integration services.
- Built national organization in eight cities with over 1200 employees.
- Maintained industry leadership and 100% client retention.

PANDICK TECHNOLOGIES, INC., 1985-1988, Sales Director

XEROX CORPORATION, 1981-1984, Sales

Other

Author of several articles on outsourcing that have appeared in the *Law Technology Product News* and *The National Law Journal*. Featured speaker at industry conferences such as Dataquest. Featured in several business publications such as Crain's Chicago Business and BusinessWeek Magazine.

Education University of Illinois, B.A. in Business 1981

Community Northwestern University Settlement House, 1995-2005

Chairman of the Technology Committee: Committee responsibilities included planning the upgrade of the administrative network and design of the technical infrastructure for the start-up of Noble Street Charter High School. Member of the Strategic Planning Committee and Board Secretary.

Winnetka Village Caucus 2000-2001

Sacred Heart Parish, Catechist.

Parent Teacher Organizations: Chairman of Community Outreach, Resource Center, Great Books, Field Day committees. Raised funds for Great Lakes Outdoor Classroom, Room Parent.

Married to William for 20 years, mother to Laura, age 14 and Joseph, age 9, a golden retriever, Leviticus (Levi) and a black cat, Oliver.

Kyle Cole

2844 Wisconsin Avenue, N.W. Apt. 1010
Washington D.C., 20007
202.286.8078
kylercole@yahoo.com

EDUCATION

Harvard University Graduate School of Education, Cambridge, Massachusetts
Masters in Education (6/02)
Course Work: Organizational Leadership and Change, Supporting Instructional Improvement, Teacher Leadership, Educational Policy and Politics

University of Chicago, Chicago, Illinois
Bachelor of Arts with Honors: Political Science (6/01)
Thesis: Promoting Effective Teacher Collaboration in Chicago Small Schools
Phi Beta Kappa, Student Marshall

London School of Economics and Political Science, London, England
Study Abroad (1999-2000)

EXPERIENCE

Vice Principal of Curriculum & Instruction, Cesar Chavez Public Charter School for Public Policy; Washington, D.C. (8/06-Present)

- Guide all departments, Grades 6-12, through the creation and implementation of a backwards planned, standards-based curriculum
- Oversee the creation and implementation of formative, quarterly interims and the itemization and analysis of these assessments
- Create, implement and sustain the structures of a Professional Learning Community—an ongoing mentoring program of every teacher and weekly 90 minute professional development activities focused around data analysis, instruction, curriculum development, and/or assessment design
- Maintain the school's professional development budget and approve all individual professional development activities (conferences, site visits, literature, course work, etc.)
- Manage the recruiting, observing, and hiring of all academic staff
- Conduct ongoing classroom observations to provide teachers with immediate feedback around classroom culture and instructional rigor
- Supervise all department chairs, mentor teachers, Director of Special Education, Director of Public Policy, and the Director of English Language Learners
- Serve in any manner the Principal and Chavez Community to ensure that all scholars experience a rigorous, college-prep atmosphere by maintaining high academic and behavioral expectations

Teacher and Chair for the Department of History and Politics, Cesar Chavez Public Charter School for Public Policy; Washington, D.C. (8/04-8/06)

- Taught 9th Grade United States History and Public Policy
- Trained as a Literacy Coach through the Public Education Business Coalition
- Regularly observed teachers within the department to provide comments surrounding curriculum and instruction quality
- Guided the department through skills and content alignment for Grades 6-12

Teacher, Cardigan Mountain School; Canaan, New Hampshire (8/01-2004)

- Taught 9th grade History and Current Issues and 6th grade History, English, and Life Skills
- Coached Varsity soccer coach, serve as a dorm parent and Liaison to the Parent's Council

Advisor, Professional Development Center, Cambridge, Massachusetts (9/01-6/02)

- Researched teacher collaboration-based professional development models
- Assisted in the policy development of a district-wide, mentor-based new teacher induction program

Policy Assistant, Mayor's Office: Chicago, Illinois (6/00-8/01)

- Chaired a committee for and assisted the Mayor's Council of Technology Advisors
- Researched and advised on economic policy for the Mayor's Special Assistant for Technology

Researcher, University of Chicago Department of Social Science: Chicago, Illinois (9/99-8/01)

- Interviewed and observed superintendents, principals and teachers to better understand the impact of district and state policy on the classroom
- Analyzed district and school-wide professional development programs

ACTIVITIES

Member, Association for Supervision and Curriculum Development
Member, National Staff Development Council

SKILLS

Teacher Coach trained in conducting classroom observations and facilitating result-oriented meetings
Competent in Computer Software Packages including Powerschools and Microsoft Office (Word, Excel, etc.)

REFERENCES

Irasema Salcido, Founder, Chief Executive Officer and Interim Principal, Cesar Chavez Public Charter Schools
irasema.salcido@chavezschools.org
202.547.3975 ext. 12

Robert Rickenbrode, Chief Academic Officer, Cesar Chavez Public Charter Schools
admin@chavezschools.org
202.547.3975 ext. 22

Simon Rodberg, English Department Chair, Cesar Chavez Public Charter Schools, Parkside Campus
Simon.rodberg@chavezschools.org
202.550.6344

MARK LEON, CPA

817 N. Ridgeland Avenue
Oak Park, IL 60302
(312) 925-0808
Mvleon6@yahoo.com

SUMMARY

Strategic planning, finance and budgeting, and operations professional with significant analysis and reporting experience across a broad range of industries including nonprofit, consumer products and services, logistics and distribution, and manufacturing. Demonstrated ability to manage large cross-functional teams comprised of professionals spanning across geographies best practice program and project management methodologies. Hands-on expertise in benchmarking research, process re-engineering and continuous process improvement implementation, organizational assessment, change management, as well as performance metrics and controls design and implementation. Certified Public Accountant licensed in State of Illinois. M.B.A., University of Chicago Graduate School of Business.

EXPERIENCE

DIAMOND MANAGEMENT AND TECHNOLOGY CONSULTANTS, INC., Chicago, Illinois 2004-Present
Principal (2006-Present)

Build and manage relationships with senior level counterparts. Collaborate with clients to define critical strategic and operational issues as well as scope of work and resources required to effectively resolve those issues. Manage multiple teams across geographies to ensure timely and effective delivery of work. Provide longer term perspective and guidance regarding trends, opportunities, and risks for client.

Manager, Strategy & Business Analytics Practice (2004-2006)

Led consultant and client teams in strategic planning, budgeting, financial analysis and decision support, operational improvement, and organizational development initiatives.

Selected experience and results include:

- **Strategic Planning and Budget Management** – Developed and administered strategic planning, capital budget, and portfolio allocation process for large non-profit provider of affordable housing that more clearly linked individual initiatives to organizational mission and strategy. Also developed governance structure, processes, and scorecards that enabled senior management across multiple business groups to improve quality and timeliness of budget inputs, better monitor health of multimillion dollar budget, determine root causes of special initiative and ongoing operational variance, and recommend corrective actions.
- **Financial Modeling and Capital Structure Analysis** – Led 15 person financial planning team of large state government in the development of a complex financial model that detailed multiple innovative valuation scenarios based on combinations of bond, preferred, and common equity arrangements. Also advised team on negotiation strategy with private equity and other institutional investors.
- **Acquisition Due Diligence/Business Valuation** – Led acquisition due diligence team in capacity evaluation and valuation of an acquisition candidate for a \$16B private equity firm. Reviewed candidate's operations, conducted in-depth interviews of key executives, and identified critical sensitivity factors for valuation.
- **Operations Improvement and Financial Controls Implementation** – For a multibillion-dollar distributor and manufacturer of life science products, led a multidisciplinary team in the definition and realignment of core marketing, operational, and finance procedures of its subsidiary resulting in the reduction of a \$50M monthly product backlog, direct linkages between operations and financial measures, and compliance with key Sarbanes-Oxley provisions.
- **Financial Systems Assessment and Improvement** – Led 30 person senior level finance and accounting team of large state government in the evaluation, re-design, and implementation of budgeting, financial reporting, and cash management processes. Identified standard requirements for consolidated financial (ERP) system across multiple business units and developed implementation plan that included technology and vendor selection, system testing and roll-out to 3,000 users, and communication and change management strategy.

ERNST & YOUNG LLP (now part of Capgemini), Chicago, Illinois **1999-2004**
Manager, Strategy & Technology Practice, Financial Services (2002-2004)
Collaborated with Fortune 500, middle market, and start-up companies to develop and implement corporate, business, and product strategy as well as design and lead organizational change initiatives.

Senior Consultant, Strategic Advisory Services Practice (1999-2002)

Selected experience and results include:

- **New Product Development** - Planned and led 20-person cross-functional project team in the conceptualization, development, and launch of an Internet-based cash management product for a large financial services company. Devised process to monitor and maximize product ROI over entire projected product life cycle.
- **Post-merger Integration/ Organizational Change Management** - Led 30-person team in the development and implementation of global bank's post-merger integration strategy for e-finance operations of a large US regional bank. This included identification and hiring of contractors, development of a project methodology and plan, and design and management of project budget.

SOUTH SHORE BANK OF CHICAGO, Shorebank Corporation, Chicago, Illinois **1995-1998**
Commercial Loan Officer (1997-1998)

Negotiated and structured asset-based and subordinated debt financing to mid-sized service, including hotel franchise, and manufacturing companies.

Credit Analyst (1995-1997)

Evaluated business plans and conducted financial, credit, and cash flow analyses of over 50 high-growth businesses seeking capital financing.

U.S. PEACE CORPS, Mali and Mauritania, West Africa **1992-1995**
Small Business Development Consultant

Advised over 60 individual enterprises and cooperatives on methods to measure and improve their operational performance and overall profitability.

- Structured joint venture between French-Mauritanian NGO (Société d'Investissement et de Développement International) and US Peace Corps to provide capital financing to local businesses.
- Set up Mauritania field offices of joint venture entity and oversaw all financial, managerial, and administrative details.

EDUCATION

UNIVERSITY OF CHICAGO GRADUATE SCHOOL OF BUSINESS, Chicago, Illinois **2000**
Master of Business Administration
Concentrations in Statistics, Econometrics and Strategic Management

GEORGETOWN UNIVERSITY, School of Foreign Service, Washington, DC **1991**
Bachelor of Science, International Economics/Finance, Minor in French

PROFESSIONAL TRAINING AND AFFILIATIONS

Certified Public Accountant – Licensed in State of Illinois
Member, AICPA and Illinois Society of CPAs

IL Council of Trout Unlimited – Member, Government Affairs Committee (2007 - present)

OTHER

Proficient in French and conversational level proficiency in Arabic.
Interests in skiing, fly-fishing, hiking, and camping; frequently travel to Utah and Adirondack Mountains.
Active member of Nature Conservancy and Trout Unlimited.

ANTHONY HAYES

8533 South Kilbourn
Chicago, Illinois 60652

Telephone: (773) 447-1813
Alternate: (773) 735-7528
TonyHayes10@yahoo.com

SUMMARY

Results-focused, budget conscious and self-motivated senior-level manager with a successful record of cost reductions, process improvement and project management for multi-million dollar Chicago-based organizations. Exceptional time management, critical thinking, leadership, judgment and evaluation skills combined with a positive attitude and commitment to excellence. Skills include:

- ✓ Asset & Liability Management
- ✓ Contract Negotiations & Development
- ✓ Project Management
- ✓ Purchasing Management
- ✓ Facilities Management
- ✓ Capital Improvements
- ✓ Budget Development
- ✓ Business Case Development
- ✓ Commercial Property Management

☆ Proficiency in Windows 98/2000/XP, Microsoft Office, Lotus Notes and Prolog Manager ☆

EXPERIENCE

CHICAGO CHRISTIAN INDUSTRIAL LEAGUE, Chicago, Illinois **August 2005 to Present** **Director of Operations**

Multi-department oversight and direction responsibility within this \$10 million organization specializing in transitional and mixed income housing, including budget development, contract negotiations, regulatory compliance and a wide array of project planning and management.

- Lead a team of 15 multi-functional staff handling all transportation, housekeeping, security, maintenance and property management operations for facilities encompassing 300+ units.
- Develop operating and capital budgets; design policies and procedures; collaborate with federal and private agencies (IHDA, NEF, DOH & CHAC) to ensure SRO compliance.
- Negotiate leases and manage daily facility operations for 6 commercial retail establishments.
- Research, evaluate, negotiate and manage contracts for numerous facility services.
- Coordinate capital improvement and maintenance programs for facilities and equipment.

Highlights:

- **Eliminated 10% of facility operation costs** within one year by establishing a building improvement plan and permanent preventive maintenance program while outsourcing all facilities engineering services.
- **Reduced payroll costs \$25,000** while improving the quality and reliability of building security by strategically outsourcing all building security functions.
- **Minimized annual turnover to <4%** by establishing formal recognition initiatives as well as ongoing encouragement, coaching and communication.

ILLINOIS DEPT. OF CENTRAL MANAGEMENT SERVICES **March 2004 to July 2005**

Bureau of Strategic Sourcing & Procurement, Chicago, Illinois

Strategic Sourcing Manager

Senior-level responsibility for delivery and management of \$40 million in annual service contracts for a wide array of procurement initiatives, including janitorial, groundskeeping, HVAC maintenance and facilities engineering services for state agencies, boards and commissions.

- Received and reviewed requisitions (RFPs); requested bids as necessary; evaluated quotations; selected reliable sources; made final vendor selections.
- Negotiated with suppliers for yearly contracts and new procurements/changes to existing purchase orders, ensuring that active purchase orders are satisfactory at all times reflecting the latest requirements, terms and conditions in compliance with agreements.
- Coordinated with Division Manager, Assistant Director and other executives to review contract specifications, new or existing sources of supply and recommendations for reduced procurement.

ANTHONY HAYES

PAGE TWO

Highlights:

- Spearheaded all facets of a \$1 million security contract – including vendor negotiations and scope of services development – to successfully launch a new facility by deadline.
- Acted as Policy Formulating Administrator, leading a team to pro-actively transform existing service contracts and solidify new contracts in accordance with *best business practices* called for by the Governor's Budget Briefing Address.

CHICAGO PARK DISTRICT, Chicago, Illinois

April 2000 to March 2004

Facilities Project Manager

Directed all facilities management service contracts, including district-wide refuse removal, pest control, locker installation and facilities engineering. Scope of responsibility included budget management and development and design of project scope, parameters and contract terms.

- Performed site visits throughout the park district to manage/oversee everyday operations.
- Partnered with regional and facilities managers to schedule service visits for CPD facilities.
- Worked closely with vendor managers and contractors to monitor/review service performance.

Highlights:

- Expanded scope of service and improved multi-facility conditions via hands-on management of a \$1.5 million annual facilities service contract.

Contract Project Manager

Successfully directed 20+ capital improvement projects on time and under budget within 18 months, including lobby and underpass renovations, bike path resurfacing, roof repairs.

Environmental Project Manager

Led an environmental engineering and technical team to develop and execute environmental projects, including underground storage tank removal, site remediation, district-wide mechanical re-insulation and district-wide removal of lead and asbestos. Scope of responsibility included budget management, daily site visits, project safety and regulatory compliance.

Highlights:

- Revolutionized a struggling environmental department by establishing a comprehensive project schedule, payment plan for overdue receivables and morale-building campaign.

PUBLIC BUILDING COMMISSION OF CHICAGO

August 1998 to April 2000

Campus Park Program, Chicago, Illinois

Assistant Project Manager

Collaborated with Project Manager to plan, develop and implement an extensive transformation of unsightly and underused grounds into beautifully landscaped open areas, recreational areas and play lots for school children and communities. Worked closely with general contractors, owner representatives, zoning and building officials. Researched property owners for land acquisition.

KATTEN MUCHIN & ZAVIS, Chicago, Illinois

September 1993 to July 1998

Paralegal

Provided high-level legal assistance for partners and associates at a fast-paced private law firm. Established a new electronic indexing system for quick retrieval of case information. Performed legal research using Westlaw. Organized and prepared witness information.

EDUCATION

M.A. – Public Administration, 1998

GOVERNORS STATE UNIVERSITY

B.A. – Political Science, 1992

BENEDICTINE UNIVERSITY

Construction Management Certificate, 1999

UNIVERSITY of ILLINOIS at CHICAGO

KELI S. LEAF, PHR
kelileaf@yahoo.com

1267 W. Wrightwood, Unit 126
Chicago, IL 60614
773-610-9178

EDUCATION

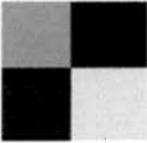
- 2007-Present **THE KELLOGG SCHOOL OF MANAGEMENT, NORTHWESTERN UNIVERSITY** Chicago, IL
 - Masters in Business Administration part-time program candidate, expected graduation in 2009
 - Concentrations in Social Enterprise, Organizational Management and Strategy
- Spring 2005 **PROFESSIONAL IN HUMAN RESOURCES CERTIFICATION** Chicago, IL
 - Professional certification from the international Society of Human Resources Management (SHRM)
- 1997-2001 **JOHN M. OLIN SCHOOL OF BUSINESS, WASHINGTON UNIVERSITY** St. Louis, MO
 - Bachelor of Science in Business Administration, Majors in Management and Psychology

WORK EXPERIENCE

- 2002-Present **WINTRUST FINANCIAL CORPORATION** Lake Forest, IL
 - Corporate Human Resources Officer – October 2005 to Present*
 - Consult and lead all 22 Wintrust subsidiaries on various HR-related issues including compensation, employee relations, training, recruitment, employment law, benefits and policy administration.
 - Design and implement a company-wide Training & Development Program, including curriculum development for the primary banking functions and presenting seminars on Performance Coaching to over 200 managers.
 - Develop and conduct a six-hour, quarterly workshop for 25 field HR Coordinators discussing and providing information on subjects such as performance management, Affirmative Action measurements, benefits administration, compensation review, HR technology, etc.
 - Analyze benefit costs, compute employment statistics and develop performance metrics for subsidiary CEOs in a quarterly HR report.
 - Supervise two Human Resources Generalists to administer and manage specific HR functions.
 - Corporate Human Resources Generalist – September 2004 to October 2005*
 - Implemented a Human Resources information system to track data for 2,100 employees at over 100 locations.
 - Developed programs and systems for administering Human Resources needs such as the annual salary review process, background check procedures, open enrollment presentations and employment law trainings.
 - Managed employee health benefits including renewal negotiations, plan design and vendor selection.
 - Coached subsidiary HR Coordinators and subsidiary management on employee relations issues, including the employee disciplinary process, fact-finding investigations and terminations.
 - Subsidiary Human Resources Coordinator – April 2003 to September 2004*
 - Established a Human Resources department for approximately 115 employees and provided services in recruitment, employee benefits, policy writing and training.
 - Transformed recruitment practices by recruiting in-house, which included coaching managers, writing ads, screening resumes, interviewing candidates, negotiating salaries and making offers.
 - Developed & administered a monthly, half day New Hire Orientation program & various training curriculums.
 - Subsidiary Agency Services Team Leader & Credit Analyst – April 2002 to April 2003*
 - Quoted, processed and analyzed credit for a portfolio of loan agreements with loan amounts up to \$7 million.
 - Managed two team members and participated in the 12-month Crestcom Manager training program.
 - Developed the first annual blood drive and achieved an employee donor rate of more than 50%.
 - Implemented a holiday “giving tree” program which solicited participation from employees to “adopt” and provide holiday gifts for five Chicago families.
- Fall 2008 **LOYOLA ACADEMY HIGH SCHOOL** Wilmette, IL
 - Head Coach, Junior Varsity Girls' Tennis*
- Summer 2001 **BIG BROTHERS BIG SISTERS OF GREATER WINONA** Winona, MN
 - Program Assistant*
 - Initiated a discount card for “big/little matches” and visited area businesses to discuss ideas and gain support.
 - Created and managed a publicity event to increase community awareness of Big Brothers Big Sisters.
 - Developed a work plan and began the initial steps for organizing a county-wide social service resource manual.

NONPROFIT AND VOLUNTEER EXPERIENCES

- March 2008 **HABITAT FOR HUMANITY LEADERSHIP EXPEDITION** **New Orleans, LA**
Leadership Participant through Kellogg School of Management
- Participated in and lead a trip to New Orleans with the focus on assisting in the Hurricane Katrina rebuilding efforts and learning about leading through crises
- 2007-Present **NET IMPACT** *Member* **Chicago, IL**
- Net Impact is an international nonprofit organization committed to making a positive impact on society by using business and corporate social responsibility to change the world
- 2006-Present **YOUNG NONPROFIT PROFESSIONAL NETWORK** *Member* **Chicago, IL**
- 2003-2008 **BETWEEN FRIENDS** formerly **FRIENDS OF BATTERED WOMEN & THEIR CHILDREN** **Chicago, IL**
Volunteer & Crisis Line Counselor
- Counseled survivors of domestic violence via a crisis phone line on a weekly basis.
 - Reviewed a dating violence outreach curriculum designed for adolescents and & helped with fundraisers.
 - Assisted with the 40-hour domestic violence training; provided panel support & training role plays.
- 2002-2004 **DEBORAH'S PLACE** **Chicago, IL**
Auxiliary Board Member
- Raised awareness of homelessness through volunteerism, fundraising efforts and networking.
 - Assisted with the first two annual Mardi Gras Bead Bash fundraisers, raising approximately \$15,000 each year; asked for monetary and in-kind donations, solicited items for the silent auction, organized miscellaneous fundraiser event items.
 - Built relationships with Chicago businesses, such as ShowTix, to provide free events and activities to the residents of Marah's Transitional Housing.
 - Cooked and served food at the Overnight Shelter & Teresa's Transitional Shelter on a semi-monthly basis.
- Winter 2004 **NEW CITY YMCA** **Chicago, IL**
Youth Basketball Coach
- Co-coached a four-month basketball camp to coed children ages 6–12 on Saturday mornings from 8am – 1pm.
- Spring 2003 **CHICAGO HOUSE** **Chicago, IL**
Family Support Program – Bridges Program Volunteer Tutor
- Supported families living with HIV & AIDS; tutored coed children ages 6–13 two days per week.
- 1999 – 2001 **SERVICE OPPORTUNITIES AT WASHINGTON UNIVERSITY IN ST. LOUIS** **St. Louis, MO**
- Total Quality Schools course: Student consultant for dual graduate course at the George Warren Brown School of Social Work and the Olin School of Business; consulted local elementary school on TQM principles, 2001
 - Urban Plunge Retreat – Performed various community service tasks in St. Louis area on weekend retreat, 2001
 - Neuman Center Service Trip in Washington, D.C., Spring 1999
 - Lived in country's largest homeless shelter for 8 days.
 - Participated in D.C. Central Kitchen program with the homeless and other volunteers.
 - Discussed topics including hunger, homelessness, and substance abuse with four social justice leaders and Missouri & Minnesota state senators on these issues.
 - Missionaries of Charity – Tutored children aged 6-10 in an after school program, 1999
 - SIBS – Mentored and served as a “big sister” for a middle school aged girl, 1998-1999
 - Mentor St. Louis – Mentored and tutored first graders, 1998

**MIKE MADDEN**

1919 S. Prairie Avenue, Unit 6 | Chicago, IL | 60616

Mobile: 312.961.3803

Email: mikemadden333@gmail.com

EXECUTIVE PROFILE

Progressive information technology executive known for driving change through highly change resistant organizations. Experience with advancing technology and creating an environment of sustainable and measurable improvements for over 40 organizations across the public, private, and non-profit sectors.

WORK HISTORY**YMCA OF METROPOLITAN CHICAGO, CHICAGO, IL**

July 08 – February 09

CHIEF INFORMATION OFFICER AND EXECUTIVE VICE PRESIDENT

- **First CIO in the organization's 150 year history**, responsible for the advancement and support of technology for 3,000 employees, 45 locations and hundreds of thousands of customers, clients, and campers
- Conducted the organization's **first Technology Needs Assessment** thereby identifying the gaps in current technology that must be closed for the business to maintain a competitive advantage
- Created the organization's **first Three Year Technology Transformation Plan** detailing the vision, values, goals, and objectives for the department as well as the resources, cost, and timing for the implementation of over 70 technology initiatives
- Presented the Technology Transformation Plan to 65 members of the Board of Managers and received **historic approval to draw down an extra 1% from the organization's endowment** to support the Plan
- Created the organization's **first zero-based budget for technology resulting in a 15% reduction in year-over-year expenses**
- **Restructured the Information Technology Department** in an effort to more effectively support our customers and to provide a firm foundation for the promotion of new technology initiatives and the Transformation Plan

CITY OF EVANSTON, IL

July 05 – July 08

CHIEF INFORMATION OFFICER, BUSINESS PERFORMANCE & TECHNOLOGY DIVISION, CITY MANAGER'S OFFICE

- Developed the City's **first Business Performance & Technology Division**, consisting of the Information Systems Division, the Geographic Information Systems Division, and the Performance Management Office (22 employees; \$3M operating budget; \$2.5M capital budget)
- Managed and directed major new **business process improvement initiatives** for departments including Community Development, Public Works, Fire, Police, Budget, Finance, Recreation, Human Resources, Health, Facilities Management, City Manager's Office and the Library
- Created the City's **first Information Technology Strategic Plan** which received an Honorable Mention award for the 2007 Richard Goodman Strategic Planning Award from the Association for Strategic Planning; *see the plan here: <http://www.cityofevanston.org/departments/management/pdf/Bpat-Strategic-Plan.pdf>*
- Led and directed the procurement of **major new applications** for the City including a \$4M ERP system; a \$1.5M building permit and inspection system; and a \$200K per year citation management outsourcing initiative
- Led and directed parallel negotiation processes for **major application purchases**, saving the City \$1M in software license, implementation, and long-term maintenance costs
- Managed and directed the daily performance and long term vision for all City technology including 40+ physical and virtual servers; 1,200+ user accounts; 800+ computers; 500+ printers; 100+ mobile computing devices; 600+ IP and NEC phones; Oracle and SQL databases; a GIS system with 150+ layers; a data warehouse, interactive internal and external websites; a Tier I Enterprise Resource Planning (ERP) system; and a citywide fiber optic network

- Received the **highest internal customer satisfaction** scores in the 2007 Internal Services Customer Satisfaction Survey (other services areas included Human Resources, Law, Finance, Payroll, Purchasing, Budget, Fleet, and Facilities Management)
- Managed the activities and strategic direction for the **City's E-911 Board** which is comprised of two elected officials, the chiefs of Police and Fire, the supervisor of the 911 system, and two citizens
- Worked in **partnership with the City Manager, the Assistance City Manager, and City Council** to execute the City's long term vision improving the technology experience for citizens and employees

MADDEN CONSULTING GROUP, INC, CHICAGO, IL
PRESIDENT/CEO

May 01 – July 05

- **Established an independent consulting practice** with the objective of providing strategic planning and project management support to public, private and non-profit organizations
- Generated **revenue of \$800K+** over a four year period
- *Results (including key clients and projects)-*
 - JD Edwards, Oracle, SAP, and Accenture – contracted by executive management to align business development strategies to better meet local government needs
 - *Results-* Established best practices for securing new business and servicing public sector clients
 - Harris Trust & Savings Bank – contracted by the EVP of Corporate & Community Banking Operations to lead the first phase of a \$50M operations outsourcing initiative
 - *Results-* Provided recommendations for outsourcing check processing, account reconciliation, cash management, lockbox, electronic data transmission and statement/notice printing
 - Evanston, IL – contracted by the Finance Director to lead the selection, contract negotiation, and implementation of a new **\$5 million** citywide enterprise resource planning system
 - *Results-* On time and on budget replacement of legacy systems supporting general ledger, AP, purchasing, fixed assets, capital projects, budget, human resources, and payroll
 - YMCA, Chicago – contracted by the COO to develop the requirements for a new ERP system
 - *Results-* Developed functional requirements for the financial, procurement, human resource, and cash management functions

GOVERNMENT FINANCE OFFICERS ASSOCIATION, CHICAGO, IL
DEPUTY DIRECTOR, RESEARCH AND CONSULTING

Aug 98 – May 01

- Provided strategic direction and consulting services to elected officials, city managers, county administrators and senior management at over forty public sector organizations across the country including:
 - California - Alameda County, LA County, Marin Municipal Water District, Moreno Valley, Riverside County
 - Colorado - Arapahoe County, Summit County
 - Florida - Hillsborough County Sheriff's Office, South Florida Water District
 - Illinois - Chicago, Cook County, Evanston, Chicago Transit Authority
 - Iowa - Des Moines Water Works, Polk County
 - Kansas - Sedgwick County
 - Maryland - Prince George's County Public Schools
 - Michigan - Ann Arbor
 - Minnesota - Rochester
 - Nebraska – Omaha, Douglas County
 - Oklahoma – State of Oklahoma
 - Oregon- Port of Portland
 - South Carolina - Charleston, Columbia
 - Wisconsin - Milwaukee Metropolitan Sewerage District
- *Results-*
 - Partnered with the Director to build the practice into a nationally recognized public sector consulting group, **growing revenue of the Center by +450% over a three year period**
 - Acted as chief **negotiator for public sector clients for \$200 Million+ in technology contracts**
 - **Co-authored four publications** on strategies for implementing business best practices in the public sector
 - Guest **speaker at dozens of events** promoting business best practices in the public sector and conducted training for hundreds of government professionals including as lead speaker at a nationally televised event promoting emerging technology in the public sector (Received the highest trainer rating for the department: 5.6/6.0)

CITY OF CHICAGO, IL

July 97 – Aug 98

DEPUTY CHIEF INFORMATION OFFICER, BUSINESS AND INFORMATION SERVICES

- Collaborated with the Chief Information Officer to develop the strategic direction for the City's information systems
- Supported the technology and business process improvement strategies for select operating departments including General Services, Police, Transportation, Corporation Council, Purchasing, Human Resources, and the Mayor's Office
- *Results-*
 - Managed business process improvement initiatives in the Human Resources and Purchasing departments
 - Directed the **procurement and contract negotiations efforts for a \$16.4 Million** enterprise resource planning system

HARRIS TRUST AND SAVINGS BANK, CHICAGO, IL

April 92 – July 97

ASST VICE PRESIDENT, CORPORATE & COMMUNITY BANKING OPERATIONS

- Managed the Process Reengineering Office for Corporate and Community Banking Operations
- Managed four operational units responsible for wholesale lockbox, lockbox data transmission, statement rendering and check verification (for a total of 300 employees)
- *Results-*
 - Directed the activities of a team charged with identifying and implementing **\$5 Million in strategic sourcing, staff reduction, organizational restructuring and business process improvement initiatives (resulted in \$6.3M in savings)**
 - Consistently received the **highest performance ratings** when managing operational units

PUBLICATIONS

- **ERP AND FINANCIAL MANAGEMENT SYSTEMS: THE BACKBONE OF DIGITAL GOVERNMENT,**
M. Madden, et al, Chicago: Government Finance Officers Association, 2001.
- **A GUIDE TO PREPARING AN RFP FOR ENTERPRISE FINANCIAL SYSTEMS,**
M. Madden, R. Miranda, and R. Roque, Chicago: Government Finance Officers Association, 2000.
- **"THE ABCS OF ASPs,"**
Y. LIANG, M. Madden and R. Miranda, in Government Finance Review, December 2000, pp. 29-33.
- **"CONTRACTING FOR ENTERPRISE FINANCIAL SOFTWARE: THE METHODOLOGY OF PARALLEL NEGOTIATIONS,"**
M. Madden and R. Miranda, in Government Finance Review, October 1998, pp. 33-39.

EDUCATION

- **NORTHWESTERN UNIVERSITY (Evanston, Illinois)** **February 07**
Masters of Arts in Public Policy and Administration, Summa Cum Laude
- **UNIVERSITY OF NOTRE DAME (Notre Dame, Indiana)** **April 92**
Bachelors of Business Administration, Cum Laude



Tyson R. Kane

2109 Phelan Lane / Redondo Beach, CA 90278 / Phone: 214-435-2128
tkane@alumni.utexas.net

EDUCATION

The University of Texas at Austin - Austin, TX

May 2001

Bachelor of Arts, Economics Honors Program

First major in Economics. Second major in Humanities.

Minor in Biological Sciences. Focus in Behavioral Adaptation.

Bachelor of Business Administration, Business Honors Program

Major in Finance. Minor in Statistics.

Cumulative GPA: 3.8 / 4.0

Thesis: *Evolutionary Game Theory and Biological Systems: Implications for Business Strategy*

RELEVANT EXPERIENCE

Teach For America, Inc. (TFA) / Los Angeles Unified School District (LAUSD) – Los Angeles, CA June 2006 – Present

TFA: Non-profit organization committed to the expansion of educational opportunity through direct classroom involvement.

LAUSD: Second largest public school district in the U.S. serving over 700,000 students in greater Los Angeles.

High School Biology Teacher, Alain Leroy Locke High School – Watts, CA

June 2006 – Present

- Teach five periods of Biology to 164 non-honors/regular and English learning students across grades 9-12.
- Conduct three classes in English and two in Spanish (for students with ELL waiver).
- Led students to achieve passing rate of over 5 times school average and nearly twice district average on 2006-2007 state standardized exams.
- Helped more than double school site Biology department average for student achievement versus 2005-2006.
- Authored school-wide instructional and curriculum training model used by administration.
- Lead effort to create and maintain ongoing administrative management tools in support of effective planning, performance tracking, and execution by School Leadership Team. Appointed by Principal.

Division Chair - Social Empowerment/Global Awareness (SEGA) School Division, Locke High School June 2007 - Present

- Elected by staff to lead one of four operating divisions within Locke HS. Division includes 25 teachers and 534 students across all subject areas.
- Serve as instructional leader and primary school division interface with administration.
- Create and manage school division objectives, operating structure, activities, policies, and culture.
- Member of 20-person School Leadership Team composed of other operating division leaders, department chairpersons, and administrators. Chair of Data and Analysis committee.
- First teacher in school history to hold school division leadership position after only one year teaching.

Corps Member Advisor, Teach for America Los Angeles Institute, Locke High School

Summer 2007

- Directly oversaw instructional practice and training for 16 new Teach for America teachers (corps members) during 2007 summer school session at Locke High School.
- Led students to achieve passing rate of 8 times school average and over 2.5 times district average on LAUSD standardized subject exams across all teachers managed.
- Supervised subjects of Biology and Algebra II for non-honors/regular and English learning students across grades 9-11.
- Was only Corps Member Advisor with one year teaching experience on staff of over 50 across Los Angeles.

KIPP (Knowledge is Power Program) TRUTH Academy – Dallas, TX

August 2005 – June 2006

Urban Dallas public charter school founded in 2003; serves approximately 200 middle school students in grades 5-8.

Strategy and Operations Advisor

- Served as direct consultant to Principal on subjects of finance, organization, student / faculty recruiting, and building performance-focused culture.
- Advised on teacher accountability system and performance tracking / review process, designed organizational structure, developed cultural focus, and helped define school-wide output targets.

Mathematics Teacher

- Taught 7th and 8th grade Mathematics for 2006 summer session.

Ewing Management Group, LP (formerly The Carlyle Group, turnaround division) – Dallas, TX April 2003 – May 2006

Private equity firm focused on turnaround of underperforming manufacturing companies with larger than \$500M in revenue.

Senior Associate – Strategy and Operations

- Executed and helped lead the successful turnaround of two major automotive suppliers in facilities across 10 countries.

- Directly advised cross-cultural corporate executive teams during defined engagements to create, track against, and achieve key operational improvement targets for 5,000 to 10,000 employee organizations.
- Led the creation of operating plans, coordinated growth strategies, and drove business-critical improvement initiatives.
- Facilitated executive meetings and problem-solving sessions to ensure effective execution of plans and performance results.
- Trained and coached management to create systematic procedures aiding effective decision-making and execution.
- Managed initiatives on location in the U.S., Italy, Portugal, England, France, Slovakia, the Czech Republic, Germany, Spain, and Mexico. Conducted meetings in Spain and Mexico in Spanish.
- Reported directly to Global President or Chief Executive.

The Boston Consulting Group, Inc. – Dallas, TX

May 2001 – April 2003

Management consultancy focused on strategy solutions for Fortune 500 companies.

Associate Consultant

- Developed key strategic recommendations and business solutions for the energy, consumer goods, and non-profit practices.
- Institutionalized recommendations through management of client teams.

Corporate Strategy

- Created global corporate strategy for liquefied natural gas division of a large energy company. Assessed international markets and defined and valued strategic option set. Worked with management to author strategic plan.
- Introduced cost-management strategy for a private foundation. Analyzed competitive environment, mapped and enhanced internal processes, and re-focused marketing effort.

Operations

- Designed nationwide rollout for new distribution segment of a major beverage and snack foods company. Analyzed internal capabilities and matched them to economic options and timelines.
- Passed on strategic recommendations and models through management of client teams. Facilitated client meetings, generated and managed workplans, and oversaw output.

Analysis / Valuation

- Authored permanent forecasting and engineering cost models to evaluate options in client engagements. Created financial and 5-year planning tools for ongoing operations.
- Valued and structured corporate joint ventures as part of two separate credit enhancement initiatives.

Honeywell International, Aerospace Division - Summer Intern – e-Business Strategy – Phoenix, AZ

Summer 2000

J.P. Morgan Chase - Summer Analyst, Mergers & Acquisitions - Houston, TX

Summer 1999

Q Investments, L.P., Summer Analyst, Risk Arbitrage – Dallas, TX

Summer 1998

COMMUNITY / OTHER ACTIVITES

The Second City – Los Angeles, CA

September 2007 - Present

Improv Comic – Performer with Second City’s improvisational comedy troupe in Hollywood, CA.

Mosaic Church – Los Angeles, CA

February 2007 - Present

Activities Volunteer – Servant in church community.

South Bay Peninsula Soccer League – Manhattan Beach, CA

August 2006 - Present

Defense – Player in Premier Division, semi-professional men’s league serving south Los Angeles.

The Dallas Foundation - Dallas, TX

April 2005 – November 2005

Advisor – Strategy advisor to Executive Director of \$100M, 90-year-old community foundation serving city of Dallas.

Fellowship Church - Dallas, TX

April 2003 – May 2006

Group Study Leader, Guest Services Volunteer – Servant in group bible study ministry and church information kiosk.

Instituto Nacional de la Niñez y la Familia - Quito, Ecuador

August 2005

Volunteer – General services and education volunteer for disabled or mentally disadvantaged orphans under government care.

Ad-Libs Improvisational Comedy Troupe - Dallas, TX

October 2002 – October 2004

Improv Comic – Professional performer with Dallas’ oldest and longest-running improv comedy troupe.

OTHER INFORMATION

- **Advanced proficiency in Spanish**
- **Expertise with all MS Office software**

Garland L. Johnson

1160 Cresthaven Lane #211 Naperville, IL 60564 (630) 355-9383 johnsongl@yvvsd.org

Objective: An educational leadership position that will allow me to facilitate quality instructional programming and pedagogy through the application of analytical, communication, and leadership skills as well as knowledge gained through experience and education.

Education: **Doctor of Education student**, Educational Leadership (Administration & Supervision), DePaul University, Chicago, Illinois
August 2003-present

Masters of Science Degree, Emotional Handicaps/Learning Disabilities/Varying Exceptionalities, Florida State University, Tallahassee, Florida
April 2002

Bachelors of Science Degree, Emotional Handicaps/Learning Disabilities/Varying Exceptionalities, Florida State University, Tallahassee, Florida
April 2002

Special Education Coursework, University of Florida, Gainesville, Florida
August 1997-July 1998

Associate of Arts Degree, Santa Fe Community College, Gainesville, Florida
June 1997

High School Diploma, Gainesville High School, Gainesville, Florida
June 1997

Certification: 2005, Illinois, Type 75 Administrative Certification (2198064)

2002, Illinois, Elementary Teaching (1990131)/Secondary Teaching (1990132)
Learning Behavior Specialist I Endorsement—No Limitations

Professional Experience:

6/06-present **Valley View School District 365U**, ESY K-8, Romeoville, Illinois
Extended School Year (ESY) Principal
Responsibilities included: assisted in internal interviewing and hiring, in staff assignment, coordination of related service positions, coordination of site transportation/bus supervision, site supervisor for Skoff Elementary (K-8 site), maintaining communication with staff and parents, coordination of site fire drills, ordering/receipt/distribution of instructional supplies and materials, and other duties as assigned by district special education directors.

5/06-present **DePaul University**, School of Education, Lincoln Park, Illinois
**Co-Instructor for HSC 519 Special Education: Legal and Professional Issues for School Counselors*
**Adjunct Instructor Psychology of the Exceptional Child*

7/05-present **Valley View School District 365U**, Irene H. King Elementary, Romeoville, Illinois
Assistant Principal
Responsibilities include: school registration organization, interviewing/ hiring, Attendance at staff meetings/Parent Advisory Council meetings, Chairperson for Tech Committee/PBIS Committee/ Student Resource Team/ Student Assistance Team, manage all aspects of school safety/safety patrols/parking lot/walkers/busses/car pick up/bike riders, coordinate/supervise fire/tornado/ bus evacuation drills, supervision of school arrival and dismissal, supervision of lunch & recess staff, discipline, BUG recognition, certified/classified staff evaluations, immediate supervisor for lunchroom/instructional/special education paraprofessionals, ordering all curriculum materials, equipment, and furniture for classrooms, inventory of instructional books/materials in building, inventory of classroom equipment in individual classrooms, local assessments, state assessments,

challenge screening, summer school lists, share attendance at school board meetings, field trip approvals, school newsletter, and other duties as assigned by Principal.

- 8/03-6/05 **Indian Prairie School District 204**, Thayer J. Hill Middle School, Naperville Illinois
Support Facilitator/Team Leader
Responsibilities included: coordinating support for students with disabilities in full inclusion program, scheduling/equipping/supervising paraprofessionals to serve in classrooms, collaborative planning with teachers to modify/differentiate/enrich lesson plans and classroom activities to accommodate the needs of all learners, paraprofessional evaluation, assistance with special education program planning, IEP case management, coordinating testing for students with IEPs, transition management, portfolio assessments as needed, serving as liaison between team teachers and administration, developing agendas for daily team meetings, overseeing team responsibilities, scheduling/maintaining team articulation with student service professionals (Occupational Therapist, Physical Therapist, Guidance Counselor, Social Worker, Speech & Language Pathologist), addressing/fielding parent contact/issues.
- 8/02-7/03 **Valley View School District 365U**, A. Vito Martinez Middle School, Romeoville, Illinois
LD Resource Teacher/Case Manager
Responsibilities included: teaching social studies at the instructional level of students with various disabilities (Grade 6 World History, Grade 7 World Geography, and Grade 8 American History), co-teaching an eighth grade social studies class, parent/staff communication, and IEP Case Management (write/review IEPs), monitor academic progress, monitor progress toward IEP goals and objectives, maintain communication with multidisciplinary team and parents regarding student performance.

Internship Experience:

- 1/02-4/02 **Leon County Public Schools**, Godby High School, Tallahassee, Florida
Intern
- 8/01-12/01 **Leon County Public Schools**, Lincoln High School, Tallahassee, Florida
Pre-Intern
- 1/01-4/01 **Leon County Public Schools**, Godby High School, Tallahassee, Florida
Pre-Intern
- 1/98-4/98 **University of Florida**, P.K. Yonge Developmental Research School, Gainesville, Florida
Practicum Student
- 8/97-12/97 **Alachua County Public Schools**, Stephen Foster Elementary School, Gainesville, Florida
Practicum Student

Honors & Activities

Flex West Consortium Meetings/Trainings (05-present); PBIS Leadership & Internal Coach Meetings/Trainings (05-present); CPI Trained (2006;2007); Member CEC, ASCD; District SRT Leadership Academy Committee(07-08); Facilitator District Leadership Workshop (06); District paraprofessional committee (05-06); District Representative for Recruitment Fair Tinley Park, IL (05-06); Hill School Improvement Team (03-05); Phi Kappa Phi Nominee (05); Asst. Director/Coordinator Black History Program (03-05); Founder Project ACE (04-05); New teacher mentor (04-05); IPSD Mandatory Summer School (04); Hill PTSA (03-05); Cowlishaw Elem PTA (03-05); DuPage County Girl Scout Troop Leader (03-04); Boost Mentor program (03-05); SIP Committee (02-03); Student Council Co-sponsor (02-03); Nancy Young Elem. PTA (02-03); Dean's List; Seminole Torchbearer (02 Inductee); COE Scholarship Award (02); FUSE President (01-02); BSU Cobol (01-02); Project Friendship Volunteer (01-02); College of Education Ambassador (01-02); CEC member (98-02); America Reads Volunteer (01); LARC Volunteer (00); TACT training (01); Honoree W.E.B. Dubois Honor Society Deans List Ceremony (01); FSU ERCCD Volunteer (00-02); Apalachee Elementary PTA (00-02); FUSE Publicity & Advertisement Chair (00-01); Multicultural Chair CEC-FSU Chapter (98); Vice President of BSU-SFCC (95-97)

REFERENCES AVAILABLE UPON REQUEST

JAMES R. TROUPIS

OBJECTIVE

To utilize my diverse education and experience in academics, service and leadership to improve the landscape of education in the United States.

EDUCATION

1999 – 2003 Northwestern University Evanston, IL
Bachelor of Science in Communication

- 3.45/4.00 GPA
- Distinctions: Interfraternity Council President; named to "Top Ten People To Know On Campus" by the *Daily Northwestern*; President, Chi Phi Fraternity; Recruitment Chair, Chi Phi Fraternity; Student Advisory Board; Campus Safety Alliance; Dance Marathon Dancer Relations Committee
- Volunteer Work: Special Olympics, 3D, Mercy Home, Dance Marathon, Community Action Day, various philanthropic events

1995 – 1999 Madison Memorial H.S. Madison, WI

- Distinctions: Graduated #1 in class of 420; received John Philip Souza Award for Top HS Musician; State Debate Champion

RECENT PROFESSIONAL EXPERIENCE

2005 – Present Teach For America Los Angeles, CA
Program Director

- Directly manage, consult and improve the efficacy of 48 current Teach For America teachers
- Strategically develop programming for the Los Angeles corps of approximately 400 teachers
- In 2006-2007, 100% of directly supported corps members agreed/strongly agreed with having a positive and professional relationship with me (#1 in Los Angeles)
- In 2006-2007, 91.5% of directly supported corps members agreed that my observations and one-on-one conversations were a key to their classroom success (#1 in Los Angeles, regional avg. 80.8%)
- In 2006-2007, 100% of directly supported corps members agreed that they felt motivated to make significant academic gains with their students (#1 in Los Angeles)
- In 2005-2006, exceeded individual goals of teacher efficacy, therefore helping the Los Angeles program team exceed regional goals
- In 2005-2006, 82% of directly supported corps members agreed/strongly agreed that our one-on-one conversations were a key to their classroom success (national avg. 69%); 96% of directly supported corps members responded positively to the statement
- Participate in national recruiting and selection efforts
- Analyze student achievement and teacher performance data on an ongoing basis
- Work on a national committee designed to evaluate student assessment measures in Teach For America's 22 regions
- Assisted in the development of Teach For America's teacher evaluation rubric as a part of a national committee
- Planned and ran Teach For America*Los Angeles' Alumni Induction Ceremony
- Have directly worked with 41 schools and more than 100 teachers in the Los Angeles Unified School District
- Oversee both 6th-grade math/science and secondary math learning teams to ensure that workshops properly address corps-wide trends

June 2005 - July 2005

Teach For America

Houston, TX

Corps Member Advisor

- Responsible for the extensive training of 16 incoming Teach For America teachers
- Designed and ran training workshops
- Met proficiency goals with 93% of corps members
- 100% of corps members responded positively to questions regarding my efficacy and relationship-building

August 2003 – June 2005

John A. Shaw Elementary School

New Orleans, LA

Elementary School Teacher (5th / 6th Grade) • Teach For America Corps Member

- Accomplished the ambitious goal of moving students an average of 1.5 years in math and reading in both years of teaching
- Trained and coached all K-7 teachers as the school's Head of Science
- Ensured successful implementation of Full Option Science System (FOSS)
- Developed and implemented a school-wide discipline plan
- Ran a mock election and designed a curriculum for 3rd- through 7th-grade teachers to prepare students for the election
- Founded and coached chess club

References & Transcripts Available Upon Request

STEPHANIE STEWART

stewart.stephanie@gmail.com

10 W. Elm #1808

Chicago, IL 60610

mobile: 312-545-8335

EXPERIENCE

Belmont Cragin Elementary School

July 2006-Present

New Leaders for New Schools Resident Principal

Chicago, IL

- Lead Literacy and Math Teams to analyze data and drive instructional practices.
- Proposed and received grant from CPS to implement instructional improvement project.
- Conduct observations and post-observation conferences in order to coach teachers to achieve shared goals for instruction.
- Participate in principal's responsibilities of budget, internal accounts, hiring, policy, and LSC.

Memphis City Schools

October 2003-May 2004, August 2005-May 2006

Librarian/Media Specialist, Technology Coordinator

Memphis, TN

- Met with 22 teachers twice per month in grade teams to strategize instruction for students.
- Organized \$80,000 worth of library resources in new urban middle school.
- Participated in extensive professional development for reading instruction via Reading First program.
- Acted as secretary of School Leadership Council, the school's governing body.
- Trained by district, at principal's request, in administrative software addressing attendance, scheduling, grades, and discipline records. Regularly requested by administration to assist in these areas.

Oxford Middle School

January 2005-June 2005

Administrative Intern

Oxford, MS

- Prepared and presented school improvement project to improve student discipline.
- Crafted professional development based upon needs of faculty at school characterized by high-achieving students.
- Collected qualitative and quantitative data for principal's use in decision-making.
- Reviewed budget and teacher evaluation system.
- Conducted interviews with administrative team and selected teachers for hiring.

KIMBERLY NEAL

242 E. 110th St. Apt. A ~ New York, NY 10029 ~ (212) 996-5485 ~ (314) 324-2432
Email: KNEAL80@sbcglobal.net

EDUCATION

Master of Education (M.Ed.)-Teachers College, Columbia University, New York, NY
Anticipated Graduation-October 2008 ~ Summer Principals Academy

Master of Social Work (MSW)- Washington University, St. Louis
Graduated May 20,2005 ~ George Warren Brown School of Social Work

B. A. Psychology/Criminal Justice-Alabama Agricultural & Mechanical University, Normal, AL
Graduated May 11, 2002 ~ Magna Cum Laude

PROFESSIONAL EXPERIENCE

Summer Principals Academy

April 2007-Present

Administrative Intern

- Principal preparation coursework (Conflict Resolution, Curriculum Assessment, Fiscal Management, School Design, Supervision and Leadership, etc.)
- School budget audit and analysis
- Teacher evaluation cycles (multi-observations to improve teacher performance)
- Various administrative tasks (lunch/recess design, school assembly planning, professional development)
- Principal observations (Best practices of school principals @ high performing schools)

Harlem Day Charter School

July 2006-Present

School Social Work/Administrator

- Provide mandated counseling per Individual Education Plans and counsel at-risk students
- Develop and teach character education classes and focus groups
- Create individual behavior plans for students and families
- Enforce school-wide discipline
- Conduct parent intake meetings and home visits
- Conduct professional development for teachers and parents that include sessions on classroom management, cultural competency, confidentiality, and child abuse
- Maintain accurate records for compliance with special education laws
- Design and lead school wide assemblies
- Chair the School Culture Committee and lead Student Study Team meetings to develop plans to increase achievement of the lowest performing students
 - Created and implemented Peer Mediation and Staff to Student Mentor Program and Co-developed an all boys mentoring program in conjunction with Omega Psi Phi Fraternity

Interim Extended Day Director-end of 2006/2007

Curriculum designing, scheduling, professional development and staff management/leadership

Future Leaders Institute

August 2005-May 2006

Dean of Students, Kindergarten-8th Grade

- Assisted in creation of positive, structured, and disciplined school culture
- Supported teachers in holding all students accountable to high behavioral expectations
- Served as point person for behavioral crisis-intervention
- Assisted teachers, students, and parents in effective implementation of individual behavior plans
- Conducted home visits
- Independently created and supervised breakfast, lunch, and dismissal

ALTON COMMUNITY SCHOOL DISTRICT #11-Alton, IL **August 2004-June 2005**

Social Work Intern, Alton High School/Lovejoy Elementary School

- Conducted both individual and group sessions addressing a variety of social issues
- Provided social work services mandated by individual education plans
- Conducted home visits and completed social developmental studies
- Conducted early childhood screenings/ assessments
- Participated on teams such as Building Excellent Student Team (BEST), Positive Behavior Intervention Systems (PBIS) and committees for addressing teenage pregnancy and high school graduation requirements
- Conducted workshops to Teachers as Parents Program for domestic violence and child abuse.
- Established and maintained partnerships with various community agencies

TEACH FOR AMERICA (TFA)-St. Louis, MO **June 2002-June 2004**

English Language Arts Teacher, Vashon High School

- Served as member of national service corps of outstanding recent college graduates who committed two years of teaching in an under-resourced urban or rural area.
- Key member of TFA recruitment team
- Taught 9th - 12th grade American Literature and Freshman English to special and general education students
- Mentored new teachers in classroom systems and management plans
- Developed, implemented, and led after-school book club, tutoring, and college prep groups
- Instructed and inspired over 75 percent of my students to improve reading comprehension by at least one grade level in one semester
- Additional Positions: Summer and Night School Teacher and Vashon's Pon-Pom Coach

CRISIS SERVICES OF NORTH AL (CSNA)-Huntsville, AL **February 2001-May 2002**

Intern/Relief Staff/Overnight Crisis Staff

- Responsible for intake/admissions, mediation, and informal counseling at Hope Place, a shelter for victims of domestic violence
- Volunteered with the Rape Response and Sexual Assault Advocacy Programs

CHILDREN'S HOME INCORPORATED-Huntsville, AL **March 2001-October 2001**

Teacher-Parent

- Responsible for implementing a behavioral modification program in a therapeutic environment for elementary school aged foster children

CERTIFICATIONS

Pending New York State School Building Supervisor Certification (Pending)

ACADEMIC AND PROFESSIONAL HONOR

Alabama Agricultural and Mechanical University Honors

Dean's List, Psi Chi Honor Society, Sigma Tau Epsilon Professional Fraternity Inc.

Washington University, St. Louis Honors

Whitney M. Young Scholar

ADDITIONAL JOB RELATED SKILLS

Proficient in Microsoft Word, Outlook, Excel, Powerpoint. Trained in Schools Attuned (All Kinds of Minds) and Responsive Classroom.

William E. Olsen

2832 W. 21st Chicago, IL 60623

(773) 843-0727

OBJECTIVE: A position teaching English at Noble Street Charter School.

EDUCATION: B.A. in English, University of Chicago, 1995
Currently enrolled in M.A. in Secondary Education Program, University of Illinois in Chicago

CERTIFICATION: State of Illinois Type 29 Bilingual Certificate
Passed English and General Department of Education Tests

EXPERIENCE:

Nuestra America Charter High School, June 1997 – Present

Teach English Language Arts; reading, writing, speaking, and critical analysis. Create opportunities for students to build on their strengths and develop their interests. Specialize in 9th and 10th grades. Have taught all high school grade levels. Have taught ESL, social studies and typing. Design and implement interdisciplinary units that integrate English with social studies, art, and math including: *Transformations, Creating Retablos; Text and Subtext, The Media and Power; and The Overland Trail*. Assist students in organizing exhibitions of their work. Prepare students for state testing. Work with colleagues to develop curriculum and teaching skills. Assisted in writing school mission statements and policies. Coached girl's basketball. Communicate with parents in Spanish and help Spanish speakers come to own English.

Office of Special Programs, August 1996 – June 1997

Taught Saturday literature and reading classes for high school students from Hyde Park High School. Led after-school tutoring and study sections. Helped students design publications and a radio program. Helped students who wished to go to college prepare while remaining in their neighborhood school.

Spanish Coalition for Jobs, August 1996 – June 1997

Taught math, science, and English GED preparation classes for students who had left traditional schools. Taught business and professional writing. Taught evening English as a Second Language classes to adults.

Our Lady of Tepeyac High School, August 1995 – July 1996

At a girl's high school, taught 9th grade and 12th grade English writing and literature. Taught journalism, started a student-written community bulletin. Coached girl's basketball.

INSTITUTES AND FELLOWSHIPS:

NEH Summer Fellowship for Teachers, *Derrumbando Fronteras/Breaking Borders*, 1999
Oppenheimer Foundation Grant Receptient 1998 and 1999
UIC Bilingual Master Teacher's Institute, 2000-2001
STEP Scholarship for Bilingual Teachers, 2000-Present

Pablo R. Sierra
1103 W. Fry St.
Chicago, IL 60622
W- (312) 829-6725 H - (312) 405-9073
prsierra@hotmail.com

EDUCATION

- 2000 **Kellogg School of Management** Evanston, IL
Northwestern University
Master of Business Administration degree, GPA 3.3/4.0
Majors – Management, Marketing, Technology & E-Commerce
President – Latin American Hispanic Iberian Management Association, Marketing Club
Global Initiatives in Management – Argentina/Chile 1999
Dean's Distinguished Service Award – Class of 2000
- 2003 **New Leaders for New Schools Fellow** New York, NY
School Administration certificate via a venture formed by members from the
Harvard Business School and the Harvard Graduate School of Education.
- 1981 **University of Illinois** Chicago/Urbana, IL
BA – History/Economics, GPA 4.8/5.0
Vice President, Social Chairman – Delta Sigma Phi Fraternity
Dean's List

EXPERIENCE

- Experienced Assistant Principal at the Carson School providing strategies and leading efforts to assure that all students achieve at the highest levels.
- Senior level Market Manager with significant experience in new product and business development. Particular strengths in market research and strategy and new venture start-up. Bilingual – Spanish

6/02 – Present **CHICAGO PUBLIC SCHOOLS – ADMINISTRATIVE** Chicago, IL

Assistant Principal/Principal Resident – Rachel Carson School

Currently served as resident school principal at the Rachel Carson School which has been recognized as a model school by the Chicago Public Schools, the Illinois Board of Education, and the National Association for Bilingual Education.

- Responsible for the hiring of 10% of new teaching staff which entailed the interviewing of over 160 teachers and organizing all phases of selection process including observation of classroom instruction for finalist candidates.
- Lead efforts to implement student data achievement analysis as part of every teacher's curriculum design that has resulted in the exposure of areas to be targeted in the current School Improvement Plan.
- Lead 6th grade cohort to model higher levels of collaborative and standardized approaches to curriculum and assessment design that has lead to teacher initiated strategies to improve classroom instruction.
- Authored and collaborated with AP and Reading Lead teacher to obtain \$300,000 reading grant.
- Initiated character development strategies and curriculum that targets 7th and 8th graders - in an effort to stem the rise of gang activity and insolence among the students - resulting in a marked decrease in gang attire/activity and disturbances.
- Initiated monthly bilingual newsletter in an effort to increase community awareness of efforts to improve student achievement at Carson.

1991 – 1999 **CHICAGO PUBLIC SCHOOLS – TEACHING, COORDINATOR**

Curriculum/Technology Coordinator/Teacher – Rosario Castellanos

- Selected for innovative principal development program with the Kellogg School of Business at Northwestern University.

- Developed and coordinated curriculum reforms and technology infrastructure upgrades for the school and contributed to Region 4's tech initiatives.
- Authored five-year Technology Plan to upgrade computer labs and establish model Internet wired classrooms.
- Designed new computerized format lesson plan format and standardized test-planning curriculum.
- Taught upper-grades for eight years and acknowledged for raising test scores by an average of over 1.5 years in 7th grade for three consecutive years. Superior ratings throughout career.

1999 - 2002 **MARKET MANAGEMENT/CONSULTING - LUCENT TECHNOLOGIES INC** Murray Hill, NJ

5/00 – 6/02 **Marketing Development Manager – North American Region** Lisle, IL

- Developed creative and proactive revenue generating offers for North American market with potential market opportunity of over \$200M.
- Assigned lead market manager for \$350M business opportunity with the largest telecom provider in North America.
- Lead role in implementing innovative new product development process that sought customer buy-in resulting in new telephony features. Market potential \$100M.
- Provided market input and business case analysis to product managers on lifecycle issues.
- Provided value-based pricing analysis for new product/service introduction.
- Provided cost cutting analysis and strategies directly to North America Marketing VP resulting in 67% decline in expenses over four-month period.

5/99 – 5/00 **Product Manager – Switching and Access Solutions** Naperville, IL

- Selected for SAS leadership development program after summer '99 internship.
- Owner and Product Manager of Feature Software roadmap for next-gen VoIP switch.
- Developed and presented innovative market segment strategy.
- Provided COGS analysis for new Voice over Internet Protocol switching product.

Summer – Fall 2000 **MARKET MANAGEMENT/CONSULTING** Chicago, IL

marchFIRST

- Developed and spearheaded UNITE initiative – a collaborative business model merging regional top-tier business schools with Chicago's "New Economy" sector.
- Worked with Senior Partners to establish work-study, internship and incubator funding programs in conjunction with the Kellogg School of Business.
- Analyzed ways to standardize and grow the UNITE model for nationwide introduction.

VCaptital.com

- Analyzed market opportunities for expanded service offerings in a fast growing Internet-based venture capital exchange.
- Provided competitive research in the areas of pricing and alternative e-business models.
- Participated in business plan proposal screening and valuation analysis.

1986 – Present **NEW VENTURE START-UP/BUSINESS DEVELOPMENT** Chicago, IL

Satellite Chicago - DirecTV - Owner

- Investor and working partner of satellite TV retail and installation franchise.
- Opened second mall location after less than one year in operation.

Rockhopper Frozen Yogurt/Ay Caramba Cafes - Owner/Operator

- Parlayed initial \$30K investment into four trendy frozen yogurt cafes and restaurants.
- Opened one of the first frozen yogurt fast-food outlets in the city and introduced "California Style" taquito to Chicago market.

Other Data – Member HISPA and NSHMBA (Hispanic professional organizations); contributor to Kellogg Evening News; played lead role for TV movie.

Eric Thomas

12 Murdock Rd. ♦ Baltimore, MD 21212 ♦ 410.377.2970 ♦ ejthomas1@verizon.net

PROFESSIONAL EXPERIENCE

"Eric has demonstrated an absolutely uncanny ability to teach, manage, and lead. He has been instrumental in building Northwestern High School's Communications Academy... all in all one of the most valued members of the Northwestern faculty."

Dr. James I. Scofield
Principal, Northwestern High

"Eric's mastery of the key skills of an effective leader inspired, motivated, and led his staff and corps members to be highly successful in all they did. He was relied upon for making many important decisions and as a manager and leader his work constantly impressed me."

Kate Sobel
Institute Director
Teach for America NYC
Summer Institute

Northwestern High School **1999-Present**
Director and Lead Teacher- Baltimore, MD
Communications and Public Relations Academy

- Beginning in 2002, partnered with the Public Relations Society of America to become one of 7 pilot sites around the US to offer a career academy in Public Relations
- Awarded over \$11,500 in grants since 2003
- Directed academy logistics, wrote and taught curriculum in six courses, served as administrator of computer lab, and coordinated PR campaigns within school
- Academy students had 14% higher attendance, 54% higher achievement index, and SAT average of 280 points above school-wide averages
- Have also taught English Literature and coached several sports

Teach for America Training Institute **2004**
Associate Institute Director New York, NY

- Planned, recruited and hired staff, and executed training for 573 new Teach for America teachers
- Built strategic partnerships with Region 1 officials in New York, cultivated relationships with eight schools in the South Bronx
- Ensured logistics, curricular program, and hiring of experienced staff met organizational needs in supporting our mission
- Planned training and support for over 70 staff members
- Analyzed data and developed strategies to increase teachers' effectiveness and raise student achievement

Teach for America Training Institute **2003**
School Director New York, NY

- School Director of I.S. 172 and I.S. 286 in Harlem during training for 91 new Teach for America corps members
- Managed a staff of eight, collaborated with both schools' administrators and faculty, created an operations plan for the summer that served school, community, and 400 students' needs
- End-of-Institute Measures for my schools were higher than NYC Institute averages in 15 of 22 categories. Exceeded Institute-wide "Measures of Success" in 6 of 8 key categories, most notably in Preparation for Teaching, Interactions with Staff, and Overall Satisfaction with Program

Johns Hopkins University **2001-2004**
Content Learning Team Leader Baltimore, MD

- Have directed and taught a learning team seminar for Johns Hopkins students working towards Master's degree in Teaching

EDUCATION

Johns Hopkins University **Baltimore, MD** **1999-2001**
Master of Arts in Teaching

- Emphasis on Secondary English and Urban Education
- Graduated with a 3.8 GPA

University of Wisconsin **Madison, WI** **1994-1998**
Bachelor of Arts in English

- Emphasis on Creative Writing
- Additional experience in Afro-American Studies, Political Science, and History

CERTIFICATION AND AFFILIATIONS

Maryland State Department of Education **2001-Present**

- Advanced Professional Certification for Secondary English
- Tenured Teacher in Baltimore City Public School System

Teach for America **1999-Present**

- From 1999-2001, Corps Member in Teach for America, a national program aimed at ensuring children in America's most under-resourced public schools are able to get an excellent education
- 2001-present Teach for America Alumnus; active in organization activities, teacher training, and recruitment

AWARDS AND HONORS

USA TODAY – All USA Teacher Team **2004**
Honorable Mention

- Winner of national award recognizing outstanding teaching

PTA – Baltimore Teacher's Union **2003**
Teacher of the Year – Northwestern High School

- Winner of faculty / parent-nominated award recognizing outstanding community service, teaching, and leadership

Public Relations Society of America **2003**
Best Communications Career Academy

- Winner of top honors from a pool of seven nation-wide career academy pilot programs in Public Relations and Communications

Diane Tobin Award **2001**
Recipient of award given by Johns Hopkins University to one graduate and one alumnus nationwide for Excellence in Education

◆ References Available Upon Request ◆

Joseph L. Tenbusch
24 Peabody Terrace #404
Cambridge, Massachusetts 02138
(617) 492-8766

EDUCATION

Harvard University, The Divinity School, Cambridge, MA
Master of Theological Studies, June 2000

University of Michigan, Honors College, Ann Arbor, MI
• Bachelor of Arts Degree: High Distinction, 1994
• Summa Cum Laude: African and African-American Studies
Political Science

Loyola University of Chicago, Chicago, IL
University of Detroit Jesuit High School, Detroit, MI

PROFESSIONAL EXPERIENCE

Harvard University, Cambridge, MA 11/98-present
Research Assistant
Assist George H. Williams, Hollis Professor of Divinity, *Emeritus*, in the construction, writing, and editing of *Divinings: The History of Religion at Harvard, 1636 -1999*.

Oak Park Community Employment Service, Oak Park, MI 05/94-08/98
Work First Instructor
Provided employability skill instruction to welfare recipients and women in jail. Designed curriculum and facilitated workshops. Motivated and empowered participants.

Oak Park Community Employment Service, Oak Park, MI Summer 1998
Worksite Monitor and Training Specialist
Counseled and taught job training skills to low-income teenagers. Placed students into jobs with government agencies and non-profit organizations. Monitored their progress by meeting with employers and clients weekly.

University of Michigan • Mosher Jordan Hall, Ann Arbor, MI 08/93-05/94 & 08/92-05/93
Resident Advisor
Developed, coordinated, and supervised different educational and social programs for the Hall. Advised and assisted the fifty residents on my hall as well as any of the five hundred residents in the building.

Loyola University Of Chicago • Campion Hall, Chicago, IL 08/91-05/92
Resident Assistant
Developed and supervised educational and cultural activities for the hall. Advised, assisted, and counseled the thirty-five residents on my hall as well as any of the four hundred and fifty residents in the building.

ACTIVITIES

Harvard Business School Rugby Club: Starting Player 1998-present

Think Detroit: Board of Directors 1997-1999
• Chairperson of the Sports Committee
• Little-League Baseball Coach
www.thinkdetroit.org

Detroit Rugby Football Club: Starting Player 1996-1998
• *Rookie of the Year*, 1996

Oliver Sicat

sicat@post.harvard.edu

Current Address
17 Follen St #3R
Boston, MA 02116
617.290.1997

Experience

Madison Park High School, Boston MA

June 2002 – Present

- *Mathematics Teacher* - Algebra, geometry and calculus. Lead Math Teacher for 30 members of the department. MCAS Afterschool tutor for 10th-12th grade. Cross curriculum planning and integration with English, History and Science. Created district-wide supplemental guide for Massachusetts Comprehensive Assessment System (MCAS).
- *Instructional Leadership Team Facilitator* - Wrote whole school improvement plan by soliciting input from 35 teachers and administrators. Lead monthly meetings to ensure proper implementation by each department.
- *Math Department Chair* - Developed and implemented professional development plan for math department. Created curriculum and lead bi-monthly professional development meetings.

Emagine, Boston MA

June 2002 – Present

- *Founder and Executive Director* – Non-profit after-school program that has helped over 120 students successfully enroll into college by increasing academic skills, developing habits of successful behavior, fostering family support and exploring passions. Fundraised over \$500,000 from two foundations and three contracted services. Developed budget, created curriculum, hired staff and ran staff meetings. Held parent meetings and parent focus groups to meet the needs of low-income families.

Center for Leadership Development, Boston MA

October 2002 – Present

- *Program Administrator* - Helped unlicensed teachers obtain an educator's certification by partnering with area universities to recommend appropriate curriculum for certification. Created the Boston Teacher Licensure Web Page. Presented and developed online New Teacher Handbook for district. Assisted with New Teacher Mentoring Program by tracking mentorship for over 300 mentors and new teachers. Held over eight discussion sessions to facilitate conversations with new teachers and their respective directors.

Bryver Company, Los Angeles CA

March 2000-June 2003

- *Co-Founder* - Custom antenna topper company. Created successful business plan to produce over 400% profit within 6 months. Collaborated with Universities, High Schools and Corporations to make customized products.

Education

HARVARD UNIVERSITY, GRADUATE SCHOOL OF EDUCATION

June 2002

Master of Education, Emphasis in Secondary School Design and After School Education
Program of After School Education and Research (PAER) pilot program creation, Harvard After School Initiative grant proposal committee, Harvard After School Initiative focus group for sustaining volunteers

UNIVERSITY OF SOUTHERN CALIFORNIA

May 2001

Bachelor of Science, General Studies (Mathematics): Secondary Education
Yearlong student teaching experience, Created After School Program at 32nd Street Elementary School, President of Alpha Delta Theta Educational Organization, Study Abroad in Mexico (University of Arizona)

License

Massachusetts Department of Education Certificate #377952
Mathematics (8-12)

Presentations and Conferences

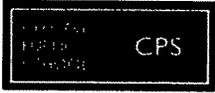
- Jobs for the Future, Boston MA**—December 2003, May 2004
Creating Community in the 9th Grade, Incorporating Habits of Successful Behavior into curriculum
- GEAR UP Harvard University, Cambridge MA**—January 2004
Behavior Management for Harvard Undergraduate Tutors
- Boston Public Schools Office of Instructional Technology, Boston MA**—November 2004
Integrating Technology into Math Education
- Boston Public Schools New Teacher Orientation, Boston MA**—Summer 2003-2004
Challenges of a new teacher
- Center for Leadership Development Paraprofessional Training, Boston MA**—Dec. 2004, 2005
Weekly math seminars for paraprofessionals in the Boston Public Schools

Project Narrative

Section 2 - Other Attachments: Letters of Support

Attachment 1:

Title: **Letters of Support -Noble** Pages: **8** Uploaded File: **Consolidated Letters.pdf**



Ron Huberman
Chief Executive Officer

July 13, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing to provide the Chicago Public Schools' endorsement of the Federal Charter School Program grant application submitted by the Noble Network of Charter Schools. The Noble Network is requesting support for its expansion of current schools to serve additional students and replication of its proven model in new schools.

The proposed program will favorably impact education efforts in Chicago by enabling Noble to provide a quality education to more than 10,000 economically disadvantaged high school students once all new campuses are fully enrolled. Noble is the largest charter high school network in Chicago and operates a number of the top-performing open enrollment high schools in our district. We are confident in Noble's ability to fulfill the expansion and replication program proposed in their application.

We encourage you to give careful consideration to their application.

Sincerely,

Mr. Ron Huberman
Chief Executive Officer



July 1, 2010

Mr. Arne Duncan
Secretary of Education
Office of the Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

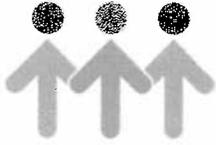
Dear Secretary Duncan:

I am writing to support the Noble Network of Schools' proposal for Charter Schools Program (CSP) – Replication and Expansion of High-Quality Charter Schools funding. As President and CEO of The Charter School Growth Fund (“CSGF”), I can attest to the outstanding academic program the Noble Network operates on behalf of underserved students in Chicago.

The Noble Network was accepted into the CSGF portfolio in 2005. CSGF is a non-profit venture capital fund that was founded by national philanthropists in 2005 to transform K-12 education by investing in innovative public school models that work for underserved students. CSGF's mission is to invest philanthropic venture capital in the nation's highest performing charter school operators to dramatically expand their impact on low income and minority students. CSGF provides financing, business planning support, coaching and other non-monetary resources that its portfolio members require to build networks of high-performing schools. CSGF invests in CMOs that deliver outstanding academic results with students; that can scale to serve thousands of students quickly; and that are capable of achieving sustainability on public revenues. Over the past five years, a forward-looking group of respected national foundations contributed \$86M to CSGF's first fund, which is invested in over 20 non-profit charter school operators that will serve approximately 105,000 additional students by 2015.

Noble was selected as one of 24 members of CSGF's portfolio from nearly 350 applicants. Noble was selected through a rigorous evaluation process that entailed an extensive review of standardized state assessment and national norm-reference test data; detailed due diligence around the organization's leadership capacity; and a careful analysis of the organization's business plan. Based on our survey of applicants, Noble is among the highest performing school operators in the nation, measured in terms of 1) academic achievement and 2) scalability. A summary of Noble's most recent data follows:

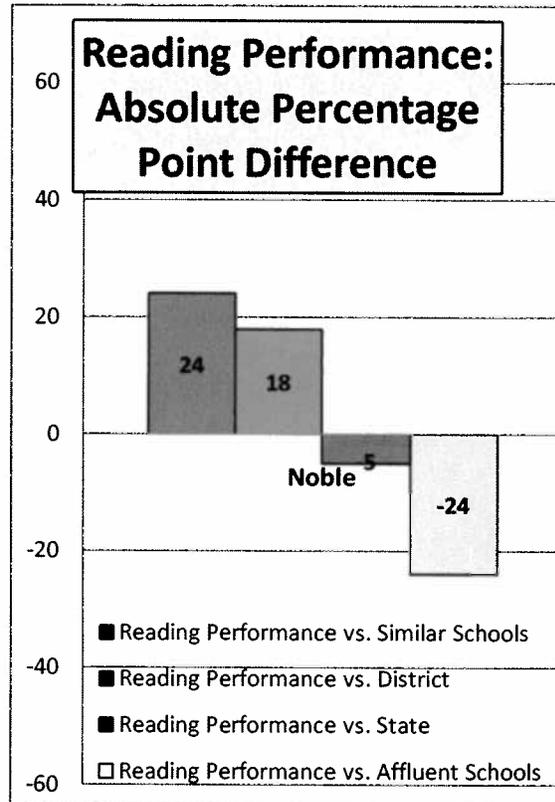
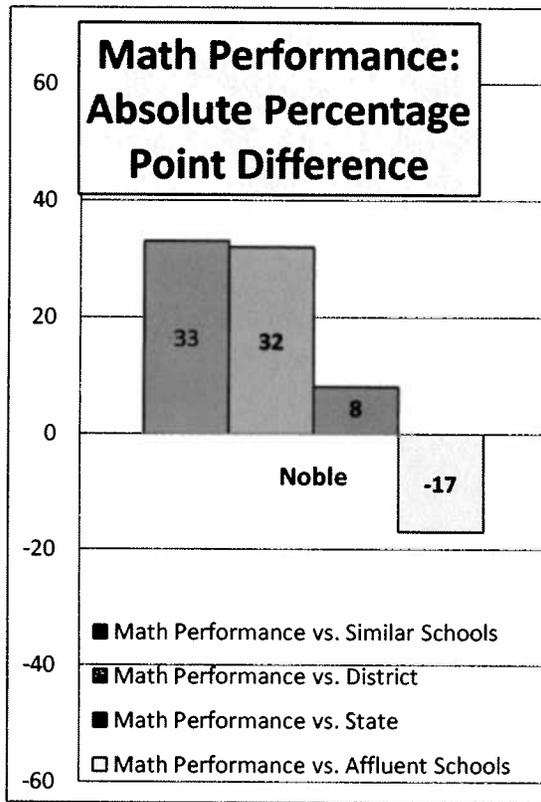
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Academic Achievement

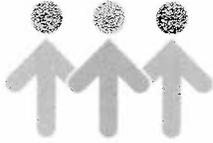
The following charts illustrate the performance of Noble versus four comparison groups in ascending order of difficulty:

- (1) *Similar students*, shown in the red bars, displays the results of Noble versus a hypothetical schools with similar demographics generated through a regression model developed by CSGF¹.
- (2) *District average*, shown in the green bars, displays the results of Noble versus schools in the local school district. It is important to note that Noble serves a population that is 90% FRL and 98% minority; the district serves a population that is 83% FRL and 91% minority².
- (3) *State average*, shown in blue bars, displays the results of Noble versus schools across the state. As noted above, Noble serves a population that is 90% FRL and 98% minority; the state serves a population that is 43% FRL and 47% minority.
- (4) *Affluent students*, shown in the light blue bars, displays the results of Noble versus the performance of a hypothetical school with no FRL or minority students generated through a regression model developed by CSGF¹. There are very few schools in the country serving a high percentage of low income and minority students that have completely closed this achievement gap.



¹ CSGF developed a regression model for predicting state test performance based on demographics through a regression analysis of over 3,000 schools across the U.S. The regression analysis found a significantly high correlation of test performance based on the percentage of minority and low income students. Through this analysis and a state test alignment study, CSGF can compare portfolio member state test performance to hypothetical schools with specific demographics and compare results across organizations from different states.

² The CMO vs. District comparison takes the rolled up weighted average performance of proficient and advanced for each cohort in each school and compares it to the district performance. Likewise, the CMO vs. State comparison takes the rolled up weighted average performance of proficient and advanced for each cohort in each school and compares it to the state performance.



As these charts show, Noble is enabling its students to outperform similar peers and the surrounding district by impressive margins in both mathematics and reading. In addition, Noble has made major strides towards closing the achievement gap with students in the surrounding state and affluent students. This is an extremely uncommon level of performance in public schools serving predominantly low-income students in the US.

Growth and Scalability

The following chart validates Noble’s ability to scale quickly to meet the needs of underserved students in the community while sustaining impressive academic outcomes:

Organization Facts			Actual Enrollment				Compounded Annual Growth			
Portfolio Member	Year Founded	Portfolio Entry Year	Enrollment at Time of Portfolio Entry	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	1 Year: 2008-09 to 2009-10	3 Year: 2006-07 to 2009-10	Since Portfolio Entry
Noble	1999	2005	470	761	1,318	2,253	3,671	63%	69%	51%

In 2005, CSGF committed nearly \$2.3 million to Noble to help its expansion efforts. Based on the data presented above, the Charter School Growth Fund endorses the Noble Network as a strong candidate for CSP funding. We believe that at scale, Noble has the potential to catalyze transformative change in K-12 education in Chicago and be a vanguard for demonstrating what is possible in K-12 education in our country.

Sincerely,

Kevin Hall
 CEO and President
 The Charter School Growth Fund



Michael & Susan Dell
FOUNDATION

July 7, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing to provide the Michael & Susan Dell Foundation's endorsement of the Noble Network of Charter Schools' Charter School Program application. The Noble Network is requesting support for its expansion of current schools and replication of its proven model in new schools. The program will directly impact the forward progress of education by enabling Noble to provide a high-quality education to more than 10,000 economically disadvantaged high school students once all new campuses are fully enrolled.

The Michael & Susan Dell Foundation invested in Noble's initial expansion in 2005 and counts Noble as among the most successful charter operators in the nation. In addition to significant investments in Noble's expansion work, we have invested in key programs that support Noble's growth and success including Noble's data driven assessment program. We support this federal application because we have seen the results of Noble's model first hand through our interactions with Noble students, teachers and administrators, and because we believe that expansion of key programs such as the data driven assessment program will positively impact education reform. We fully support Noble's vision to increase the reach of their model because they have successfully replicated the original campus nine times, giving us faith in their ability to fulfill the expansion and replication program proposed in their application. We believe Noble's expansion would increase their positive impact on education in Chicago and beyond.

We believe that this grant will make an extraordinary and long-lasting difference in public education by investing in high-performing charter schools with replicable practices. The Noble Network is leading the way by providing a mainly minority and low-income student body the support, quality education and college preparation necessary for success in college and beyond. In 2009, Noble Network campuses were the top three open-enrollment schools in Chicago based on ACT scores. Preliminary 2010 ACT results show score improvement across all campuses. Further, 95% of Noble Network seniors will matriculate to college this fall with 83% being the first in their families to attend college. As Noble continues to grow, its academic success will grow as well allowing Noble to maintain and increase the quality of education provided to its students. Noble has truly developed a model that cultivates strong academic growth and impacts the lives of thousands of students and their families. We support their efforts to extend this opportunity to more deserving students.

Thank you for your leadership in education and for your commitment to real improvement.

Sincerely,

Joe Siedlecki
Program Officer



205 West Randolph Street tel 312 235 0798
Suite 1340 fax 312 235 0679
Chicago, Illinois 60606 www.incschools.org

July 8, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing to provide the Illinois Network of Charter School's (INCS) endorsement of the Federal Charter School Program grant application submitted by the Noble Network of Charter Schools. Noble Network is requesting support for expansion of its ten current schools and replication of its proven model to six additional schools in underserved neighborhoods in Chicago. There are relatively few charter high school networks in the country and Noble is the largest charter high school and the top-performing open enrollment high school in the Chicago Public School's district (based on 2009 ACT scores).

A member of INCS since 2003, Noble serves as a role model to other charter schools in Illinois. In order to become a top-performing high school Noble has developed a data-driven educational model and college bound culture. To support their students entering colleges and universities Noble has designated staff members who provide ongoing support to graduates throughout their college experience.

The proposed program will favorably impact education reform in Chicago by enabling Noble to provide a quality education to more than 10,000 economically disadvantaged high school students once all new campuses are fully enrolled. I am confident in Noble's ability to fulfill the expansion and replication program proposed in their application. Over the past decade, Noble has successfully expanded to ten schools and will serve over 5000 students this fall. Their academic performance has improved as they have grown demonstrating that they have a scalable model.

We encourage you to give careful consideration to their application.

Sincerely,

Mr. Andrew Broy
President
Illinois Network of Charter Schools

THE
Renaissance
SCHOOLS FUND

21 South Clark Street, Suite 3120
Chicago, IL 60603
312.853.1212 312.853.3413 (fax)
www.rsfcicago.org

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Searle Consultant
The Chicago Community Trust

Alejandro Silva
Chairman
Evans Food Group Ltd.

Harrison I. Steans
Chairman of the Executive Committee
Financial Investments Corporation

July 1, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing to provide the Renaissance Schools Fund's endorsement of the Noble Network of Charter Schools' Charter School Program application. The Noble Network is requesting support for its expansion of current schools and replication of its proven model in new schools. Noble Network campuses represent the top three open-enrollment schools in Chicago based on ACT scores. Further, 95% of Noble Network seniors will matriculate to college this fall.

The Renaissance Schools Fund has supported all of Noble's expansion campuses and counts Noble among its strongest operators. We showcase Noble's model regularly because we have witnessed the results of it first hand through our interactions with Noble students, teachers and administrators.

We believe that this grant will make an extraordinary and long-lasting difference in public education by investing in high-performing charter schools with replicable practices. Noble has truly developed a model that cultivates strong academic growth and impacts the lives of thousands of students and their families. We support their efforts to extend this opportunity to more deserving students.

Thank you for your leadership in education and for your commitment to real improvement.

Sincerely,


Phyllis Lockett
President & CEO

newschools

venture fund

July 2, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing to provide the NewSchools Venture Fund's endorsement of the Noble Network of Charter Schools' Charter School Program application. Noble Network is requesting support for the expansion and replication of its proven high school model. A CSP grant will enable Noble to provide a high-quality education to more than 10,000 economically disadvantaged students, once all new campuses are fully enrolled.

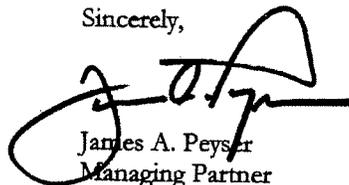
NewSchools Venture Fund is a non-profit venture philanthropy firm, which helped to build the country's first Charter Management Organizations (CMOs). We remain one of the leading investors in the development and expansion of high-performing CMOs serving high-need communities. We invested in Noble's initial expansion in 2005 and consider Noble to be among the most successful charter operators in the nation. We have witnessed Noble's success and continuous improvement up-close, through several years on its board of directors and through numerous first-hand interactions with Noble students, teachers and administrators. Noble has already successfully replicated its original campus eight times, giving us faith in its ability to fulfill the expansion and replication program proposed in its application. Such expansion would dramatically increase Noble's positive impact on the quality of education and opportunity in Chicago – it would also create a large-scale proof point of excellence at the high school level that would set the standard for the nation.

Noble Network is preparing a largely minority and low-income student body for success in college and beyond. In 2009, Noble campuses were the top three open-enrollment high schools in Chicago, based on ACT scores. Preliminary 2010 ACT results show score improvement across all of Noble's campuses. Further, 95% of Noble Network seniors will matriculate to college this fall, with 83% being the first in their families to attend college.

Noble has developed a unique and rigorous high-school model that cultivates strong academic growth, while helping to shape and strengthen the character of its students. We enthusiastically support Noble's efforts to extend this opportunity to more deserving students.

Thank you for your consideration.

Sincerely,



James A. Peyster
Managing Partner

NewSchools Venture Fund
211 Congress Street, 10th Floor
Boston, MA 02110

T: 617.589.9447
F: 617.589.9448
www.newschools.org

Project Narrative

Section 3 - Other Attachments: Proof of Non-Profit Status, or not for-profit status

Attachment 1:

Title: **501c3 Status Verification -Noble Network** Pages: 1 Uploaded File: **501 c 3.pdf**

Internal Revenue Service

Date: November 1, 2005

NOBLE NETWORK OF CHARTER SCHOOLS
% DANIEL W VITTUM JR
1010 N NOBLE
CHICAGO IL 60622-4011

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Michelle Jones
ID# 31-07675
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
36-4241970

Dear Sir or Madam:

This is in response to the amendment to your organizations Articles of Incorporation filed with the state on April 15, 2005. We have updated our records to reflect the name and address change as indicated above.

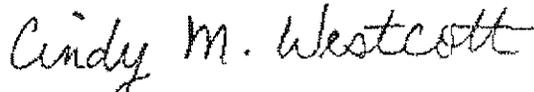
In March 1999 we issued a determination letter that recognized you as exempt from federal income tax. Our records indicate that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that you are also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to you are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Cindy Westcott
Manager, EO Determinations

Project Narrative

Section 4 - Other Attachments: Schools Operated by Applicant

Attachment 1:

Title: **Schools Operated by Applicant -Noble** Pages: **59** Uploaded File: **Attachment 4.pdf**

Attachment 4: Schools Operated by the Applicant

This document contains the following:

- a. Charter Agreement for the Noble Network of Charter Schools (pages 1-54)
- b. Documentation of schools recognized as separate entities under state law (page 55)
- c. Performance Agreement: N/A Does not differ from our Charter Agreement (page 55)
- d. Physical Locations of the 10 schools within the Noble Network (page 55)
- e. Documentation of schools' separate facilities, staff and student bodies (page 56)
- f. Documentation that day-to-day operations are carried out by different administrators and principals (page 57)

RENEWAL OF CHARTER AND CHARTER SCHOOL AGREEMENT
(NOBLE NETWORK OF CHARTER SCHOOLS)

THIS RENEWAL OF CHARTER AND CHARTER SCHOOL AGREEMENT ("Agreement") dated July 1, 2009 (the "Effective Date") is entered into by and between the Board of Education of the City of Chicago, a body politic and corporate (the "Board") and the **Noble Network of Charter Schools**, an Illinois not-for-profit corporation (the "Charter School"), an independent public school established under the Charter Schools Law, 105 ILCS 5/27A-1 *et seq.* (the "Charter Schools Law").

RECITALS

WHEREAS, the State of Illinois enacted the Charter Schools Law as Public Act 89-450, effective April 10, 1996, as amended; and

WHEREAS, the Charter Schools Law was enacted for the following purposes:

- (1) To improve pupil learning by creating schools with high, rigorous standards for pupil performance;
- (2) To increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for at-risk pupils;
- (3) To encourage the use of innovative teaching methods;
- (4) To allow for the development of innovative forms of measuring pupil learning and achievement;
- (5) To create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- (6) To provide parents and pupils with expanded choices within the school system;
- (7) To encourage parental and community involvement with public schools;
- (8) To hold charter schools accountable for meeting rigorous school content standards and to provide those schools with the opportunity to improve accountability; and

WHEREAS, on August 31, 1998, the Charter School entered into a Charter School Agreement with the Board for a term commencing July 2, 1998 and ending June 30, 2004, with the Charter School opening in the fall of 1999, which Charter School Agreement was

approved and certified by the Illinois State Board of Education (the "State Board");

WHEREAS, on December 8, 2003, the Charter School submitted an application to the Board to renew its Charter School Agreement, and subsequently on January 27, 2006, the Charter School entered into a Renewal of the Charter School Agreement with the Board for a five (5) year term commencing July 1, 2004 and ending June 30, 2009, which was approved and certified by the State Board;

WHEREAS, on September 5, 2008, the Charter School submitted an application to the Board (the "Application") to renew its Charter School Agreement, a copy of which Application is incorporated by reference as described in Exhibit A; and

WHEREAS, the parties desire that the Charter School be authorized to continue to operate and conduct its affairs in accordance with the terms of this Agreement and the Charter Schools Law.

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

1. Recitals Incorporated by Reference. The recitals to this Agreement are incorporated herein by reference and made a part hereof.
2. Grant of Charter. Subject to the final certification by the State Board, the Charter School is hereby authorized, and granted a renewal of a charter in accordance with the Charter Schools Law and the terms and conditions of this Agreement, to operate a charter school as described herein.
3. Term of Agreement. This Agreement shall commence on the Effective Date provided above, and shall expire at midnight, June 30, 2014, unless terminated or extended pursuant to the terms hereof.
4. Educational Program. The Charter School shall operate an educational program and program of instruction serving the educational needs of the students enrolled therein.
 - a. Name of School. The name of the school shall be known as the "Noble Street Charter School".
 - b. Mission Statement. The Charter School shall operate under the mission statement set forth in the Application, and such mission statement is hereby accepted to the extent that it is consistent with the declared purposes of the General Assembly as stated in the Charter School Law.

c. Age, Grade Range. The Charter School shall provide instruction to pupils in grades Kindergarten through 12 as provided in the Application.

d. Enrollment, Attendance Boundary, Lottery. The Charter School's enrollment shall be no more than 5,996 students. The Charter School shall not permit dual enrollment of any student at both the Charter School and another public school or non-public school.

i. Attendance Boundary. Enrollment in the Charter School shall be open to any pupil who resides within the City of Chicago, provided that the Board may designate attendance boundaries for no more than one-third of the charter schools permitted in the City of Chicago if the Board determines that attendance boundaries are needed to relieve overcrowding or to better serve low-income and at-risk students. In the event that the Board makes a determination that an attendance boundary is needed for the Charter School, the Board shall notify the Charter School regarding its attendance boundary and the Charter School shall adhere to such boundary.

ii. Lottery. The Charter School shall not conduct its lottery until one month after the specific application deadline determined by the Board for its high school magnet school program, which date will be conveyed to the Charter School by the Board's Office of New Schools ("New Schools Office"). Each year, if on the date of the Charter School's application deadline, there are more eligible applicants for enrollment in the Charter School than there are spaces available, successful applicants shall be selected by lottery which shall be open to all applicants and the public. The lottery shall be witnessed by an independent third party or videotaped. The Charter School shall submit to the New Schools Office a copy of the lottery results, a written summary of its lottery process and the manner in which its lottery process complies with Article 27A of the Illinois School Code, and any supporting documentation within ten (10) business days of the lottery date. The Charter School shall not request information in the application process about a student's academic aptitude, special education needs or English language proficiency. Priority for enrollment may be given to siblings of pupils enrolled in the Charter School and to pupils who were enrolled in the Charter School the previous school year, unless expelled for cause. Using the lottery process required herein, the Charter School shall establish a waiting list of students who shall be offered the opportunity to enroll at the Charter School if additional space later becomes available.

e. Student Transfers. Any student transfer out of the Charter School shall be documented by a transfer form signed by the student's parent/guardian

which affirmatively states that the student's transfer is voluntary.

f. Goals, Objectives, Pupil Performance Standards. The Charter School shall pursue and make reasonable progress toward the achievement of the goals, objectives and pupil performance standards consistent with those set forth in the Application and in accordance with the Accountability Plan described in paragraph 9 of this Agreement, provided that such goals, objectives and pupil performance standards shall at all times remain in compliance with Section 2-3.64 of the Illinois School Code, 105 ILCS 5/2-3.64.

g. Evaluation of Pupils. The Charter School's plan for evaluating pupil performance, the types of assessments to be used, the timeline for achievement of performance standards, and the procedure for taking corrective action in the event that pupil performance at the Charter School falls below those standards, shall be consistent with the Application and as further described in paragraph 9 hereof.

h. Curriculum. The curriculum established by the Charter School shall be consistent with the Application and as otherwise modified or supplemented herein. The Charter School shall notify the Board of any material change in its curriculum subsequent to the date of this Agreement.

i. School Year; School Days; Hours of Operation. Instruction shall commence in the 2009-2010 school year and subsequent school years on dates established by the Charter School, provided that the beginning date of instruction shall be no earlier than August 15 and no later than September 15 of the first academic and fiscal year of the Charter School's existence. The days and hours of operation of the Charter School shall be as set forth in the Application or as otherwise established by the Charter School.

j. Discipline. The Charter School shall implement a system of uniform student discipline. The Charter School may develop and implement its own system of student discipline in accordance with paragraph 4.j.i. or may elect to adopt the Chicago Public Schools Student Code of Conduct (the "CPS Conduct Code") effective at the beginning of any academic year in accordance with paragraph 4.j.ii.

i. In the event that the Charter School elects to develop its own system of student discipline, the Charter School shall submit a proposed disciplinary code, including procedures for suspension and expulsion, to the Board for review no later than July 1, 2009, shall adopt such disciplinary code no later than September 1 of such year, including any reasonable modifications requested by the Board, and shall carry out all disciplinary actions in accordance with such disciplinary code. In the event that the Charter School makes modifications to its existing disciplinary code during

the term of the Agreement, the Charter School shall notify the Board of such change and submit the modified disciplinary code to the Board for review and approval prior to such changes taking effect. The Charter School shall comply at all times with applicable Federal due process requirements in its disciplinary activities. Students may only be expelled from the Charter School by a vote of the Charter School's governing board. In the event that any student is expelled from the Charter School by action of the Charter School, the Charter School shall promptly notify the Board of such expulsion and shall provide to the Board, no later than five (5) days following the expulsion of such student, a summary statement of the grounds and evidence warranting expulsion and a record of the proceedings in which the expulsion decision was made. The Board may initiate additional disciplinary proceedings against any student expelled by the Charter School in accordance with its rules and procedures for the expulsion of students. Should the Board initiate additional disciplinary proceedings against the student, the Charter School shall provide factual information relating to the offense, including live testimony in an expulsion hearing.

ii. The Charter School may, at its option, elect to adopt the CPS Conduct Code effective at the beginning of any academic year, provided that the Charter School shall notify the Board of its election to do so no later than July 1, 2009. If the Charter School fails to submit a proposed disciplinary code or fails to adopt a disciplinary code, the CPS Conduct Code will be deemed to apply.

k. Governance and Operation. The operation of the governing board of the Charter School shall be as set forth below:

i. The governing board of the Charter School has between 5 and 21 members presently selected annually by the Board of Directors of Northwestern University Settlement Association ("NUSA"). At least a majority of the directors are present or former directors of NUSA or present or former members of NUSA's Central Committee or one or more of NUSA's Auxiliary Boards and shall also include the Chief Executive Officer of NUSA and a representative of the Charter School's parent teacher organization. The Charter School's governing board may also include one or more members of the public having experience and/or interest in the field of education.

ii. Membership on the governing board shall be subject to and in accordance with the bylaws of the Charter School.

iii. Governing board vacancies shall be filled by the Charter School's governing board.

iv. Members of the governing board of the Charter School shall have duties and responsibilities consistent with the Illinois General Not-For-Profit Corporation Act of 1986, as amended, and as stated in the Application.

v. The governing board shall hold meetings at least four times a year.

l. Student Transportation. The Charter School shall meet the transportation needs of its students including, the needs of its low-income and at-risk students, and homeless children and youth, in the manner set forth in its Application which transportation plan may include, but not be limited to, the following: coordinating with Chicago Public Schools to provide transportation for any students with disabilities who have Individualized Education Programs (“IEPs”) in which transportation is required; participating in the state’s Parental Transportation Reimbursement Program; providing Chicago Transit Authority reduced fare permits or cards to students based on income qualifications; assisting parents in the development of car pool plans; or working with students and their parents to highlight the best routes to and from school via public transportation, expressways and streets.

m. Bilingual Education. The Charter School shall provide bilingual education services in a manner consistent with that in the Application, provided that the Charter School (1) shall identify students who require bilingual education by administering the Chicago Public Schools’ Home Language Survey Form or other suitable identification instrument to all incoming students; (2) shall assess the English language proficiency of all students identified as coming from a non-English speaking background by administering the state-prescribed screening instrument or other suitable screening instrument; (3) shall provide a bilingual education or English as a Second Language program for such students; and (4) shall annually assess the English language proficiency of all identified English Language Learners by administering the state-mandated English language proficiency assessment. Notwithstanding anything to the contrary in this subparagraph, the Charter School shall have no obligation to provide bilingual education to a greater extent than required under the Charter Schools Law and under any Federal consent decrees or other orders governing the provision of bilingual education services to students in the Chicago Public Schools.

n. School Calendar. No later than July 1 prior to the commencement of each academic year during which this Agreement is in effect, the Charter School shall submit to the Board its school calendar for such academic year and the following summer session.

5. Additional Covenants and Warranties of Charter School. The Charter School covenants and warrants as follows:

a. Compliance with Laws and Regulations. The Charter School shall operate at all times in accordance with the Charter Schools Law and all other applicable Federal and State laws from which the Charter School is not otherwise exempt and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special educational services. The Charter School shall also comply with the following, to the extent applicable to Charter Schools (as amended from time to time):

- i. The No Child Left Behind Act of 2001 (PL 107-110, signed January 8, 2002);
- ii. Section 2-3.64 of the Illinois School Code (105 ILCS 5/2-3.64), regarding performance goals, standards and assessments;
- iii. Section 10-17a of the Illinois School Code (105 ILCS 5/10-17a) regarding school report cards;
- iv. Section 10-21.9 and 34-18.5 of the Illinois School Code (105 ILCS 5/10-21.9; 105 ILCS 5/34-18.5) regarding fingerprint-based criminal history records checks and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment;
- v. Section 24-24 and 34-84A of the Illinois School Code (105 ILCS 5/24-24; 105 ILCS 5/34-84A) regarding discipline of students;
- vi. The Local Governmental and Governmental Employees Tort Immunity Act (745 ILCS 10/1-101 *et seq.*);
- vii. Section 108.75 of the General Not For Profit Corporation Act of 1986 (805 ILCS 105/108.75) regarding indemnification of officers, directors, employees and agents;
- viii. The Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*);
- ix. The Illinois School Student Records Act (105 ILCS 10/1 *et seq.*);
- x. The Freedom of Information Act (5 ILCS 140/1 *et seq.*);

xi. The Open Meetings Act (5 ILCS 120/1.01 *et seq.*);

xii. The Illinois Pension Code (40 ILCS 5/1-101 *et seq.*), subject to the limitations set forth in paragraph 6.j. below;

xiii. All applicable health and safety regulations of the State of Illinois and the City of Chicago including, without limitation, those laws specifically identified by the State Board as being applicable to charter schools. A current list of such laws, which may be added to, deleted from or otherwise amended from time to time by the State Board, is attached hereto as Exhibit B;

xiv. All Federal and State of Illinois orders and agreements, including desegregation orders, orders regarding special education, orders regarding bilingual education, compliance agreements or other agreements with the United States Department of Education or other Federal or State agencies, applicable to the Chicago Public Schools. Upon the request of the Charter School, the Board shall furnish copies of any such orders or agreements. To the extent that the Charter School believes that it is exempt from compliance with any such law, order or agreement, the Charter School shall provide the Board's General Counsel with a copy of an exemption ruling or opinion rendered by the applicable Federal or State authority that has jurisdiction over such law or that issued the order or agreement. To the extent the Board is a party to a court action that is likely to result in a new order or agreement which will require compliance by the Charter School, the Board shall use reasonable efforts to notify the Charter School of such court action.

b. Compliance with Agreement. The Charter School shall operate at all times in accordance with the terms of this Agreement including the Accountability Plan attached hereto as Exhibit D, the additional specific terms and conditions set forth in Attachment 1 and all other Exhibits attached hereto.

c. Maintenance of Corporate Status and Good Standing. The Charter School shall at all times maintain itself as an Illinois general not-for-profit corporation capable of exercising the functions of the Charter School under the laws of the State of Illinois, shall remain in good standing under the laws of the State of Illinois, and shall timely make all required filings with the office of the Illinois Secretary of State. Upon request, the Charter School shall provide the Board with certified copies of its Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a nonprofit corporation, its Bylaws, and all amendments or modifications thereto. The Charter School is also recognized as an

organization exempt from Federal income taxation under Section 501(c)(3) of the Internal Revenue Code, and upon request, the Charter School shall provide the Board with copies of all filings relating to the Charter School maintaining 501(c)(3) exempt status.

d. Personnel. The relationship between the Charter School and its employees, and the manner in which terms and conditions of employment shall be addressed with affected employees and their recognized representatives, if any, shall be as set forth in the Application and this Agreement, provided that the Charter School shall comply with all Federal and Illinois employment laws and regulations made applicable to charter schools under the Charter Schools Law.

No later than September 1 of each year during the term of this Agreement, the Charter School shall provide the Board with a current list of all of its employees, and shall cause each of its subcontractors to provide the Board with a current list of all of such subcontractor's employees who shall come into direct, regular contact with pupils at the Charter School. Such lists shall contain the names, job positions and social security numbers of all applicable employees. Such list shall also indicate: (1) for each employee, the date of initiation of the fingerprint-based criminal background investigation and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database required under Section 34-18.5 of the School Code and paragraph 5.e. of this Agreement, and the results of such background check; and (2) for each individual employed in an instructional position, evidence of certification, or evidence that such individual is otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law, including information regarding the additional mentoring, training and staff development, if any, to be provided by the Charter School pursuant to paragraph 5.f. of this Agreement. For any person hired in an instructional position after September 1 of any school year, the Charter School shall provide the Board with such evidence of certification or other qualification no later than ten (10) business days after the individual's initial date of employment.

e. Criminal Background Checks. The Charter School shall not knowingly employ and shall not permit its subcontractors to knowingly employ any individual who shall come into direct, regular contact with pupils at the Charter School (i) for whom a fingerprint-based criminal background investigation and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database has not been conducted or (ii) who has been convicted of committing or attempting to commit one of the offenses enumerated in Section 34-18.5(c) of the Illinois School Code.

f. Instructional Providers. The Charter School shall employ or otherwise utilize in instructional positions and shall require that its subcontractors employ or

otherwise utilize in instructional positions only those individuals who are certificated under Article 21 of the Illinois School Code, 105 ILCS 5/21-1 *et seq.*, or who are otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law. If the Charter School receives Title I funds, all individuals in instructional positions must also meet the definition of "Highly Qualified" in accordance with the No Child Left Behind legislation. For purposes of this paragraph, "instructional positions" means all those positions involving duties and responsibilities which, if otherwise undertaken in the Chicago Public Schools, would require teacher certification. In the event that the Charter School employs or otherwise utilizes or any of its subcontractors employs or otherwise utilizes non-certificated personnel in instructional positions, the Charter School and/or its subcontractors shall provide such additional mentoring, training and staff development as the Charter School determines is necessary to ensure that such individuals perform their instructional duties satisfactorily.

g. Facilities.

i. Existing Facilities. The Charter School shall be located at the following locations in Chicago, Illinois (each referred to as an "Attendance Center"):

Campus Name	Address	Grades	Maximum Enrollment
Noble Street College Preparatory	1010 N. Noble	9-12	600
Pritzker College Preparatory	4131 W. Cortland	9-12	599
Rauner College Preparatory	1337 W. Ohio	9-12	599
Golder College Preparatory	1454 W. Superior	9-12	599
Rowe-Clark Math & Science Academy	3645 W. Chicago	9-12	599
UIC College Preparatory	1231 S. Damen	9-12	600
Gary Comer College Preparatory	7200 S. Ingleside	9-12	600
Bain NUSH Grammar School	1454 W. Superior	K-8	600
Chicago Bulls College Preparatory	2040 W. Adams	9-12	600
Muchin College Preparatory	1 N. State	9-12	600

The Charter School shall have obtained and submitted to the New Schools Office for review no later than thirty (30) days prior to the commencement of operation of any Attendance Center: (1) all applicable occupancy permits and health and safety approvals for such Attendance Center; (2) an executed copy of the lease agreement for such Attendance Center, if occupied under a lease agreement; and (3) evidence of title to such Attendance Center, if owned by the Charter School. The Charter School shall take such actions as are necessary to ensure that all leases (for all Attendance Centers not owned by the Charter School), occupancy permits and health and safety approvals for all established Attendance Centers remain valid and in force, and shall certify to the Board by August 1, 2009 and thereafter no earlier than June 1 and no later than July 1 of each subsequent year during the term of this Agreement that such leases, permits, certificates and approvals remain in force.

ii. Change in Location; Additional Facilities. The Charter School may change the physical location of an Attendance Center, provided that the Charter School fulfills certain conditions of the Board and provides the information set forth in this subparagraph with respect to such new physical location, and provided further that (1) the Charter School notifies the Board of the proposed change in location not less than one hundred and twenty (120) days prior to taking any final action in connection therewith; and (2) the Board, or its Chief Executive Officer, does not issue a denial to the Charter School within fourteen (14) days of its receipt of such notification. Upon the New Schools Office issuing a Request for Proposal for new school openings, the Charter School may establish additional facilities provided that the Charter School fulfills certain conditions of the Board and provides the information set forth in this subparagraph with respect to such additional facilities, and provided further that the Board approves such additional facilities. Such a change in the physical location of an existing Attendance Center or establishment of a new Attendance Center by the Charter School shall be deemed a material modification of this Agreement which requires the prior approval of the Board and State Board to be in full force and effect.

iii. Compliance with Disability Access Laws and Regulations. The Charter School shall ensure that its facilities and operations comply with: (1) all applicable provisions of Federal, State and local disability access laws including, without limitation, the Americans with Disabilities Act ("ADA"), 42 U.S.C.A. §12101 *et seq.*, the Rehabilitation Act of 1973, 29 U.S.C.A. §701 *et seq.*, as amended, their implementing regulations, the Illinois Environmental Barriers Act, 410 ILCS 25/1 *et seq.*, and the accessibility portions of the Chicago Building Code; and (2) the ADA and Rehabilitation Act aspects of the Accountability Plan; provided, however, if the Charter School enters into a lease agreement with the Board to occupy a Board facility to operate an

Attendance Center, the terms and conditions of the lease agreement shall control as to that Attendance Center.

iv. ADA Plan. The Charter School shall submit facility plans for each Attendance Center which shall comply with the ADA and Section 504 of the Rehabilitation Act of 1973, as amended, their implementing regulations, the Illinois Environmental Barriers Act, and the accessibility portions of the Chicago Building Code (“ADA Plan”). Any such ADA Plan shall be submitted to the Board for approval which shall not be unreasonably withheld. Any such ADA Plan submitted to the New Schools Office and approved by the Board shall be incorporated herein by reference and made a part of this Agreement. Failure to submit an ADA Plan to the New Schools Office by the Board-specified date shall be deemed a material breach of this Agreement, subject to paragraph 13 herein, and the Board shall consider such non-compliance a factor in determining whether to revoke or renew the Charter School’s charter.

h. Homeless Children. The Charter School acknowledges and agrees that the Chicago Public Schools are committed to serving the needs of children who are homeless and to protecting their rights under Federal and State law. The Charter School agrees that one goal of this Agreement is to ensure that all homeless children who attend the Charter School receive the same services provided by the Chicago Public Schools to homeless children and agrees that it will provide services to homeless children at the same level that CPS provides those services. The Charter School also must protect the rights of children under the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431 *et seq.*) and the Illinois Education for Homeless Children Act (105 ILCS 45/1-5 *et seq.*) and all other laws that protect the rights of homeless children. The Charter School further acknowledges that the Board has certain obligations under the Settlement Agreement in *Salazar v. Edwards*, 92 CH 5703 (Circuit Court, Cook County). The Charter School shall ensure that no member of the Salazar class is deprived of his or her rights under the Settlement Agreement and the Charter School shall not interfere with the Board’s performance of its obligations under the Settlement Agreement.

6. Financial Operations of Charter School.

a. Financial Management. At fiscal year end, the Charter School shall prepare its annual financial statements in accordance with accounting principles generally accepted in the United States of America for not-for-profit organizations (“GAAP”). During the fiscal year, the Charter School shall operate in accordance with GAAP, the cash basis of accounting, or any other basis of accounting, provided that the Charter School’s accounting methods allow it to prepare reports required by the Board, the State Board, and any other grantors.

b. Budget. The Charter School shall prepare and provide to the Board a copy of its quarterly and annual budgets for each fiscal year by no later than July 1 of such fiscal year. The fiscal year for the Charter School shall begin on July 1 of each year and end on June 30 of the subsequent year.

c. Distribution of Funds. The Board shall distribute the Charter School Funds, as determined in paragraph 6.d., in four quarterly installments payable on or about July 22, October 15, January 15 and April 15 of each fiscal year, or the first business day following each such day if any such day falls on a Saturday, a Sunday, or a holiday. All funds distributed to the Charter School from the Board shall be used for educational purposes only. The use of such funds for any other purpose is strictly prohibited.

d. Funding Procedure. The Board shall calculate the per capita tuition payment for each pupil enrolled at the Charter School for each academic year based on the per pupil rates set forth in the final Budget Book adopted by the Board each fiscal year and shall provide this amount to the Charter School for each pupil enrolled at the Charter School as set forth below. The Charter School acknowledges and agrees that the funding amounts provided to the Charter School by the Board may be adjusted or vary from year to year depending upon the amount of appropriations authorized by the Illinois General Assembly and subsequent Board approval of the budget on an annual basis.

i. First Installment (July 22). The amount of the Board's first quarterly payment shall be based initially on a pre-enrollment report provided to the Board no later than June 22 of each year, which pre-enrollment report shall contain the names and addresses of all students enrolled in the Charter School. It is understood and agreed that the first installment for each school year will be remitted only upon the Board receiving all required submissions and documentation on such dates as set forth in the compliance chart compiled by the New Schools Office.

ii. Second Installment (October 15). The amount of the Board's second quarterly payment shall be calculated such that the aggregate amount of the first and second quarterly installments is equal to the number of students enrolled at the Charter School on the twentieth day of the first semester, as verified by attendance records, multiplied by one half the per capita tuition amount.

iii. Third Installment (January 15). The amount of the Board's third quarterly payment shall be based on the Charter School's first semester enrollment, as determined under paragraph 6.d.ii. and shall be equal to one

half of the aggregate amount of the first and second payments.

iv. Fourth Installment (April 15). The amount of the Board's fourth quarterly payment shall be calculated such that the aggregate amount of the third and fourth installments is equal to the number of students enrolled at the Charter School on the tenth day of the second semester, as verified by attendance records, multiplied by one-half the per capita tuition amount.

e. Supplemental General State Aid and Title I Funds. The Charter School shall furnish the Board with eligibility data regarding Supplemental General State Aid ("SGSA") and Title I eligible students enrolled in the Charter School. SGSA revenues to which the Charter School is entitled shall be distributed to the Charter School quarterly on the dates set forth in paragraph 6.d. hereof on an estimated basis, provided that the Board may adjust any such payment to account for prior deviations between the estimated SGSA funds paid and the amount of SGSA funds to which the Charter School was entitled during such payment period. Such amounts shall be in addition to the per pupil funding amounts set forth in the final Budget Book adopted by the Board each fiscal year. Pursuant to the financial management requirements set forth in Section 80.20 of the Education Department General Administrative Regulations ("EDGAR")(34 CFR Part 80), the Charter School will keep financial records of such funds separate from its other revenues and there shall be no co-mingling of monies in various accounts. During the first year of the Charter School's provision of educational services, any Title I or other Federal funding for which these students qualify shall be provided to the Charter School by the Board in accordance with the formulas set forth in the final Budget Book adopted by the Board each fiscal year.

Availability of SGSA and Title I Funds to a Charter School is conditional upon the amount of governmental funding available, and the Charter School's maintaining continuous reporting, inspections, and audits, the quality of which shall be satisfactory to the Board and other relevant regulatory organizations. The scope and frequency of program reporting shall be agreed upon by the Charter School and the Board prior to funding the relevant programs unless modifications are required by the governmental funding agencies.

f. Other Sources of Funds for Charter School. Paragraph 6.d. is not intended to increase or decrease the amount of per capita student tuition to which the Charter School is entitled under the Charter Schools Law. If the Charter School satisfies the funding criteria, and subject to funding availability, the Charter School may be eligible to receive additional funding from the Board by means of special education reimbursements and per pupil allocations for English Language Learners, small schools and independent facility supplements. In addition, any Charter

School receiving Federal categorical funding must comply with all federal regulations tied to such funds. The funding criteria and procedures related to the aforementioned categories shall be set forth in the final Budget Book adopted by the Board each fiscal year.

g. Refund of Unspent or Spent Funds. In the event that this Agreement is revoked or is not renewed by the Board, the Charter School shall refund to the Board all unspent funds in accordance with Section 27A-11(g) of the Charter Schools Law. In addition, if the Charter School does not expend or obligate all federal grant funds prior to the end of each fiscal year, the Board may recapture such unspent grant funds from the Charter School. In addition, if the Board determines that grant funds provided to the Charter School were not used or expended for the specific purpose for which they were intended, the Charter School shall promptly reimburse such grant funds to the Board within thirty (30) days of receipt of written notice from the Board.

h. Tuition and Fees. The Charter School shall not charge tuition to any student, unless such student would otherwise be liable for tuition costs under the Illinois School Code. The Charter School may charge reasonable fees, to the extent permitted by law, for textbooks, instructional materials, summer school programs, after school programs, and student activities.

i. Outside Funding. The Charter School may accept gifts, donations or grants pursuant to Section 27A-11(d) of the Charter Schools Law, provided that no such gifts, grants or donations may be accepted if contrary to applicable law or to the terms of this Agreement. In the event that the Charter School solicits funding from sources other than those set forth in this paragraph 6, it shall comply with all applicable State or Federal laws regarding the reporting of charitable solicitations.

j. Pension Payments. The Board shall make payments directly to the Chicago Teachers Pension Fund on behalf of any education, administrative or other staff member employed at the Charter School (whether by the Charter School itself or one of its subcontractors) who is certified under the law governing certification of teachers in the amount of that employer's proportionate share of State funds made available to the Chicago Public Schools for such purpose. The Board shall not have any duty to make the employee's or other staff's member contributions. Notwithstanding the foregoing, the Charter School acknowledges and agrees that the Board retains the right to collect delinquent employee contributions from the Charter School in accordance with Section 17-132 of the Illinois Pension Code (40 ILCS 5/17-132) and may deduct such delinquent contributions from any quarterly payments due the Charter School.

In the event that the Board elects to deduct delinquent employee

contributions from quarterly payments due the Charter School, the Board shall provide the Charter School with forty-five (45) days prior written notice setting forth in detail the grounds for such action and the amount delinquent. If the Charter School fails to cure such delinquency to the Board's satisfaction within said 45-day cure period, the Board shall be deemed to have a sufficient basis to withhold such funds from any quarterly payments otherwise due the Charter School and to remit such funds to the Chicago Teachers Pension Fund.

The parties hereby acknowledge and agree that the Charter School shall comply with those provisions of the Illinois Pension Code which specify applicability to, or compliance by, charter schools and it is not the intent of the parties to have the Charter School comply with any other portions of the Illinois Pension Code.

k. Management and Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) accounting methods as specified in paragraph 6.a.; (2) a checking account; (3) adequate payroll procedures; (4) bylaws; (5) an organizational chart; (6) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (7) internal control procedures for cash receipts, cash disbursements and purchases; and (8) maintenance of asset registers and financial procedures for grants in accordance with EDGAR or the State Board.

l. Annual Audits. The Charter School shall cause a Financial Statement Audit and Financial and Administrative Procedures Controls Review (collectively, the "Financial Audit"), to be performed annually at its expense by an outside independent auditor that must be retained by the Charter School, and such auditor must be reasonably acceptable to the Board. The Financial Audit shall include, without limitation:

i. An opinion on the financial statements (and Supplementary Schedule of Expenditures of Federal Awards, if applicable);

ii. A report on compliance and on internal control over financial reporting based on an audit of financial statements performed in accordance with *Government Auditing Standards* and the Single Audit Act of 1984, as amended; and

iii. A report on compliance with requirements of applicable laws and regulations, including the audit requirements contained in the

Accountability Plan.

The Financial Audit shall be made available to the Board no later than November 1 of each year during the term of this Agreement, beginning with November 1, 2010.

m. Quarterly Financial Reports. The Charter School shall prepare or cause to be prepared quarterly financial reports, in accordance with Board instructions, which shall be submitted to the Board no later than thirty (30) calendar days after the end of each quarter and no later than forty-five (45) calendar days after the end of each fiscal year.

n. Attendance. The Charter School shall maintain accurate enrollment data and daily records of student attendance. The Charter School shall provide the Board with current enrollment and attendance data, including Individualized Educational Plan and English Language Learner data, via the Board's IMPACT System ("IMPACT System"), or such other system as may be subsequently implemented by the Board. Such enrollment and attendance data shall be maintained and updated on the IMPACT System on a daily basis by the Charter School (or on any other time-frame basis consistent with district-level reporting). The Board shall provide the Charter School with the necessary IMPACT System access, software and training to allow Charter School personnel to use the Board's IMPACT System and input enrollment/attendance data.

o. Deductions for Facility Expenses. If the Charter School is located in a Board facility, the Board may offer to provide the Charter School with certain facility services including building maintenance, technology services, utilities, and safety and security ("Facility Services"). A Charter School located in a Board facility and utilizing the Facility Services will have such charges deducted uniformly from the quarterly payments issued by the Board and such services and charges will be outlined in the lease between the Board and the Charter School. Such charges may be adjusted annually or upon such other terms as set forth in the lease agreement.

p. Withholding of Funds. In the event that the Board deems that there has been a material violation of this Agreement, the Board may withhold any and all payments of funds to the Charter School providing the Board gives the Charter School written notice enumerating the specific failure(s) and the period of time during which the Charter School shall have the opportunity to cure such failure(s) after the Charter School's receipt of such written notice. Upon the Charter School's cure of any such failure(s), the Board shall immediately release any and all payments of funds due the Charter School.

7. Purchase Agreement. The Board and the Charter School may enter into a purchase agreement or agreements providing for the purchase by the Charter School from

the Board of certain goods, services and materials in connection with the operation of the Charter School.

8. Insurance. The Charter School shall, at its own expense, purchase and maintain insurance covering all of its operations, whether performed by Charter School or by subcontractors. Such insurance shall include the types of insurance set forth in Exhibit C hereto, subject to the conditions and in no less than the respective limits set forth therein.

All insurers shall be licensed by the State of Illinois and rated A-VII or better by A. M. Best or a comparable rating service. No later than fifteen (15) days following the execution of this Agreement, and each July 1 thereafter, the Charter School shall provide the Board with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts as set forth in Exhibit C.

9. Academic Accountability and Evaluations.

a. Accountability Plan. The Charter School shall be held accountable by the Board in accordance with the Accountability Plan contained in Exhibit D ("Accountability Plan"). Due to potentially sweeping changes regarding testing requirements and other accountability standards that may occur because of the enactment of the No Child Left Behind Act or other laws or mandates, the parties agree that the Accountability Plan attached as Exhibit D hereto is subject to re-negotiation effective on or before June 30 of each year of the Agreement upon written notice from the Board no later than April 1 of each year. The parties agree to work diligently and in good faith to re-negotiate the Accountability Plan so as to comply with any and all required changes regarding accountability standards which are applicable to charter schools.

b. Standardized Tests. The Charter School shall administer such standardized tests of academic proficiency as are provided for in the Board's policies and procedures, and shall participate in State assessments required by Section 2-3.64 of the Illinois School Code. The Charter School shall participate fully in the Illinois Standards Achievement Test ("ISAT") for grades 3 through 8 and the Prairie State Achievement Examination ("PSAE") for grade 11. The Charter School shall administer the Illinois Alternate Assessment ("IAA") in place of the ISAT and/or PSAE to students with significant cognitive disabilities. The Charter School is responsible for ensuring that the data elements (i.e., student names, demographic information, etc.) required to administer the State assessments are correctly entered into the district's IMPACT System.

c. Site Visits. In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Board, its officers, employees and other agents, including allowing site visits by the Board, its officers, employees and other agents, for the purpose of allowing the Board to fully evaluate

the operations and performance of the Charter School pursuant to the Accountability Plan and the Charter Schools Law. Where possible, the Board shall provide the Charter School with at least 24 hours prior notice of such site visits.

10. Specialized Services.

a. The Charter School shall provide special education and related services to students with disabilities in accordance and compliance with (i) the student's IEP; (ii) the Individuals with Disabilities Education Act (20 U.S.C. §1401 *et seq.*); (iii) the Board-approved "A Procedural Manual Educating Children with Disabilities in Chicago Public Schools", revised edition 2002, as may be amended from time to time, which is incorporated herein by reference; (iv) any and all Federal court orders applicable to children with disabilities in the Chicago Public Schools including, but not limited to, Corey H, 92 C 3409; and (v) any and all service bulletins issued by the Board's Office of Specialized Services.

b. Special Education Teachers & Paraprofessionals. The Charter School shall hire its own special education teachers and paraprofessionals to provide special education services to the Charter School's students with disabilities. The Board shall reimburse the Charter School for the salary and benefits of certified special education teachers and paraprofessionals based on the Board's special education staffing formulas and the student's IEP.

c. Staffing Election of Clinicians. The Charter School may elect to hire its own clinicians to provide IEP services to its students with disabilities enrolled at the Charter School or it may elect to have the Board furnish clinicians to serve the Charter School's students with disabilities. The Charter School shall notify the Board in writing, by August 1 of each year, of its election regarding the staffing of clinicians if such staffing is required by its students' IEPs. If the Charter School elects to have the Board furnish the necessary clinicians, the Board shall assign the necessary staff to the Charter School. If the Charter School elects to hire its own clinicians, the Charter School shall be reimbursed by the Board per CPS allocation percentage.

d. Staff Requirements. By April 30 of each year, in accordance with the Board's budgetary process, the Charter School shall receive the projected staffing allocation for special education teachers, paraprofessionals (and by May 31 of each year for clinicians) required by State guidelines, based on students enrolled at the Charter School, entered into and identified as needing services by the students' IEPs and the Board's IMPACT System. The Board may during the school year issue adjustments to these staff requirements to accommodate changes in the enrollment and IEP needs of the Charter School's students. All special education teachers,

paraprofessionals and clinicians employed by the Charter School shall have the requisite qualifications, Illinois certificates and/or licenses.

e. Additional Resources. Notwithstanding paragraph 6 of this Agreement, the Board shall provide necessary additional resources including assistive technologies (as required by a student's IEP) for the education of students with disabilities enrolled in the Charter School in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the IEPs of such students. Such additional resources shall be sufficient to comply with all provisions of the Charter Schools Law, including Section 27A-11 thereof.

11. Comprehensive School Management Contracts. No entity or party other than the Charter School may provide comprehensive school management or operations except upon the prior approval of the Board, and certification by the State Board. Furthermore, in the event the Charter School desires to enter into any contract for comprehensive school management or operations services to be performed in substantial part by an entity not a party to this Agreement, the provisions of Exhibit E attached hereto must be incorporated into any such contract.

12. Renewal of Charter; Failure to Renew. No later than January 1, 2014, and no earlier than September 1, 2013, but in no event later than the date set by the New Schools Office, the Charter School shall provide a written proposal to the Board in accordance with Section 27A-9 of the Charter Schools Law, setting forth proposed terms of renewal of this Agreement. Pursuant to Section 27A-9(b) of the Charter Schools Law, the renewal proposal of the Charter School shall contain the most recent audit report and financial statement of the Charter School, including financial information specific to each Attendance Center or campus, if applicable. The written proposal may contain proposed changes to this Agreement that the Charter School desires to incorporate into the renewed agreement. The renewal proposal shall be evaluated by the New Schools Office in accordance with paragraph 4 of Exhibit D.

No later than June 30, 2014, the New Schools Office shall notify the Charter School of its recommendation regarding such renewal indicating whether, and upon what conditions, it is willing to recommend to the Board the renewal of the charter and the Agreement, including any modified terms proposed by the New Schools Office. If there is no agreement on the terms of renewal, then the parties shall fulfill their mutual obligations hereunder to the end of the term of this Agreement. The Board may refuse to renew the charter and the Agreement upon a finding that any cause for revocation exists under paragraph 13 hereof.

13. Revocation of Charter. The Board may revoke this Agreement and the charter of the Charter School, in whole or as to any Attendance Center or campus, if applicable, in accordance with Section 27A-9 of the Charter Schools Law, if the Board

clearly demonstrates that the Charter School, or any Attendance Center or campus, did any of the following, or otherwise failed to comply with the requirements of the Charter Schools Law:

- a. Committed a material violation of any of the conditions, standards, or procedures set forth in this Agreement including the Accountability Plan; or
- b. Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in this Agreement or in the Accountability Plan; or
- c. Failed to meet generally accepted standards of fiscal management; or
- d. Materially violated any provision of law from which the Charter School was not exempted.

In addition, the charter of the Charter School may be revoked in the event that the parties agree to terminate this Agreement by mutual consent pursuant to paragraph 23 of this Agreement, or in accordance with any specific revocation indicators set forth in paragraph 4 of Exhibit D.

In the event that the Board proposes to revoke this Agreement and the charter of the Charter School, in whole or as to any Attendance Center or campus, the Board shall provide the Charter School with written notice setting forth in detail the grounds for such revocation at least 14 days prior to the date the Board takes final action on such revocation.

14. Indemnification.

a. To the fullest extent permitted by law, the Charter School shall indemnify, defend and hold harmless the Board, its members, officers, employees, agents, affiliates and representatives, past and present (collectively, the "Board Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) the possession, occupancy or use of the property of the Charter School by its faculty, students, patrons, employees, guests or agents, (ii) any negligent, willful or wrongful act or omission to act by the Charter School, its faculty, students, patrons, employees, guests or agents, (iii) a violation of any law, statute, code, ordinance or regulation by the Charter School, its faculty, students, patrons, employees, subcontractors, guests or agents, and/or (iv) any breach, default, violation or nonperformance by the Charter School of any term, covenant, condition, duty or obligation provided in this Agreement including, but not limited to, the

Accountability Plan (collectively, the "Covered Losses"). This indemnification shall not apply to the extent that any Covered Loss results from the negligence or wrongful act or omission of any Board Indemnitee or from any act or omission of the Charter School required by law or this Agreement.

b. To the fullest extent permitted by law, the Board shall indemnify, defend and hold harmless the Charter School, any successor entity thereto, and their respective members, officers, employees, agents, affiliates and representatives, past and present (collectively, the "Charter Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) a violation of any law, statute, code, ordinance or regulation by the Board, its members, officers, employees or agents and/or (ii) any breach, default, violation or nonperformance by the Board of any term, covenant, condition, duty or obligation provided in this Agreement or the Accountability Plan (collectively, the "Covered Losses"). This indemnification shall not apply to the extent that any Covered Loss results from the negligence or wrongful act or omission of any Charter Indemnitee or from any act or omission of the Board required by law or this Agreement.

c. This indemnification, defense and hold harmless obligation shall survive the termination of this Agreement. Any indemnified party shall have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

15. Disclaimer of Liability. The parties expressly acknowledge that the Charter School is not operating as the agent, or under the direction and control, of the Board except as required by law or this Agreement, and that the Board assumes no liability for any loss or injury resulting from: (1) the acts and omissions of the Charter School, its directors, trustees, agents, subcontractors or employees; (2) the use and occupancy of the building or buildings occupied by the Charter School, or any matter in connection with the condition of such building or buildings; or (3) any debt or contractual obligation incurred by the Charter School. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the Board or the Chicago Public Schools to any third party.

16. Governing Law. This Agreement shall be governed by, subject to and construed under the laws of the State of Illinois without regard to its conflicts of laws provisions.

17. Waiver. No waiver of any breach of this Agreement shall be held as a waiver of any other or subsequent breach.

18. Dispute Resolution. If a minor violation or dispute arises between the parties relating to the interpretation or performance of this Agreement, designated representatives of each party who shall have the authority to resolve the dispute shall attempt in good faith to negotiate or mediate a resolution of the dispute. Notwithstanding anything to the contrary in this paragraph, both parties shall continue to perform their obligations under this Agreement in good faith during the resolution of such minor dispute, unless and until this Agreement is terminated in accordance with the provisions hereof.

19. Counterparts; Signature by Facsimile. This Agreement may be signed in counterparts, which shall together constitute the original Agreement. Signatures received by facsimile (with confirmation thereof) by either of the parties shall have the same effect as original signatures.

20. Terms and Conditions of Application. The parties hereto expressly agree that the Application sets forth the overall goals, standards and general operational policies of the Charter School. The Charter School acknowledges and agrees that its Application is an integral part of this Agreement, and the Board shall have the right to hold the Charter School responsible for all information, representations and statements contained in the Application. The parties understand, however, that the Application is not a complete statement of each detail of the Charter School's operation. To the extent that the Charter School desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Application, the Charter School shall be permitted to implement such policies, procedures, and specific terms of operation, provided that such policies, procedures and terms of operation are consistent with the goals, standards and general operational policies set forth in the Application, this Agreement, and the Charter Schools Law.

21. Amendments. This Agreement may be amended only by written consent of the parties hereto and, in the case of material amendments, only after submission of such amendments to, and approval by, the State Board in accordance with Section 27A-6(e) of the Charter Schools Law. For purposes of this Agreement, the parties acknowledge that material changes include, but are not limited to, the following: (a) the addition of new grades; (b) an increase in enrollment capacity; (c) a move to a new Attendance Center; (d) the addition of a new Attendance Center or campus; and (e) any and all other material modifications to this Agreement.

22. Assignment. This Agreement may not be assigned or delegated by the Charter School under any circumstances, it being expressly understood that the charter granted hereby runs solely and exclusively to the Charter School.

23. Termination. This Agreement may be terminated prior to its expiration by the mutual consent of the parties or revocation of the charter of the Charter School pursuant to paragraph 13 hereof. Termination of this Agreement for any reason shall serve

to immediately revoke the charter granted hereby.

24. Notices. Any notice, demand or request from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if, and as of the date, it is delivered by hand, overnight courier, facsimile (with confirmation thereof), or within three business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

If to the Charter School: Noble Network of Charter Schools
1010 N. Noble Street
Chicago, Illinois 60642
Attn: Michael Milkie, Chief Executive Officer
Facsimile: 773-278-0421

With a copy to: Northwestern University Settlement Association
1400 W. Augusta Blvd.
Chicago, Illinois 60642
Attn: Executive Director
Facsimile: 773-278-7536

If to the Board: Chicago Board of Education
Office of New Schools
125 South Clark Street, 5th Floor
Chicago, Illinois 60603
Attn: Joshua R. Edelman, Executive Director
Facsimile: (773) 553-2199

With a copy to: Chicago Board of Education
Law Department
125 South Clark Street, 7th Floor
Chicago, Illinois 60603
Attn: Patrick J. Rocks, General Counsel
Facsimile: (773) 553-1701

25. Audit and Document Retention. The Charter School shall maintain records showing time expended and costs incurred in operating the Charter School. All records referenced above and all records required to be maintained as part of operating the Charter School shall be retained for five (5) years after the term of this Agreement and shall be subject to inspection and audit by the Board. The Charter School shall include in all subcontractor agreements provisions requiring subcontractors to maintain the above described records and allowing the Board, the Inspector General of the Board, and their duly authorized representatives the same right to inspect and audit said records as set forth above with respect to the books and records maintained by the Charter School.

26. Severability. In the event that any provision of this Agreement or the application thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement, and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

27. Superseder. This Agreement supersedes and replaces any and all prior agreements and understandings between the Board and the Charter School with respect to the subject matter hereof. To the extent that any conflict or incompatibility exists between the Application as incorporated herein and the other terms of this Agreement, such other terms of this Agreement shall control.

28. Delegation. The parties agree and acknowledge that the functions and powers of the Board may be exercised by the Chief Executive Officer of the Chicago Public Schools, provided that any ultimate decision regarding renewal, non-renewal or revocation of this Agreement may be made only by the Chicago Board of Education.

29. Prior Actions. It is expressly agreed and understood that as a condition precedent to this Agreement becoming effective on the Effective Date hereof, the Charter School shall have taken, completed and satisfied on or before the date specified herein any action or obligation which is required to be completed before such Effective Date, and that failure to do so shall constitute grounds for the Board to declare this Agreement null and void.

30. Construction. This Agreement shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Agreement.

31. Incorporation of Exhibits. All exhibits referenced herein are hereby incorporated into and made a part of this Agreement.

[Rest of this page left intentionally blank.]

IN WITNESS WHEREOF, the parties have made and entered into this amended and restated Agreement as of the Effective Date hereof.

BOARD OF EDUCATION OF THE CITY OF CHICAGO

By: Michael Scott
Michael W. Scott, President

NOBLE NETWORK OF CHARTER SCHOOLS

By: Michael Milkie
Name: Michael Milkie
Title: Chief Executive Officer

ATTEST:

By: Estela G. Beltran
Estela G. Beltran, Secretary

ATTEST:

By: Jessica Flores
Name: Jessica Flores
Title: Secretary

Dated: 7/22/09

Dated: 7/15/09

Board Report: 08-1217-EX7,-1
09-0325-EX4, 09-0422-EX3

Approved as to legal form:
Patrick J. Rocks
Patrick J. Rocks, General Counsel

Attachments:

- Attachment 1 - Additional Specific Terms and Conditions
- Exhibit A - Application
- Exhibit B - State Board List of Health & Safety Laws Applicable to Charter Schools
- Exhibit C - Insurance Requirements
- Exhibit D - Accountability Plan
- Exhibit E - Comprehensive Management Services Contract Requirements

ATTACHMENT 1

ADDITIONAL SPECIFIC TERMS AND CONDITIONS

The Charter School must fulfill the following additional specific terms and conditions below and submit the necessary documentation to the New Schools Office:

1. By January 30, 2009, the Charter School will meet with the CPS Director of ADA Policy and the CPS FACTS Team Leader to verify that the structural life-safety/high priority items detailed in the Facility Report have been satisfactorily addressed. Also, at this meeting, the Charter School leadership, CPS Director of ADA Policy, and the CPS FACTS Team Leader will discuss the structural and non-structural ADA compliance issues and the non-ADA related "notable concerns" detailed in the Facility Report. By March 2, 2009, the Charter School will complete and submit for approval to the New Schools Office, CPS FACTS Team Leader, and CPS Director of ADA Policy a plan addressing the structural and non-structural aspects of ADA compliance and a plan addressing the non-ADA related "notable concerns." The plans must include allocated budgets and resources to repair the issues identified as well as an integrated timeline for completion.
2. By April 6, 2009, the Charter School must submit to the New Schools Office a staffing and hiring plan outlining how it plans to achieve the required certification levels, i.e., 75% of teachers must be IL certified and 100% of teachers must be NCLB certified. One hundred percent of its teachers must be in compliance with Charter Schools Law. The plan must detail the steps that the Charter School will take to hire highly qualified certified teachers to its staff while also addressing how current non-certified teachers will become certified.
3. Pursuant to paragraph 4.m. of this Agreement, the Charter School must provide to the New Schools Office a report with the number of students identified as English Language Learners ("ELLS") upon administering the state-prescribed screening instrument (WAP-T) to those new students who have enrolled from outside the district. In addition, the Charter School must provide a separate report that shows the number of students at each proficiency level and the number that transitioned out of ELL status upon administering the state-mandated English language proficiency assessment (ACCESS). These reports must be submitted to the New Schools Office by January 1, 2010 and, if requested by the New Schools Office, on an annual basis throughout the term of this Agreement.

Conclusion

Upon approval by the Board to renew the charter and the Agreement, the aforementioned specific terms and conditions shall be incorporated into and made a part of the Agreement.

If the Charter School fails to meet these conditions within the designated timeframes, the Board may elect to i) revoke the Agreement, ii) pursue all other remedies available under the Agreement, or iii) not renew the Agreement in the future.

EXHIBIT A

APPLICATION

The following documents are hereby incorporated by reference as if set forth fully herein and collectively constitute the Application:

1. The renewal Application of the Charter School dated September 5, 2008, as modified, as approved by the Board on December 17, 2008.

EXHIBIT B

STATE BOARD LIST OF HEALTH AND SAFETY LAWS APPLICABLE TO CHARTER SCHOOLS (as amended from time to time)

1. The Following Sections of the Illinois School Code, 105 ILCS 5/1-1 et seq.:
 - a. Sections 10-20.5b, 34-18.11 (prohibits tobacco use on school property).
 - b. Section 10-20.17a (requires in-service training for school personnel who handle hazardous or toxic waste).
 - c. Section 10-21.10 (prohibits students from having electronic paging devices on school property).
 - d. Section 10-21.11 (requires schools to have policies for handling students with chronic infectious diseases).
 - e. Section 27-8.1 (requires that students have periodic health examinations and immunizations).
 - f. Section 10-22.21b (requires that schools have policies regarding administering medication to students).
2. Illinois Vehicle Code, 625 ILCS 5/1-101 et seq.
3. Eye Protection in School Act, 105 ILCS 115/0.01 et seq.
4. School Safety Drill Act, 105 ILCS 128/1 et seq.
5. Toxic Art Supplies in Schools Act, 105 ILCS 135/1 et seq.
6. Chicago Building Code

EXHIBIT C

INSURANCE REQUIREMENTS

See attached.

INSURANCE REQUIREMENTS

1. **Insurance:** The Charter School, at its own expense, shall procure and maintain insurance covering all operations under the Agreement, whether performed by the Charter School or by subcontractors. All insurers shall be licensed by the State of Illinois and rated A-VII or better by A.M. Best or a comparable rating service. The Charter School shall submit to the Board satisfactory evidence of insurance coverage prior to commencement of work under the Agreement and upon request, shall promptly provide a certified copy of any applicable policy of insurance. Minimum insurance requirements are:
 - a. **Workers' Compensation and Employers' Liability Insurance:** Workers' Compensation Insurance affording workers' compensation benefits for all employees as required by law and Employers' Liability Insurance covering all employees who are to provide services under the Agreement with limits of not less than Five Hundred Thousand and 00/100 Dollars (\$500,000.00) per occurrence.
 - b. **Commercial General Liability Insurance:** Commercial General Liability Insurance or equivalent with limits of not less than One Million and 00/100 Dollars (\$1,000,000.00) per occurrence, and Two Million and 00/100 Dollars (\$2,000,000.00) in the aggregate, combined single limit for bodily injury, personal injury and property damage liability coverage shall include the following: all premises and operations, products/completed operations (for a minimum of two (2) years following completion), independent contractors, separation of insureds, defense and contractual liability. Policy shall not exclude sexual abuse/molestation coverage. The Board shall be named as an additional insured on a primary, non-contributory basis for any liability arising directly or indirectly from services.
 - c. **Automobile Liability Insurance:** Automobile Liability Insurance is required when any motor vehicle (whether owned, non-owned or hired) is used in connection with services to be performed, with limits of not less than One Million and 00/100 Dollars (\$1,000,000.00) per occurrence for bodily injury and property damage.
 - d. **School Board Legal/Professional:** School Board Legal/Professional liability insurance covering the Charter School and its directors and officers from liability claims arising from wrongful acts, errors or omissions in regards to the conduct of their duties related to the operation and management of the school with limits of not less than

Two Million and 00/100 Dollars (\$2,000,000.00) per claim. Coverage shall include Employment Practices Liability and Sexual Harassment.

- e. **Umbrella/Excess Liability Insurance:** Umbrella or Excess Liability Insurance with limits of not less than Two Million and 00/100 Dollars (\$2,000,000.00) to provide additional limits for underlying general and automobile liability coverages.
 - f. **Property Insurance:** Property Insurance for full Replacement Cost of property, including Board property for which the Charter School is contractually responsible, by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/extra expense losses.
 - g. **Fidelity Bond.** Fidelity bond coverage in the amount of at least Two Hundred Thousand and 00/100 Dollars (\$200,000.00) with a responsible surety company with respect to all of Charter School's employees as may be necessary to protect against losses including, without limitation, those arising from theft, embezzlement, fraud, or misplacement of funds, money or documents.
 - h. **Construction:** The Charter School shall indemnify, defend and agree to save and hold Board harmless from and against all liability, injury, loss, claims, cost, damage and expense with respect to any injury to, or death of, any person, or damage to or loss or destruction of, any property occasioned by or growing out of any construction work on Board property. The Charter School shall not commence any such work until the Board has been provided with insurance certificates evidencing that the contractors and subcontractors performing such work have in full force and effect adequate insurance as required by the Board's construction program at the time of the work. Required coverage may include, but is not limited to: workers' compensation, general liability, professional liability, automobile liability, environmental liability, excess liability, property and builders' risk insurance. The Charter School's contractors are subject to the same requirements as the Charter School in regards to additional insured, rating, notice, etc.
2. **Additional Insured.** The Charter School shall have its general liability insurance and automobile liability insurance policies endorsed to provide that the Board of Education of the City of Chicago, a body politic and corporate, and its members, employees, officers, officials and agents, and any other entity as

may be designated by the Board are named as additional insured on a primary basis without recourse or right of contribution from the Board.

3. **Insurance Certificate.** The insurance company, or its representative, shall submit an insurance certificate to the Board evidencing all coverage as required hereunder and indicating the Additional Insured status as required above. The Board will not pay the Charter School for any work if satisfactory proof of insurance is not provided prior to the commencement of services. The Certificate must provide sixty (60) days prior written notice of material change, cancellation, or non-renewal be given to:

Board of Education of the City of Chicago
Office of New Schools
125 S. Clark Street, 5th Floor
Chicago, Illinois 60603
ATTN: Executive Director

4. **General.** Any failure of the Board to demand or receive proof of insurance coverage shall not constitute a waiver of the Charter School's obligation to obtain the required insurance. The receipt of any certificate does not constitute an agreement by the Board that the insurance requirements in the Agreement have been fully met or that the insurance policies indicated on the certificate are in compliance with all requirements in the Agreement.

The Charter School's failure to carry or document required insurance shall constitute a breach of the Charter School's agreement with the Board. Non-fulfillment of the insurance conditions may constitute a violation of the Agreement, and the Board retains the right to stop work until proper evidence of insurance is provided, or the Agreement may be terminated. The Board will not pay the Charter School for any work if satisfactory proof of insurance is not provided before the commencement of services.

Any deductibles or self-insured retentions on referenced insurance coverage must be borne by the Charter School. Any insurance or self-insurance programs maintained by the Board do not contribute with insurance provided by the Charter School under the Agreement.

All subcontractors are subject to the same insurance requirements of the Charter School unless otherwise specified in this Agreement. The Charter School shall require any and all subcontractors under this Agreement to carry the insurance as required herein and to comply with the foregoing requirements; otherwise, the Charter School shall provide coverage for subcontractors. The Charter

School will maintain a file of subcontractor's insurance certificates evidencing compliance with these requirements.

The coverages and limits furnished by the Charter School in no way limit the Charter School's liabilities and responsibilities specified within the Agreement or by law. The required insurance is not limited by any limitations expressed in the indemnification language in this Agreement, if any, or any limitation placed on any indemnity in this Agreement that might be given as a matter of law.

The Charter School agrees that insurers waive their rights of subrogation against the Board.

Upon Board request, the Charter School and/or its subcontractors shall promptly provide a certified copy of any applicable policy of insurance. The Board reserves the right to modify, delete, alter or change insurance requirements at any time.

EXHIBIT D

ACCOUNTABILITY PLAN

See attached.

ACCOUNTABILITY PLAN

The Board and Charter School have determined that it is in the best interests of the Board, the Charter School, students, parents and the public to articulate clear standards for the Charter School and to annually publish the level of achievement of the Charter School with respect to those standards.

1. Accountability Components

The Board and the Charter School hereby agree that the Charter School shall be evaluated annually in accordance with the Agreement and this Accountability Plan, as may be amended from time to time.

2. Annual Performance Reports

Annually the Board shall publish a Performance Report indicating the Charter School's performance overall and by each Attendance Center or campus if applicable, on each of the Indicators in the following two categories: Pupil Performance and Financial Management/Compliance. A Performance Report for the preceding school year may be issued by April 1 of each year or as soon as the data and corresponding analysis is available.

For the Pupil Performance Indicators, the Charter School's performance on each indicator will be rated as follows:

- High - clearly meets/exceeds expectations;
- Middle - meets minimum requirements for that indicator; and
- Low - clearly does not meet expectations.

For the Financial Management/Compliance Indicators, the Charter School's performance on each indicator will be rated as follows:

- 4 - Strong Performance
- 3 - Average performance
- 2 - Below average performance
- 1 - Poor performance

This Accountability Plan establishes the performance levels, listed below, which generate the ratings for each indicator. However, additional information or extenuating circumstances may lead the Board to rate a category higher or lower than when performance level criteria are strictly applied.

A. Pupil Performance

The intent of the Pupil Performance section is to provide a multi-faceted understanding of student performance at the Charter School upon which the Charter School's academic performance will be evaluated. Pupil performance will be evaluated based on both Absolute Performance and Relative Performance. The Absolute Performance Indicators will be rated as High, Middle or Low as defined above. (See Table I for performance levels for the rating system.) The Relative Performance Indicators will be assessed as to whether or not the Charter School outperformed the comparison school average. (See Table II for Relative Performance Indicators.)

Standardized Tests

In the spring of each year, the Charter School shall participate fully in the Illinois Standards Achievement Test ("ISAT") for grades 3 through 8 and the Prairie State Achievement Examination ("PSAE") for grade 11. For comparison purposes, the Charter School shall participate in the EXPLORE Test in grade 9 and the PLAN Test in grade 10 during the administration period determined by the Chicago Public Schools. Data from these assessments will be compiled and evaluated as described below. If for any reason the Chicago Public Schools ceases to use any of the assessment systems described herein, the Board shall implement, for Charter School accountability purposes, the same alternate student assessment system and test measure criteria used for District's students.

Unique Standards and Assessments

In addition to standardized tests, the Charter School voluntarily may include Unique Standards and Assessments in its Accountability Plan. The Charter School may choose to implement alternative assessments to measure student achievement of existing Illinois Learning Standards. In addition, the Charter School may choose to implement unique learning or performance standards that are not part of the Illinois Learning Standards and to implement assessments for those unique standards. In either case, the standards must be measurable and assessed annually, and the assessment results must indicate if a student Meets or Does Not Meet the standard. In addition, the Charter School may document the growth and trend data for student performance as related to the standard. The Charter School's decision to implement unique standards and assessments shall not affect the Charter School's obligation to comply with the ISAT and PSAE assessments set forth in this Accountability Plan, and the EXPLORE and PLAN Tests as described above. Only those Unique Standards and Assessments agreed to by the Charter School and the Board by January 15 of each year may be included in the Performance Report.

Additional Student Performance Indicators

The Charter School's attendance rate, graduation rate (for high schools), dropout rate (for high schools), and percentage of students transferring out of the Charter School will also be assessed. While attendance rate data will be collected, classified, and reported annually, Low performance on this indicator alone (and no others) shall not be grounds for non-renewal or revocation. However, the Board may use Low performance on this measure as the basis for further inquiries about the Charter School's practices, which may be the cause of the Low performance. The Charter School shall cooperate with all reasonable inquiries by the Board in this regard.

Adequate Yearly Progress

As required by the Federal No Child Left Behind Act, Illinois has set annual Adequate Yearly Progress ("AYP") targets for student performance on the ISAT and PSAE assessments. Charter Schools receiving Title I funds must meet these targets to achieve AYP. If the Charter School receives Title I funds and fails to make AYP for 2 consecutive years, it shall be designated as a school in need of School Improvement and will face sanctions as required by Federal law. For purposes of this Agreement, the AYP target is one of many indicators to be assessed on an annual basis (see Table I). The Charter School will be ranked on the AYP indicator for purposes of this Accountability Plan. However, the Charter School will not face any sanctions if it is not receiving Title I funds.

At the time of execution of this Agreement, the annual AYP targets for the ISAT and PSAE are anticipated to be as follows. In the event that the AYP targets are revised, the Charter School will be subject to the revised targets.

Year	2007	2008	2009	2010	2011	2012	2013	2014
Target	55%	62.5%	70%	77.5%	85%	92.5%	92.5%	100%

Relative Performance Indicators

The Relative Performance of the Charter School will be determined by comparing the Charter School's performance relative to a weighted, aggregate average of the performance of the Chicago Public Schools within whose attendance boundaries the Charter School students reside, referred to as the "Comparison School Average" (see Table II).

Although Relative Performance Indicators will not be given a High, Middle or Low rating, the Board will review this data annually to determine how the Charter School is performing compared to the Chicago Public Schools that the Charter School students would otherwise attend. Table II will be completed and included in the annual

Performance Report. This data will also be considered by the Board during renewal decisions.

CPS School Performance, Remediation and Probation Policy

Pursuant to the new School Performance, Remediation and Probation Policy for both elementary and high schools adopted by the Board on June 2, 2008 (08-0602-PO2), as amended, CPS may assign any charter school, beginning in its third year of operation, an accountability designation for purposes of comparison to other CPS schools and public reporting. Under the policy, a school shall receive one of three ratings: Remediation, Probation or Good Standing. The level of the Charter School's achievement and progress will be determined by indicators under the following categories: a) Current Status, b) Trends, and c) Student Growth.

The CPS School Performance, Remediation and Probation Policy shall not govern the revocation or renewal of a school's charter or contract.

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Table I: Absolute Performance

Indicator	High	Middle	Low
ISAT: Reading Percent meet and/or exceed State standards	More than 70%	40% - 69.99%	Less than 39.99%
ISAT: Reading Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards on reading for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
ISAT: Math Percent meet and/or exceed State standards	More than 70%	40% - 69.99%	Less than 39.99%
ISAT: Math Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards on math for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
ISAT: Science Percent meet and/or exceed State standards	More than 70%	40% - 69.99%	Less than 39.99%
ISAT: Science Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards on science for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
ISAT: Composite Percent meet and/ or exceed State standards	More than 70%	40% - 69.99%	Less than 39.99%
ISAT: Composite Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease

PSAE: Reading (11 th grade students only) Percent meet and/or exceed State standards	More than 70%	30% - 69.99%	Less than 29.99%
PSAE: Reading Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
PSAE: Math (11 th grade students only) Percent meet and/or exceed State standards	More than 70%	30% - 69.99%	Less than 29.99%
PSAE: Math Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
PSAE: Science (11 th grade students only) Percent meet and/or exceed State standards	More than 70%	30% - 69.99%	Less than 29.99%
PSAE: Science Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
PSAE: Composite (11 th grade students only) Percent meet and/or exceed State standards	More than 70%	30% - 69.99%	Less than 29.99%
PSAE: Composite Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
Attendance Rate (Evaluated by type of school - elementary or high school)	Top 25% of city's public schools	Middle 50% of city's public schools	Lowest 25% of city's public schools

Graduation Rate (High schools only)	Top 25% of city's public schools	Middle 50% of city's public schools	Lowest 25% of city's public schools
Transfer Out Rate (Evaluated by type of school - elementary or high school)	Top 25% of city's public schools	Middle 50% of city's public schools	Lowest 25% of city's public schools
Dropout Rate (High schools only)	Top 25% of city's public schools	Middle 50% of city's public schools	Lowest 25% of city's public schools
Unique Standards and Assessments Percent of students who meet standard at levels to be determined by the Charter School and Board	To be determined for each Indicator	To be determined for each Indicator	To be determined for each Indicator
Adequate Yearly Progress (NCLB)	Met AYP target	Failed to meet AYP target (1 year)	Failed to meet AYP targets for 2 or more years

Table II: Relative Performance

Indicator	Charter School Performance	Comparison School Average	Difference
ISAT: Reading Percent meet and/or exceed State standards			
ISAT: Reading Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards on reading for the past 3 years			
ISAT: Math Percent meet and/or exceed State standards			
ISAT: Math Percent meet and/or exceed standards in current year compared			

to the average percent of students meeting/exceeding standards on math for the past 3 years			
ISAT: Science Percent meet and/or exceed State standards			
ISAT: Science Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards on science for the past 3 years			
ISAT: Composite Percent meet and/or exceed State standards			
ISAT: Composite Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years			
PSAE: Reading (11 th grade students only) Percent meet and/or exceed State standards			
PSAE: Reading Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years			
PSAE: Math (11 th grade students only) Percent meet and/or exceed State standards			
PSAE: Math Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years			
PSAE: Science (11 th grade students only)			

Percent meet and/or exceed State standards			
PSAE: Science Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years			
PSAE: Composite (11 th grade students only) Percent meet and/or exceed State standards			
PSAE: Composite Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years			
Attendance Rate (Evaluated by type of school - elementary or high school)			
Graduation Rate (High schools only)			
Transfer Out Rate (Evaluated by type of school - elementary or high school)			
Dropout Rate (High schools only)			

B. Financial Management and Compliance

The following Financial Management and Compliance Indicators will be included and evaluated in each Performance Report: Financial Condition and Budget, Financial Controls, Reporting, and Legal Compliance. The school will receive points for each indicator based on the rubric described below. Performance against each indicator as well as total points will be reported in the Annual Performance Report.

Financial Condition and Budget

This category measures the overall financial health of the school based on the change in net assets, liquidity, net asset ratio, loan delinquency, and the reasonableness of the budget. Points will be assigned for this indicator as follows:

Indicator	4	3	2	1
Financial Condition and Budget	<ul style="list-style-type: none"> • Increase in net assets for prior year > 5% of total revenues • Current ratio > 1.3 • Net Asset ratio > 30% • No late payments, or no outstanding debt • Realistic and surplus budget, reasonable assumptions 	<ul style="list-style-type: none"> • Increase in net assets for prior year < 5% of total revenues • Current ratio < 1.3 but > 1.1 • Net Asset ratio > 20% • One late payment in last twelve months • Realistic and balanced budget, reasonable assumptions 	<ul style="list-style-type: none"> • Decrease in net assets for prior year < 5% of total revenues • Current ratio < 1.1 but > 1.0 • Net Asset ratio > 10% • Two or three late payments in last twelve months • Deficit budget with reasonable plan for mitigation 	<ul style="list-style-type: none"> • Decrease in net assets for prior year > 5% of total revenues • Current ratio < 1.0 • Net Asset ratio < 10% • More than three late payments in last twelve months • Unrealistic and deficit budget with no mitigation plan

The Board shall use the annual budget submitted pursuant to paragraph 6.b. of the Agreement and the annual Financial Audit, required under paragraph 6.l., along with any other relevant information as part of the Financial Condition and Budget Indicator.

Financial Controls

This category assesses the fiscal soundness of the financial system in place at each school, taking into consideration the auditor’s independent review as well as the fiscal policy and procedures of the school. In determining the overall score for this indicator, the annual audit is weighted twice.

Indicator	4	3	2	1
Financial Controls	<ul style="list-style-type: none"> • Unqualified opinion, no material weaknesses or significant deficiencies • System generates monthly comprehensive financial reports, which are reviewed monthly by a member or committee of the board. Board meets at least bi-monthly, with appropriate committee structure; strong financial systems and oversight with significant financial expertise 	<ul style="list-style-type: none"> • Unqualified opinion; one significant deficiency noted and school will address within 12 months • Systems generate most reports on a quarterly basis, which are reviewed quarterly by a member or committee of the board. Board meets quarterly, with adequate committee structure; average financial systems; sufficient financial expertise 	<ul style="list-style-type: none"> • Unqualified opinion, with two significant deficiencies • System generates few reports regularly; school lacks adequate management and/or board review of financial reports. Board meets less than once a quarter with weak committee structure; financial systems in need of improvement; minimum financial expertise 	<ul style="list-style-type: none"> • Unqualified opinion, with a noted material weakness or three or more significant deficiencies • System to generate reports is weak; inadequate or no board/committee review; board involvement and committee structure is non-existent; poor financial systems; no financial expertise

The following items, required by paragraph 6.k. and 6.l. of the Agreement, shall be evaluated and presented as part of the Financial Controls Indicator:

- a) the Charter School’s audit report opinion on its financial statements;
- b) the Charter School’s audit report on compliance and internal control over financial reporting based on an audit of the financial statements

performed in accordance with Government Auditing Standards and the Single Audit Act of 1984, as amended; and

- c) the Charter School’s financial systems and policies.

Reporting

This category measures a school’s timely submission of annual budgets, quarterly statements, and audit reports to CPS.

Indicator	4	3	2	1
Reporting	<ul style="list-style-type: none"> • Budget is submitted on a timely basis • Quarterly statements are submitted on a timely basis • Audit is submitted on a timely basis 	<ul style="list-style-type: none"> • Budget is submitted late one time • Quarterly statements are submitted late one time • Audit is submitted with one delay but with prior notification to and acknowledgement by ONS 	<ul style="list-style-type: none"> • Budget is submitted late two times • Quarterly statements are submitted late two times • Audit is submitted with significant delay 	<ul style="list-style-type: none"> • Budget is submitted late three or more times, or not submitted at all • Quarterly statements are submitted late three or more times, or not submitted at all • Audit is submitted with significant delay for second year in a row, or not submitted at all

Legal Compliance

This category measures legal compliance reflected and reported in the annual audit and detailed in any findings as well as timely submission of documents required at the federal, state and local levels.

Indicator	4	3	2	1
Legal Compliance	<ul style="list-style-type: none"> • Auditor report on compliance reflects no findings • Federal/ State/CPS compliance: Timely submittal of all required documents 	<ul style="list-style-type: none"> • Auditor report on compliance reflects one finding • Federal/ State/CPS compliance: Late submittal of up to two required documents 	<ul style="list-style-type: none"> • Auditor report on compliance reflects two findings • Federal/ State/CPS compliance: Late submittal of three required documents 	<ul style="list-style-type: none"> • Auditor report on compliance reflects three or more findings; and/or audit states that corrections have not been made for prior year finding(s) • Federal/ State/CPS compliance: Late submittal of more than three required documents

The following items, required by paragraph 6.l.iii. of the Agreement shall be tested and reported upon annually by the Charter School's independent auditor and evaluated and presented as part of the Legal Compliance Indicator:

- a) Fingerprint-based criminal background investigations and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database (105 ILCS 5/34-18.5)
- b) Administration of Medication (105 ILCS 5/10-22.21b)
- c) Hazardous Materials Training (105 ILCS 5/10-20.17a)
- d) School Safety Drill Act (105 ILCS 128/1 *et seq.*)
- e) Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*)
- f) Eye Protection in School Act (105 ILCS 115/0.01 *et seq.*)
- g) Toxic Art Supplies in Schools Act (105 ILCS 135/1 *et seq.*)
- h) Infectious Disease Policies and Rules (105 ILCS 5/10-21.11)
- i) Open Meetings Act (5 ILCS 120/1.01 *et seq.*)
- j) IL School Student Records Act (105 ILCS 10/1 *et seq.*)
- k) Conformance with the following paragraphs of the Agreement:
 - i) Paragraph 4.d., an open enrollment process and lottery,

- ii) Paragraph 4.k., the school's governance structure,
- iii) Paragraph 5.c., maintenance of corporate status and good standing,
- iv) Paragraph 5.g., the school's facility and ADA compliance,
- v) Paragraph 6.j., compliance with applicable sections of the Illinois Pension Code,
- vi) Paragraph 6.k., ongoing presence of management and financial controls, and
- v) Paragraph 8., maintenance of required insurance coverage.

In addition to the above items, the Board will also consider the Charter School's compliance with the New School Office's compliance chart and the teacher qualification requirements in accordance with both the Charter Schools Law (Section 27A-10) and the requirements for Highly Qualified teachers under the No Child Left Behind Act (if the Charter School receives Title I funding). Failure to comply with either the compliance chart or the teacher qualification requirements shall affect the rating on the Legal Compliance Indicator.

When determining how to classify a Financial Management and Compliance Indicator, the Board may consider information from various sources including, but not limited to, audits, site visits, and information provided by parents or employees. If the audit states that there were material weaknesses or significant deficiencies found, the Board shall request from the Charter School the auditor's management letter and/or an opinion from a qualified, third-party professional regarding the importance of the finding. The Board shall also ask the Charter School to respond to the finding.

3. Charter School Participation in the Accountability Process

The Charter School shall take all necessary actions to collect and report the information required by this Accountability Plan for the Charter School overall and by each Attendance Center, if applicable, including, without limitation:

1. Full participation in the administration of the ISAT and/or the PSAE, or such other applicable student assessment, as the case may be, including all procedures designed to safeguard the integrity of the assessments;
2. Participation in site visits conducted by the Board to ascertain that sufficient, minimum educational and operational practices are in place;
3. An annual financial and compliance audit, as required by law, including but not limited to, the Single Audit Act Amendments of 1996 (31 U.S.C. §7501-07), OMB Circular A-133, and the compliance requirements set forth in OMB Compliance Supplement, and by the Agreement;
4. Provision of student, school, and employee information required by the Agreement and/or the Accountability Plan;

5. Submission and implementation of ADA Plan(s) for the Attendance Center(s) required by the Agreement;
6. Provision of information that is necessary to evaluate parent, student, employee, or public allegations or audit findings that, if true, would constitute a violation of the law or Agreement; and
7. Provision of additional information or cooperation in other actions not listed in this section necessary to evaluate the Charter School's performance with respect to the Compliance Categories.

4. Non-Renewal and Revocation

The Board shall hold the Charter School accountable in these Categories (Pupil Performance and Financial Management/Compliance) through the Indicators contained in the annual Performance Reports. The Board shall give fair consideration to all Indicators for the current year in comparison to the previous years of the Charter School's history when acting to renew, not renew, or revoke the Charter School's charter.

The Board may act to revoke or to not renew a charter, in whole or as to any Attendance Center or campus, during the term of the Agreement in accordance with paragraphs 12 and 13 of this Agreement.

The Board shall not act to renew or to not renew a charter until the issuance of the final annual Performance Report after the fourth year of the term of this Agreement.

In all circumstances, the Board shall follow the requirements of the Charter Schools Law and its Agreement, including all due process requirements, regarding the processes required for revocation, renewal, and non-renewal.

EXHIBIT E

COMPREHENSIVE MANAGEMENT SERVICES CONTRACT REQUIREMENTS

In the event the Charter School intends to contract with a third party for comprehensive school management or operations services ("Service Contract"), all of the following requirements must be met by the Charter School:

1. Required Provisions of Bylaws. The bylaws of the Charter School shall provide that the Charter School may not enter into any contract for comprehensive school management or operations services ("Service Contract") without first submitting such Service Contract to the Board for review. The Charter School shall further incorporate within its bylaws, or duly establish pursuant to such bylaws, procedures for the termination of the Service Contract as provided herein.

2. Submission of Service Contract. The Service Contract shall be submitted to the Board no later than 30 days prior to its effective date. If the Board determines that the Service Contract does not comply with the provisions set forth in Section 3 of this Exhibit, or that the Charter School's entering into the Service Contract would otherwise be in violation of the conditions set forth in this Exhibit, the Charter School Agreement, or the Charter School Law, then the Board shall notify the Charter School within twenty (20) days, stating with particularity the grounds for its objections. In such event, the Charter School shall not enter into the Service Contract unless and until the deficiencies noted by the Board have been remedied to the Board's reasonable satisfaction.

3. Required Terms of Service Contract. The Service Contract shall include, without limitation, the following Required Terms:

i. The Service Contract shall be subject to, and shall incorporate by reference, the terms and conditions of the Charter School Agreement.

ii. The Service Contract shall clearly delineate the respective roles and responsibilities of the Service Provider and the Charter School in the management and operation of each school facility for which the Service Provider shall provide management or operations services. The Service Contract shall also include acceptable procedures by which the Service Provider may be held accountable to the Charter School.

iii. The Service Contract shall be terminable by the Charter School, in accordance with its bylaws or other established termination procedures, (a) upon default by the Service Provider, including without limitation any act or omission of the Service Provider that causes a default under the Charter School Agreement or that causes the Charter School to be in violation of the Charter Schools Law, or (b)

for other good cause as agreed by the Charter School and the Service Provider.

iv. The Service Contract shall require that the Service Provider furnish the Charter School with all information deemed necessary by the Charter School or the Board for the proper completion of the budget, quarterly reports, or Financial Audits, required under paragraph 6 of the Charter School Agreement.

v. The Service Contract shall provide that all financial reports provided or prepared by the Service Provider shall be presented in GAAP/FASB approved nonprofit format.

vi. The Service Contract shall provide that all employees or contractors of the Service Provider who have direct, daily contact with students of the Charter School shall be subject to the fingerprint-based criminal background investigations and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database requirement contained in Section 34-18.5 of the School Code to the same extent as employees of the Charter School.

vii. The Service Contract shall contain provisions requiring compliance with all requirements, terms and conditions established by any Federal or State funding source.

4. Financial Reporting.

a. Budget. The budget prepared by the Charter School pursuant to paragraph 6 of the Charter School Agreement shall include, without limitation, the following itemized information:

i. All revenue anticipated to be received from the Board under the Charter School Agreement.

ii. All expenses and anticipated expenses associated with the operation and management of the Charter School.

iii. All expenses associated with the operation of the governing board of the Charter School including, without limitation, personnel, occupancy and travel expenses, if any, and that are not paid out of expenses received from or through the Board, such expenses shall not be required to be separately itemized hereunder.

iv. All contract payments, lease payments, management fees, administrative fees, licensing fees, expenses and other amounts paid to the Service Provider or otherwise paid for the Contract Services by the Charter

School.

v. All loan repayments for any loans made to the Charter School by the Service Provider, including separate line items for interest, principal and premium, if any, on such loan repayments.

vi. All investments in the Charter School by the Service Provider, including the expected returns on equity for such investments.

b. Quarterly Financial Statements. In the event that quarterly financial statements are required to be furnished by the Charter School pursuant to paragraph 6.m. of the Charter School Agreement, such financial statements shall reflect the entire school's financial operations, including an itemized accounting of all amounts paid to the Service Provider or otherwise paid for the Contract Services, which amounts shall be itemized in a manner that clearly corresponds with those categories provided in the Charter School's annual budget or the Service Contract.

c. Annual Audit. The Financial Audits required under paragraph 6 of the Charter School Agreement shall include review of all fees and payments made by the Charter School to the Service Provider.

d. Reporting of Loans and Investments. All loans to, or investments in, the Charter School by the Service Provider must be evidenced by appropriate documentation, either in the contract between the Charter School and the Service Provider, or through separate agreements. In the case of investments, such documentation shall explain how the investment shall be treated on the books of the Charter School and shall clearly state the Service Provider's expected return on equity.

Nothing in this paragraph 4 shall be construed to waive or otherwise limit the obligation of the Charter School to provide information otherwise required to be reported by the Charter School under the Charter Schools Law or the Charter School Agreement.

b. Documentation of schools recognized as separate entities under state law:

The following school ID numbers were assigned to Noble schools by the Chicago Public School System, our authorized public chartering agency for the purpose of identifying our schools within the district. CPS has also assigned each campus a Unit Code and Oracle number that are used for all communications including mail runs, data reporting, assessment reporting, etc.

School ID Number	Unit Code	Grade Levels	Oracle Number	Campus
400051	1930	9-12	66141	Noble Street College Prep
400054	1931	9-12	66142	Pritzker College Prep
400055	1932	9-12	66143	Rauner College Prep
400056	1933	9-12	66144	Rowe-Clark Math & Science Academy
400053	1934	9-12	66145	Golder College Prep
400057	1935	9-12	66147	UIC College Prep
400052	1936	9-12	66146	Gary Comer College Prep
400097	1937	9-12	66572	Chicago Bulls College Prep
400098	1938	9-12	66573	Muchin College Prep
400106	1939	9-12	66148	Johnson College Prep

c. Performance Agreement: Not Applicable. Our Performance Agreement is included within our Charter Agreement.

d. Physical Locations of the 10 high schools within the Noble Network:

Chicago Bulls College Prep
chicagobullscollegeprep.org
 2040 W. Adams St.
 Chicago, IL 60612
 Tyson Kane, Principal
 Phone: 773.534.7599

Golder College Prep
goldercollegeprep.org
 1454 W. Superior
 Chicago, IL 60642
 Stephanie Stewart, Principal
 Phone: 312.265.9925

Gary Comer College Prep
garycomercollegeprep.org
 7200 S. Ingleside Ave.
 Chicago, IL 60619
 James Troupis, Principal
 Phone: 773.729.3969

Noble Street College Prep
goldentigers.org
 1010 N Noble
 Chicago, IL 60642
 William Olsen, Principal
 Phone: 773.862.1449

Muchin College Prep
muchincollegeprep.org
1 N. State Street
Chicago, IL 60602
Kimberly Neal, Principal
Phone: 312.445.4680

Rauner College Prep
raunercollegeprep.org
1337 W. Ohio Street
Chicago, IL 60642
Eric Thomas, Principal
Phone: 312.226.5345

Johnson College Prep
nobleenglewood.org
6350 S. Stewart Ave.
Chicago, IL 60621
Garland Johnson, Principal
Phone: 312.348.1888

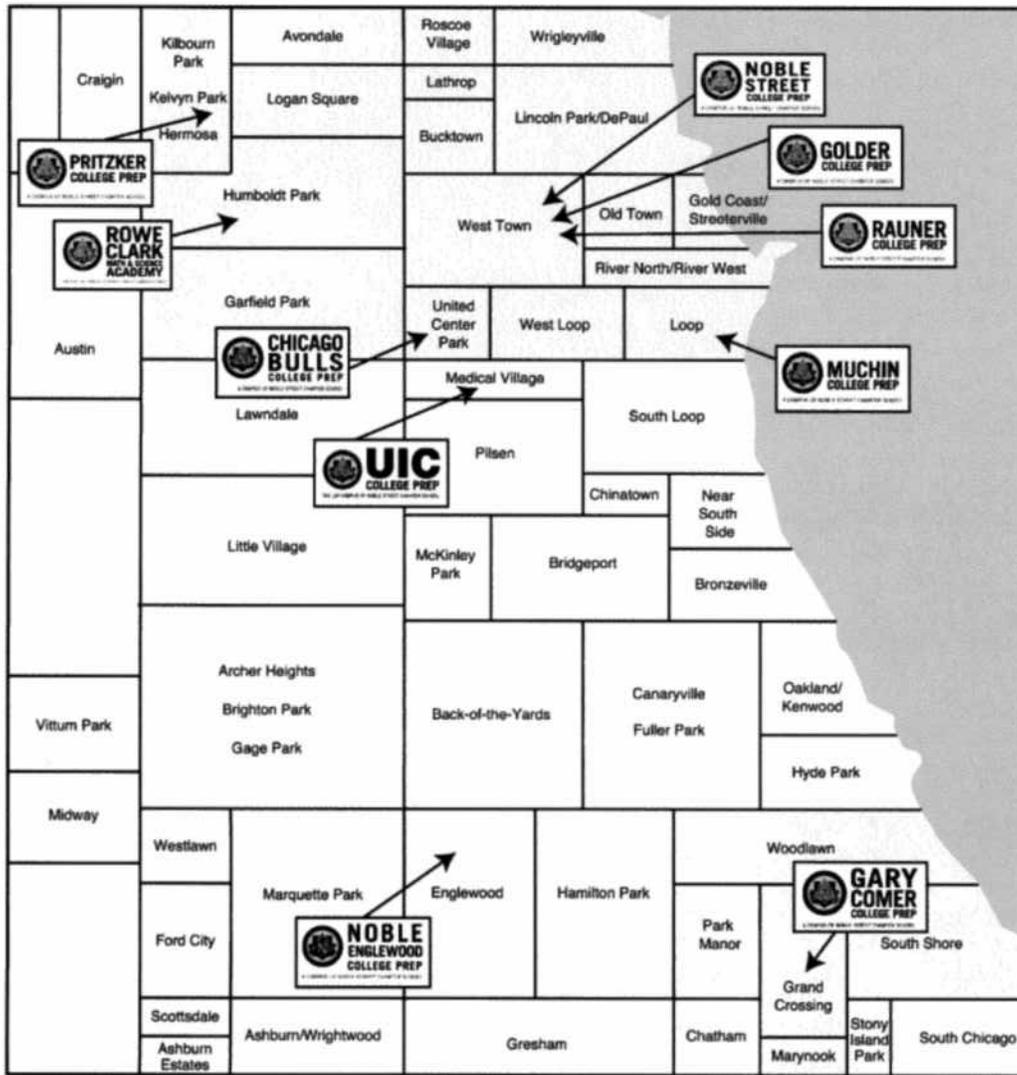
Rowe-Clark Math & Science Academy
roweclark.org
3645 W. Chicago Ave
Chicago, IL 60651
Joseph Tenbusch, Principal
Phone: 773.242.2212 ext. 5008

Pritzker College Prep
pritzkercollegeprep.org
4131 W. Cortland
Chicago, IL 60639
Pablo Sierra, Principal
Phone: 773.394.2848

UIC College Prep
uiccollegeprep.org
1231 S. Damen Avenue
Chicago, IL 60607
Oliver Sicat, Principal
Phone: 312.768.48

e. Documentation of schools' separate facilities, staff and student bodies

Documentation of schools' separate facilities is provided above in b and d by showing that our schools have independent addresses, principals and identification codes. The map below also provides a visual of our campus locations around Chicago. (Note: the name of Noble Englewood College Prep has recently been changed to Johnson College Prep to reflect the generosity of the school's naming donor) This specifies them as separate entities by our Authorizing Chartering Agency and provides proof of separate facilities, staff and student bodies.



f. Documentation that day-to-day operations are carried out by different administrators and principals

Our principals are responsible for the day-to-day oversight of operations at their respective campuses. This includes the hiring, firing and incentivizing of staff compensation of their respective teachers and administrative staff. The following excerpts from the Principal Handbook provide examples of their oversight of operations and autonomy over their staff and serve as proof that the daily operations of our campuses are carried out by separate principals and administrative staff.

“Staff Structure:

Generally the staff structure is left up to the principal. However, a typical campus of about 500-550 students has 3-4 administrators, 30-35 teachers and 3-4 support staff. There will be maintenance, cleaning and kitchen staff either hired by the principal or contracted out, depending on the campus.

Terminations

A staff member resigning from his/her position is requested to give written notice to the school at least two weeks in advance of the effective date. As much additional notice as is possible should be given. Accumulated unused vacation may be scheduled during this notice period to the extent approved by the principal of the school.

The principal shall have the right to dismiss any employee at anytime, but is requested to give at least two weeks advance notice and as much additional notice as possible should be given.

When an employee is to be dismissed, HR should be informed with a PAF and HR will generate a letter of termination.

Teacher Bonus Plan

Teacher bonuses are a maximum of 25% of salary and historical bonuses have been in the \$2000-\$4000 range. Principals determine the bonus structure for their individual campuses.”

Project Narrative

Section 5 - Other Attachments: Student Academic Achievement

Attachment 1:

Title: **Noble Student Academic Achievement** Pages: **5** Uploaded File: **Attachment 5 -Student Academic Achievement.pdf**

Attachment 5: Student Academic Achievement

Table 1. **Noble Schools Compared to Local CPS Schools (2009)**

Campuses	Attendance	Low-Income Students	Graduation Rate	PSAE Score (Met/Exceed)	ACT Score
 Noble Network Average	95%	90%	95%	52%	19.6
Chicago Public Schools	81%	83%	30%	16.3%	17.6
Illinois	93.7%	43%	87%	57%	20.6
 Noble Street	95%	87%	95%	52%	19.5
 Rauner	95% ¹	88%	99% ²	N/A	19.3
 Golder	93%	90%	N/A	N/A	18.9 ³
Wells Community Academy	69.7%	71%	52.7%	6%	15.4
 Pritzker	95% ¹	95%	99%	N/A	20.1
Kelvyn Park High School	76.3%	90.3	73.8%	12.7%	15.8
 Rowe-Clark	93%	94%	N/A	N/A	19.2 ²
Orr Academy High School	73.7%	94.5%	98.9	6.7%	15.1
 Comer	92%	91%	N/A	N/A	N/A
Hirsch Metropolitan High School	71.1%	86.4%	46.5%	3.6%	14.8
 Muchin	96% ¹	79%	N/A	N/A	N/A

¹ Attendance rates from 2010. These campuses were not operating during the 2008-09 school year or the rate was not available.

² Graduation rates from 2010. These schools did not have a senior class in 2009.

³ ACT scores from 2010. These campuses did not have juniors in 2009 to take the ACT or PSAE.

No comparable school - CPS used	81%	83%	53%	16.3%	17.6
 Chicago Bulls	92% ¹	92%	N/A	N/A	N/A
 UIC	94%	84%	N/A	N/A	N/A
Crane Tech Prep High School	58.9%	86.8%	64.5%	4.2%	14.7

Figure 1. **Noble Demonstrated Growth in Points as a Result of CAP**

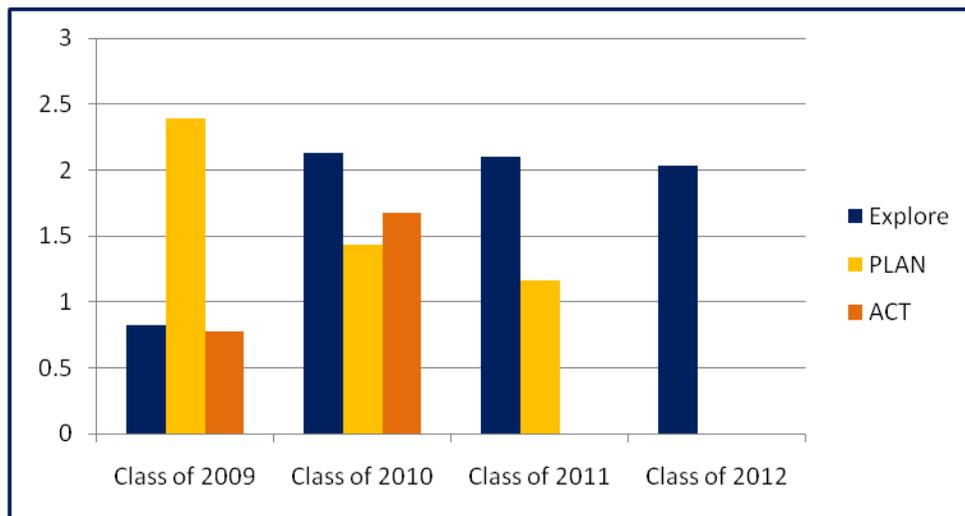


Figure 2. **Noble EPAS Composite Growth (2010)**

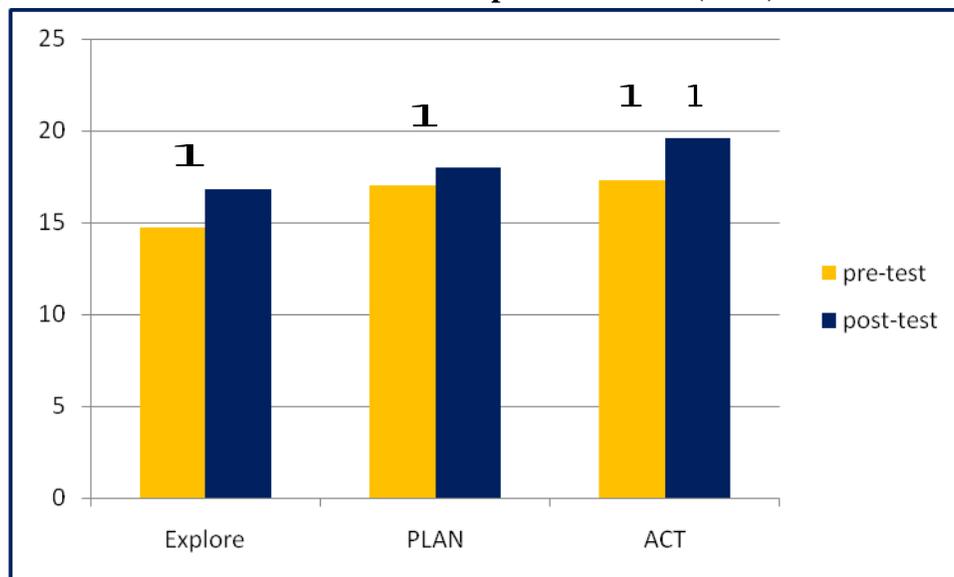
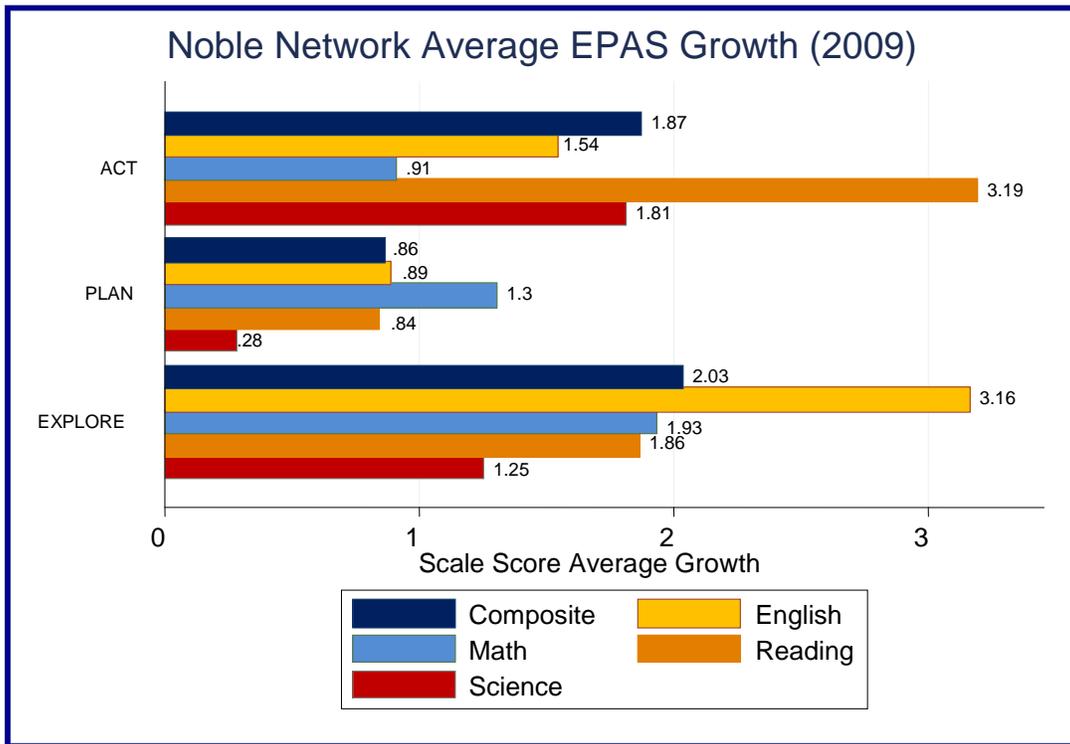


Figure 3.



2008-2009 EPAS Growth by Exam and Campus (Tables 2-4)⁴

Table 2.

	1	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	1
1 1 1	1	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	1

⁴ Explore and PLAN results not available for CPS, the State or comparable schools. Only ACT and PSAE scores are published and used for comparison.

1	1	1	1	1
1	1	1	1	1

Table 3.

1 1

	1	1	1	1	1
1	0.5	0.3	1.4	0.9	0.1
1	0.8	0.2	2.0	0.8	0.2
1	1.2	2.1	0.7	1.0	0.4
1 11	0.6	0.7	0.9	0.8	0.0
1	1.1	0.9	1.8	0.8	0.7
1	0.9	0.9	1.4	0.9	0.3

Table 4.

1 1

	1	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	1

Figure 4. **Noble’s Historic ACT Scores and Enrollment**

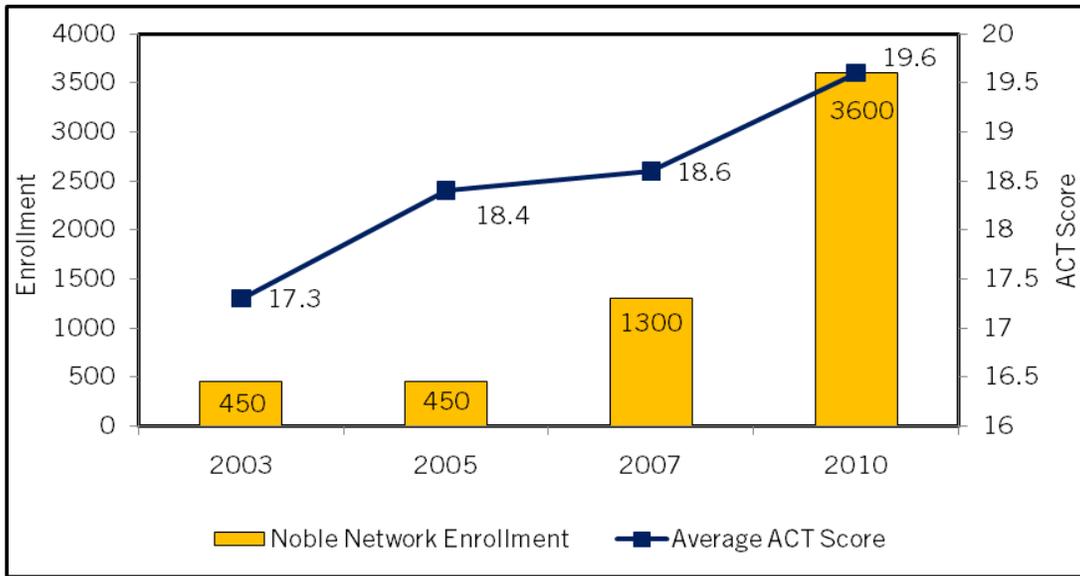


Figure 5. **PSAE Achievement Gap (2009)**

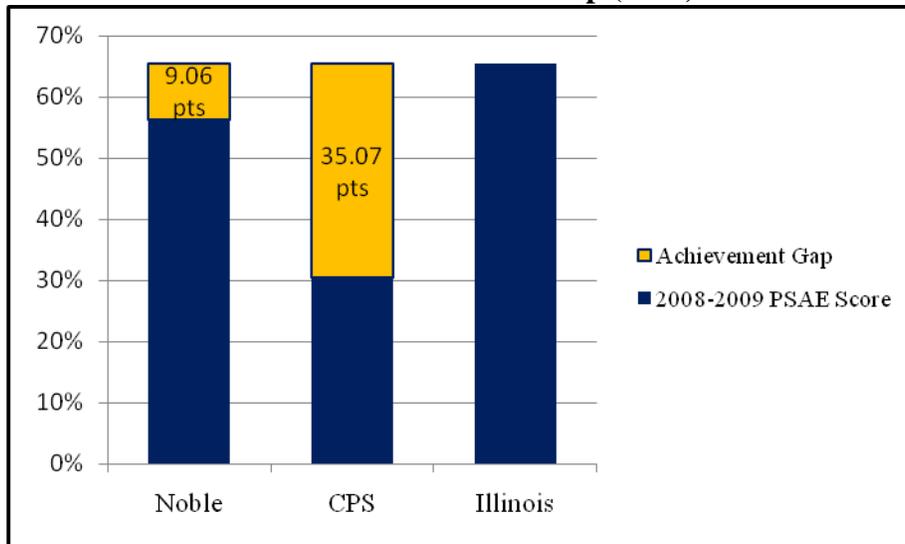


Table 5. **Graduation Statistics**

2009 Average (unless noted)	Noble Network	CPS ¹	Illinois ¹
Single-year Graduation Rates	95%	30%	87%
5-Year Cohort Graduation Rate	76%	53%	80% (2006-07)
College Matriculation	89.2%	52.5% ¹	60% (2005)

Note: until 2010, Noble’s 5-year graduation cohort was comprised of only Noble Street College Prep students because this was the only campus in the Network with seniors at the time.

Project Narrative

Section 6 - Other Attachments: Supplemental Organizational Budgets and Financial Information

Attachment 1:

Title: **Organizational Budget and Financial Assurances for Match -Noble** Pages: **27** Uploaded File: **Attachment 6.pdf**

Noble Network and Expansion Campuses' Operational Budgets

FY11 Operational Budget and Forecasting Budgets for years FY12 through FY15

The following are the operational budgets and budget projections for the Noble Network of Charter Schools and its five expansion campuses included in this grant. They include: UIC College Prep, Gary Comer College Prep, Chicago Bulls College Prep, Muchin College Prep and Johnson College Prep. Since planning and work on the first wave of replication campuses will not start until FY12, operational budgets have not yet been compiled for the six replication campuses to be opened in FY13, FY14 and FY15.

The Noble Network of Charter Schools Expansion and Replication program involves costs from both the network and all involved campuses. For the purposes of Budget Form ED 524, network expenditures directly pertaining to campus expansion and replication and direct campus expenses were combined in each appropriate budget category. However, for the purposes of Noble's internal use, costs are broken out by the network and each respective campus in the enclosed operational budgets.

ASSUMPTIONS

NNST

10 schools, total maximum capacity in 2015 of 6,495 students

Growth in NNST salary expense equals 50% of compound annual growth rate of students served (i.e. 2.4% annually on 4.8% compound growth)

Growth in expenses other than personnel (OTPS) is 3.0% annually

Technology expense from FY11 budget

Campuses

Enrollment numbers for FY11 from FY11 budget, final campus enrollments from 5 Year Strategic Plan

12% reduction CPS revenues from FY10 in FY11, 0% growth in FY12, and 3% growth thereafter

Salary expense based on historical (pre-FY11 12% cut) average salary per position with historical staffing models, except Muchin

All other expenses based on historical average per pupil costs

Rent is equalized per pupil cost for FY11

Technology cost is based on FY11 budgeted amount per pupil and 3% escalation per year

NNST 5 Year Projection

Growth in students	26%
CAGR students served	4.8%
OTPS growth	3.0%

	FY11	FY12	FY13	FY14	FY15
	SUPPORT TEAM				
# of Students	5150	5395	5651	5919	6495
NNST EXPENSES					
Salary Expense	\$ 2,416,482	\$ 2,473,874	\$ 2,532,630	\$ 2,592,781	\$ 2,654,361
Employee Benefits	\$ 496,777	\$ 519,514	\$ 531,852	\$ 544,484	\$ 557,416
Staff Development	\$ 32,735	\$ 33,717	\$ 34,729	\$ 35,770	\$ 36,844
Extra Curricular Support	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Service Providers	\$ 7,959	\$ 8,198	\$ 8,444	\$ 8,697	\$ 8,958
Field Studies	\$ 4,000	\$ 4,120	\$ 4,244	\$ 4,371	\$ 4,502
Educational Supplies	\$ 20,187	\$ 20,793	\$ 21,416	\$ 22,059	\$ 22,721
Technology	\$ 1,401,180	\$ 1,443,215	\$ 1,486,512	\$ 1,531,107	\$ 1,577,040
Scholarship	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
SUBTOTAL DIRECT COSTS	\$ 4,444,320	\$ 4,570,381	\$ 4,688,785	\$ 4,810,297	\$ 4,934,999
ADMINISTRATION EXPENSES					
Rental of Copier/Maintenance	\$ 2,369	\$ 2,440	\$ 2,513	\$ 2,589	\$ 2,666
Postage & Delivery	\$ 9,154	\$ 9,429	\$ 9,711	\$ 10,003	\$ 10,303
Printing & Copying	\$ 30,907	\$ 31,834	\$ 32,789	\$ 33,773	\$ 34,786
Recruitment & Advertisement Expenses	\$ 36,750	\$ 37,853	\$ 38,988	\$ 40,158	\$ 41,362
Office Supplies	\$ 28,604	\$ 29,462	\$ 30,346	\$ 31,256	\$ 32,194
Membership Dues & Fees	\$ 45,023	\$ 46,374	\$ 47,765	\$ 49,198	\$ 50,674
ROTC Expense	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	\$ 1,126
Legal Fees	\$ 137,000	\$ 141,110	\$ 145,343	\$ 149,704	\$ 154,195
Professional Services	\$ 125,000	\$ 128,750	\$ 132,613	\$ 136,591	\$ 140,689
Teacher Certification	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum and Assessment Program	\$ 44,159	\$ 45,484	\$ 46,848	\$ 48,254	\$ 49,701
Staff Development - Other	\$ 8,198	\$ 8,444	\$ 8,697	\$ 8,958	\$ 9,227
Payroll Processing Services	\$ 92,000	\$ 94,760	\$ 97,603	\$ 100,531	\$ 103,547
Audit Expenses	\$ 57,600	\$ 59,328	\$ 61,108	\$ 62,941	\$ 64,829
Travel Expenses	\$ 16,950	\$ 17,459	\$ 17,982	\$ 18,522	\$ 19,077
Bank Charges & Interest	\$ 26,800	\$ 27,604	\$ 28,432	\$ 29,285	\$ 30,164
Vending Machine Program	\$ 14,988	\$ 15,438	\$ 15,901	\$ 16,378	\$ 16,870
Capital Campaign Expense	\$ 125,000	\$ 128,750	\$ 132,613	\$ 136,591	\$ 140,689
SUBTOTAL NNST ADMINISTRATION COSTS	\$ 801,502	\$ 825,548	\$ 850,314	\$ 875,823	\$ 902,098
OCCUPANCY EXPENSES - NNST					
Communications Usage	\$ 2,641	\$ 2,720	\$ 2,802	\$ 2,886	\$ 2,972
Contracted Maintenance Services - Network Portion	\$ 4,500	\$ 4,635	\$ 4,774	\$ 4,917	\$ 5,065
Other Facility	\$ 19,000	\$ 19,570	\$ 20,157	\$ 20,762	\$ 21,385
Depreciation Expense	\$ 29,152	\$ 30,027	\$ 30,927	\$ 31,855	\$ 32,811

Capital Financing Debt	\$ 15,760	\$ 15,760	\$ 15,760	\$ 15,760	\$ 15,760
SUBTOTAL OCCUPANCY EXPENSES	\$ 71,053	\$ 72,712	\$ 74,420	\$ 76,180	\$ 77,993
TOTAL OPERATIONAL EXPENDITURES	\$ 5,316,876	\$ 5,468,640	\$ 5,613,519	\$ 5,762,300	\$ 5,915,090

UIC 5 Year Projection

Growth in Revenue Other Than CPS Tuition 3%
 Growth in Expenses 3%

	FY11	FY12	FY13	FY14	FY15
# of Students	600	750	750	750	750
Change in CPS Revenue from Prior Year	-12%	0%	3%	3%	3%
Campus Revenues					
Public Revenues	\$ 5,076,433	\$ 6,339,991	\$ 6,241,706	\$ 6,402,681	\$ 6,564,031
Private Revenues	\$ 850,000	\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000
Other Revenues	\$ 130,831	\$ 231,541	\$ 238,488	\$ 245,642	\$ 253,012
TOTAL REVENUE	\$ 6,057,264	\$ 7,171,532	\$ 7,080,194	\$ 7,248,323	\$ 7,417,043
Direct Student Expenditures					
Salary Expense	\$ 2,615,000	\$ 3,096,000	\$ 3,096,000	\$ 3,096,000	\$ 3,096,000
Bonus & Benefits	\$ 727,232	\$ 886,828	\$ 913,432	\$ 940,835	\$ 969,060
Program Expense	\$ 1,140,581	\$ 1,516,026	\$ 1,561,507	\$ 1,608,352	\$ 1,656,603
Technology	\$ 63,833	\$ 82,185	\$ 84,651	\$ 87,190	\$ 89,806
Subtotal Direct Student Expenses	\$ 4,546,646	\$ 5,581,039	\$ 5,655,590	\$ 5,732,377	\$ 5,811,469
Administrative Expenses					
CMO Expense	\$ 619,442	\$ 760,290	\$ 745,042	\$ 730,107	\$ 683,036
Postage & Delivery	\$ 7,169	\$ 9,548	\$ 9,835	\$ 10,130	\$ 10,433
Printing & Copying	\$ 38,831	\$ 51,719	\$ 53,270	\$ 54,869	\$ 56,515
Recruitment & Advertisement Expenses	\$ 8,961	\$ 11,935	\$ 12,293	\$ 12,662	\$ 13,042
Office Supplies	\$ 40,623	\$ 54,106	\$ 55,729	\$ 57,401	\$ 59,123
Office Furniture	\$ 8,961	\$ 11,935	\$ 12,293	\$ 12,662	\$ 13,042
Subtotal Administrative Expenses	\$ 723,987	\$ 899,533	\$ 888,462	\$ 877,831	\$ 835,190
Occupancy Expenses					
Janitorial Supplies	\$ 35,844	\$ 47,741	\$ 49,173	\$ 50,648	\$ 52,167
Rent on Building	\$ 370,700	\$ 463,374	\$ 463,374	\$ 463,374	\$ 463,374
Insurance	\$ 89,610	\$ 119,351	\$ 122,932	\$ 126,620	\$ 130,418
Fire Protection & Security Services	\$ 45,835	\$ 47,210	\$ 48,626	\$ 50,085	\$ 51,588
Utilities Expense	\$ 90,846	\$ 93,571	\$ 96,379	\$ 99,270	\$ 102,248
Subtotal Occupancy Expenses	\$ 632,835	\$ 771,248	\$ 780,484	\$ 789,997	\$ 799,796
TOTAL OPERATIONAL EXPENSES	\$ 5,903,467	\$ 7,251,819	\$ 7,324,536	\$ 7,400,205	\$ 7,446,455
Operating Surplus/(Deficit)	\$ 153,797	\$ (80,287)	\$ (244,342)	\$ (151,882)	\$ (29,412)

Comer 5 Year Projection

Growth in Revenue Other Than CPS Tuition
Growth in Expenses

3%
3%

	FY11	FY12	FY13	FY14	FY15
# of Students	450	595	595	595	595
Change in CPS Revenue from Prior Year	-12%	0%	3%	3%	3%
Campus Revenues					
Public Revenues	\$ 4,429,569	\$ 5,710,958	\$ 5,618,168	\$ 5,745,875	\$ 5,873,879
Private Revenues	\$ 600,000	\$ 500,000	\$ 400,000	\$ 400,000	\$ 400,000
Other Revenues	\$ 101,507	\$ 138,241	\$ 142,388	\$ 146,659	\$ 151,059
TOTAL REVENUE	\$ 5,131,076	\$ 6,349,199	\$ 6,160,556	\$ 6,292,534	\$ 6,424,938
Direct Student Expenditures					
Salary Expense	\$ 2,237,500	\$ 2,735,500	\$ 2,788,500	\$ 2,788,500	\$ 2,788,500
Bonus & Benefits	\$ 622,249	\$ 783,565	\$ 822,709	\$ 847,390	\$ 872,812
Program Expense	\$ 887,242	\$ 1,204,907	\$ 1,241,054	\$ 1,278,285	\$ 1,316,634
Technology	\$ 41,342	\$ 56,303	\$ 57,992	\$ 59,732	\$ 61,524
Subtotal Direct Student Expenses	\$ 3,788,333	\$ 4,780,275	\$ 4,910,255	\$ 4,973,907	\$ 5,039,470
Administrative Expenses					
CMO Expense	\$ 464,581	\$ 603,163	\$ 591,066	\$ 579,219	\$ 541,875
Postage & Delivery	\$ 5,562	\$ 7,575	\$ 7,802	\$ 8,036	\$ 8,277
Printing & Copying	\$ 30,128	\$ 41,030	\$ 42,261	\$ 43,529	\$ 44,835
Recruitment & Advertisement Expenses	\$ 6,953	\$ 9,469	\$ 9,753	\$ 10,045	\$ 10,347
Office Supplies	\$ 31,518	\$ 42,924	\$ 44,212	\$ 45,538	\$ 46,904
Office Furniture	\$ 6,953	\$ 9,469	\$ 9,753	\$ 10,045	\$ 10,347
Subtotal Administrative Expenses	\$ 545,694	\$ 713,629	\$ 704,846	\$ 696,412	\$ 662,584
Occupancy Expenses					
Janitorial Supplies	\$ 27,810	\$ 37,874	\$ 39,010	\$ 40,181	\$ 41,386
Rent on Building	\$ 278,025	\$ 367,610	\$ 367,610	\$ 367,610	\$ 367,610
Insurance	\$ 69,525	\$ 94,685	\$ 97,526	\$ 100,452	\$ 103,465
Fire Protection & Security Services	\$ 45,835	\$ 47,210	\$ 48,626	\$ 50,085	\$ 51,588
Utilities Expense	\$ 90,846	\$ 93,571	\$ 96,379	\$ 99,270	\$ 102,248
Subtotal Occupancy Expenses	\$ 512,041	\$ 640,951	\$ 649,151	\$ 657,598	\$ 666,297
TOTAL OPERATIONAL EXPENSES	\$ 4,846,067	\$ 6,134,856	\$ 6,264,253	\$ 6,327,917	\$ 6,368,352
Operating Surplus/(Deficit)	\$ 285,009	\$ 214,343	\$ (103,697)	\$ (35,383)	\$ 56,586

Muchin 5 Year Projection

Growth in Revenue Other Than CPS Tuition
Growth in Expenses

3%
3%

	FY11	FY12	FY13	FY14	FY15
# of Students	450	675	900	900	900
Change in CPS Revenue from Prior Year	-12%	0%	3%	3%	3%
Campus Revenues					
Public Revenues	\$ 4,236,469	\$ 6,198,244	\$ 8,360,270	\$ 8,223,017	\$ 8,416,637
Private Revenues	\$ 400,000	\$ 690,000	\$ 800,000	\$ 800,000	\$ 800,000
Other Revenues	\$ 101,507	\$ 156,828	\$ 215,376	\$ 221,838	\$ 228,493
TOTAL REVENUE	\$ 4,737,976	\$ 7,045,072	\$ 9,375,646	\$ 9,244,855	\$ 9,445,130
Direct Student Expenditures					
Salary Expense	\$ 2,342,000	\$ 3,513,000	\$ 4,684,000	\$ 4,824,520	\$ 4,969,256
Bonus & Benefits	\$ 533,250	\$ 771,120	\$ 963,360	\$ 963,360	\$ 963,360
Program Expense	\$ 887,242	\$ 1,365,484	\$ 1,871,623	\$ 1,927,771	\$ 1,985,605
Technology	\$ 36,237	\$ 55,986	\$ 74,648	\$ 76,888	\$ 79,194
Subtotal Direct Student Expenses	\$ 3,798,729	\$ 5,705,590	\$ 7,593,631	\$ 7,792,539	\$ 7,997,415
Administrative Expenses					
CMO Expense	\$ 464,581	\$ 684,261	\$ 894,050	\$ 876,129	\$ 819,643
Postage & Delivery	\$ 5,562	\$ 8,593	\$ 11,801	\$ 12,155	\$ 12,520
Printing & Copying	\$ 30,128	\$ 46,547	\$ 63,925	\$ 65,842	\$ 67,818
Recruitment & Advertisement Expenses	\$ 6,953	\$ 10,742	\$ 14,752	\$ 15,194	\$ 15,650
Office Supplies	\$ 31,518	\$ 48,695	\$ 66,875	\$ 68,881	\$ 70,948
Office Furniture	\$ 6,953	\$ 10,742	\$ 14,752	\$ 15,194	\$ 15,650
Subtotal Administrative Expenses	\$ 545,694	\$ 809,579	\$ 1,066,154	\$ 1,053,397	\$ 1,002,229
Occupancy Expenses					
Janitorial Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
Rent on Building	\$ 278,025	\$ 417,037	\$ 556,049	\$ 556,049	\$ 556,049
Insurance	\$ 69,525	\$ 107,416	\$ 147,518	\$ 151,944	\$ 156,502
Fire Protection & Security Services	\$ -	\$ -	\$ -	\$ -	\$ -
Utilities Expense	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Occupancy Expenses	\$ 347,550	\$ 524,453	\$ 703,567	\$ 707,993	\$ 712,551
TOTAL OPERATIONAL EXPENSES	\$ 4,691,973	\$ 7,039,623	\$ 9,363,353	\$ 9,553,928	\$ 9,712,195
Operating Surplus/(Deficit)	\$ 46,003	\$ 5,449	\$ 12,293	\$ (309,073)	\$ (267,065)

Bulls 5 Year Projection

Growth in Revenue Other Than CPS Tuition
Growth in Expenses

3%
3%

	FY11	FY12	FY13	FY14	FY15
# of Students	470	600	750	750	750
Change in CPS Revenue from Prior Year	-12%	0%	3%	3%	3%
Campus Revenues					
Public Revenues	\$ 4,000,646	\$ 5,459,218	\$ 6,851,988	\$ 6,792,681	\$ 6,954,031
Private Revenues	\$ 700,000	\$ 680,000	\$ 300,000	\$ 250,000	\$ 200,000
Other Revenues	\$ 49,275	\$ 95,867	\$ 139,402	\$ 179,480	\$ 184,865
TOTAL REVENUE	\$ 4,749,921	\$ 6,235,085	\$ 7,291,390	\$ 7,222,161	\$ 7,338,896
Direct Student Expenditures					
Salary Expense	\$ 2,005,500	\$ 2,817,500	\$ 3,343,500	\$ 3,343,500	\$ 3,343,500
Bonus & Benefits	\$ 421,155	\$ 591,675	\$ 702,135	\$ 702,135	\$ 702,135
Program Expense	\$ 838,523	\$ 1,214,943	\$ 1,561,507	\$ 1,608,352	\$ 1,656,603
Technology	\$ 51,030	\$ 67,099	\$ 69,112	\$ 71,185	\$ 73,321
Subtotal Direct Student Expenses	\$ 3,316,208	\$ 4,691,217	\$ 5,676,254	\$ 5,725,172	\$ 5,775,559
Administrative Expenses					
CMO Expense	\$ 485,229	\$ 608,232	\$ 745,042	\$ 730,107	\$ 683,036
Postage & Delivery	\$ 5,253	\$ 7,638	\$ 9,835	\$ 10,130	\$ 10,433
Printing & Copying	\$ 28,454	\$ 41,375	\$ 53,270	\$ 54,869	\$ 56,515
Recruitment & Advertisement Expenses	\$ 6,566	\$ 9,548	\$ 12,293	\$ 12,662	\$ 13,042
Office Supplies	\$ 29,767	\$ 43,285	\$ 55,729	\$ 57,401	\$ 59,123
Office Furniture	\$ 6,566	\$ 9,548	\$ 12,293	\$ 12,662	\$ 13,042
Subtotal Administrative Expenses	\$ 561,836	\$ 719,626	\$ 888,462	\$ 877,830	\$ 835,191
Occupancy Expenses					
Janitorial Supplies	\$ 26,265	\$ 38,192	\$ 49,173	\$ 50,648	\$ 52,167
Rent on Building	\$ 290,381	\$ 370,700	\$ 463,374	\$ 463,374	\$ 463,374
Insurance	\$ 65,663	\$ 95,481	\$ 122,932	\$ 126,620	\$ 130,418
Fire Protection & Security Services	\$ 45,835	\$ 47,210	\$ 48,626	\$ 50,085	\$ 51,588
Utilities Expense	\$ 90,846	\$ 93,571	\$ 96,379	\$ 99,270	\$ 102,248
Subtotal Occupancy Expenses	\$ 518,990	\$ 645,154	\$ 780,484	\$ 789,997	\$ 799,796
TOTAL OPERATIONAL EXPENSES	\$ 4,397,033	\$ 6,055,998	\$ 7,345,200	\$ 7,393,000	\$ 7,410,545
Operating Surplus/(Deficit)	\$ 352,888	\$ 179,087	\$ (53,810)	\$ (170,839)	\$ (71,649)

NECP 5 Year Projection

Growth in Revenue Other Than CPS Tuition
Growth in Expenses

3%
3%

	FY11	FY12	FY13	FY14	FY15
# of Students	150	300	450	600	600
Change in CPS Revenue from Prior Year	-12%	0%	3%	3%	3%
Campus Revenues					
Public Revenues	\$ 2,117,770	\$ 2,945,174	\$ 4,175,705	\$ 5,658,610	\$ 5,566,425
Private Revenues	\$ 400,000	\$ 400,000	\$ 300,000	\$ 300,000	\$ 300,000
Other Revenues	\$ 44,960	\$ 92,617	\$ 143,093	\$ 196,514	\$ 202,409
TOTAL REVENUE	\$ 2,562,730	\$ 3,437,791	\$ 4,618,798	\$ 6,155,124	\$ 6,068,834
Direct Student Expenditures					
Salary Expense	\$ 940,000	\$ 1,520,000	\$ 2,001,000	\$ 2,651,000	\$ 2,651,000
Bonus & Benefits	\$ 253,800	\$ 410,400	\$ 540,270	\$ 715,770	\$ 715,770
Program Expense	\$ 302,614	\$ 612,776	\$ 941,275	\$ 1,288,933	\$ 1,327,601
Technology	\$ 50,513	\$ 104,057	\$ 156,085	\$ 208,114	\$ 214,357
Subtotal Direct Student Expenses	\$ 1,546,927	\$ 2,647,233	\$ 3,638,630	\$ 4,863,817	\$ 4,908,728
Administrative Expenses					
CMO Expense	\$ 154,860	\$ 304,116	\$ 447,025	\$ 584,086	\$ 546,429
Postage & Delivery	\$ 1,854	\$ 3,819	\$ 5,901	\$ 8,104	\$ 8,347
Printing & Copying	\$ 10,043	\$ 20,688	\$ 31,962	\$ 43,895	\$ 45,212
Recruitment & Advertisement Expenses	\$ 2,318	\$ 4,774	\$ 7,376	\$ 10,130	\$ 10,433
Office Supplies	\$ 10,506	\$ 21,642	\$ 33,437	\$ 45,921	\$ 47,298
Office Furniture	\$ 2,318	\$ 4,774	\$ 7,376	\$ 10,130	\$ 10,433
Subtotal Administrative Expenses	\$ 181,898	\$ 359,813	\$ 533,077	\$ 702,264	\$ 668,152
Occupancy Expenses					
Janitorial Supplies	\$ 9,270	\$ 19,096	\$ 29,504	\$ 40,518	\$ 41,734
Rent on Building	\$ 92,675	\$ 185,350	\$ 278,025	\$ 370,700	\$ 370,700
Insurance	\$ 23,175	\$ 47,741	\$ 73,759	\$ 101,296	\$ 104,335
Fire Protection & Security Services	\$ 45,835	\$ 47,210	\$ 48,626	\$ 50,085	\$ 51,588
Utilities Expense	\$ 90,846	\$ 93,571	\$ 96,379	\$ 99,270	\$ 102,248
Subtotal Occupancy Expenses	\$ 261,801	\$ 392,968	\$ 526,292	\$ 661,869	\$ 670,604
TOTAL OPERATIONAL EXPENSES	\$ 1,990,626	\$ 3,400,014	\$ 4,698,000	\$ 6,227,950	\$ 6,247,484
Operating Surplus/(Deficit)	\$ 572,104	\$ 37,777	\$ (79,202)	\$ (72,826)	\$ (178,650)



cc: Rachel Kramer

Noble Network of Charter Schools

Que to Rachel

March 3, 2008

Chicago Bulls
Attention: Mr. Steve Schanwald
Vice President, Business Operations
1901 West Madison Street
Chicago, IL 60612

Chairman
Daniel W. Vittum, Jr.

Vice Chairman
Dr. Sylvia Manning

President & CEO
Ron R. Manderschied

Superintendent & COO
Michael Milkie

Treasurer
Edison Ureña

Secretary and Clerk
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Directors
Pedro DeJesus, Jr.
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Ann Marie Goddard
William Hall
Felippa Janik
Karen Howland
Allan Muchin
Anne Mueller
Jim Peyser
Troy Ratliff
William Rowe
Jean E. Sheridan
David Weinberg

Dear Steve:

Thank you so much for the Chicago Bulls' support for the efforts of Noble Network of Charter Schools ("Noble") to provide high-quality education for Chicago public school students. The purpose of this letter is to confirm the Chicago Bulls' and Noble's commitments to establish a new Noble charter school campus.

The campus will be named Chicago Bulls College Prep for the duration of Noble's lease (a minimum of 20 years) and will be located at a school site yet to be determined which will be mutually agreeable to Noble, the Chicago Bulls and Chicago Public Schools ("CPS"). It is Noble's intention to open the School for the 2009-10 school year. The name will appear on the building as

Chicago Bulls College Prep *A Campus of Noble Street Charter School*

and on school uniforms and campus-specific printed materials simply as Chicago Bulls College Prep (the "Campus"). The campus will use the Chicago Bulls logo upon permission by the Bulls group and the NBA.

In consideration of the establishment of the Campus, Chicago Bulls will contribute a total of Two Million Dollars (\$2,000,000) in four equal annual installments of \$500,000 (the "Contribution"). The first annual \$500,000.00 payment will be made by January 1, 2009, and the three remaining installments will be paid by the January 1 of the three following years.

This letter is also intended to provide Noble's assurances to the Chicago Bulls that: (a) Noble is a not-for-profit corporation duly organized and in good standing under the laws of the State of Illinois and is exempt from federal taxation under Section 501(c)(3) of the Internal Revenue Code; (b) Noble has a valid certified charter under the Illinois Charter School Laws that authorizes Noble to operate the Campus as part of Noble Street Charter School, which is a charter school under Illinois law; and (c) Noble will obtain appropriate approvals from CPS and Illinois State Board of Education ("ISBE") to operate the Campus as a charter school campus of Noble and will not assign its rights under this agreement to another entity; and (d) the Chicago Bulls will be offered the opportunity to nominate one position to the Noble Network of Charter Schools Board of Directors.

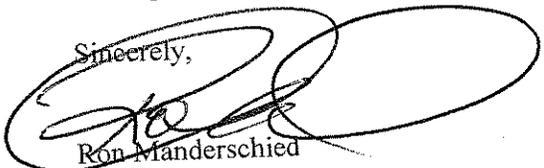
1010 Noble Street • Chicago, Illinois 60622 • ph: (773) 278-6895 • fx (773) 278-0421

Upon selection and approval of the site for the Campus by Noble, the Chicago Bulls and CPS, a Memorandum of Agreement will be prepared and entered into by Noble and the Chicago Bulls setting forth additional details regarding the establishment and operation of the Campus. However, notwithstanding the desire of the parties to enter into such a Memorandum of Agreement at a future date, this letter constitutes a binding agreement by the Chicago Bulls to make the Contribution and by Noble to immediately initiate the process to identify a site for the Campus and to establish the Campus, it being expressly understood that Noble must immediately commit significant resources to establish the Campus in a very short time period. This includes dedicating the time and energies of Noble's officers, staff and board members and its professional consultants to identify a site for the Campus, to obtain CPS and the Chicago Board of Education approvals to establish the Campus, to modernize and equip the Campus site, and to hire the staff to open the Campus, among others.

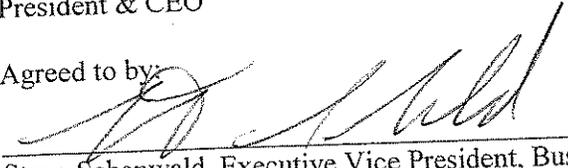
Initial public announcement of the intention to establish Chicago Bulls College Prep as a campus of Noble Street Charter School will be made by means of a press release jointly agreed upon by the Chicago Bulls and Noble, which will be issued at a joint press conference to maximize the beneficial publicity for both of our organizations at the earliest date possible. Each of us agrees not to make any public announcement regarding Chicago Bulls College Prep prior to this date.

We are so pleased to have the opportunity to be associated with the Chicago Bulls, who are held in such high regard by so many of Chicago's youngsters. Your support for the Noble Network of Charter Schools will have a direct and positive impact on thousands of students and their families over the years. If you have any questions, please do not hesitate to contact me. If not, please acknowledge receipt of and agreement with the terms of this binding letter of agreement by signing below and returning one copy of this letter to me.

Sincerely,


Ron Manderschied
President & CEO

Agreed to by:


Steve Schanwald, Executive Vice President, Business Operations, Chicago Bulls

on:

3/10/08
Date



NOBLE NETWORK OF CHARTER SCHOOLS

OPERATING NOBLE STREET CHARTER SCHOOL

1010 N. Noble St.
Chicago, IL 60642
ph 773.278.6895
fax 773.632.2033

May 27, 2010

Ms. Penny Pritzker and Dr. Bryan Traubert
The Pritzker Traubert Family Foundation
71 S. Wacker, Suite 4600 Chicago, IL 60614

Dear Penny and Bryan:

Thank you so much for your commitment to the Noble Network of Charter Schools ("NNCS"), and for your decision to name a second NNCS campus.

As you know, the new campus will be located at 6350 S. Stewart Avenue, in Chicago's Englewood community (the "Englewood Campus"). This letter will serve as an agreement between The Pritzker Traubert Family Foundation ("PTFF") and the NNCS in which PTFF agrees to contribute a total of one million dollars (\$1,000,000) to the NNCS in three payments - \$350,000 by June 30, 2010, \$350,000 by June 30, 2011 and \$300,000 by June 30, 2012. PTFF will also lead a fundraising effort that will attempt to raise an additional one million dollars (\$1,000,000) for the NNCS by June 30, 2012. The funds contributed by PTFF and any funds raised by PTFF pursuant to this letter will be unrestricted for the NNCS's facilities and operations.

The exact yet-to-be determined name of the Englewood Campus will be for the duration of the NNCS's lease on the property. The name will appear prominently on the school building as well as on school uniforms and campus-specific printed materials. We look forward to continuing our discussions with you regarding an appropriately inspiring and meaningful name for the Englewood Campus.

We are so pleased that you have decided to further invest in your partnership with us in providing a quality education for Chicago high school students. PTFF's support of the NNCS will now have a direct and positive impact on thousands of more low-income students and their families over the years.



**NOBLE
NETWORK OF
CHARTER
SCHOOLS**

OPERATING NOBLE STREET CHARTER SCHOOL

1010 N. Noble St.
Chicago, IL 60642
ph 773.278.6895
fax 773.632.2033

If you have any questions, please do not hesitate to contact me. If not, please acknowledge receipt of and agreement with these terms by signing below and returning one copy to me. Thank you.

Sincerely,

Michael Milkie
Superintendent & CEO

ACKNOWLEDGED AND AGREED

THE PRITZKER TRAUBERT FAMILY FOUNDATION

By:
Its: VICE PRESIDENT

Kramer, Rachel

From: Kristen Vandawalker [kvandawalker@rsfchicago.org]
Sent: Wednesday, July 07, 2010 12:04 PM
To: Kramer, Rachel
Cc: Micki O'Neil
Subject: Noble Remaining Grant Funds

Rachel:

Below please find a table showing the Noble campuses that are still in the start-up phase which we are committed to funding.

Thanks,

Kristen

Kristen Marie Vandawalker
Executive Assistant to the CEO
The Renaissance Schools Fund
21 S. Clark St., Suite 3120
Chicago, IL 60603
Phone: 312-853-1215
FAX: 312-853-3413
kvandawalker@rsfchicago.org
www.rsfcchicago.org



Please consider the environment before printing this e-mail.

	Incubation Awarded	RU1 Awarded	RU2 Awarded	Total Awarded to Date	Remaining Grant
Noble Muchin* (2009 Cohort)	\$134,592	\$200,000	-	\$334,592	\$165,408
Noble Bulls* (2009 Cohort)	\$134,592	\$ 200,000	-	\$334,592	\$165,408
Noble Englewood* (2010 Cohort)	\$140,700	-	-	\$140,700	\$359,300



Noble Network of Charter Schools

April 27, 2007

Mr. Josef Lakonishok
LVS Asset Management
One North Wacker Drive
Chicago, IL 60606

Dear Josef:

Thank you and your partners so much for your commitment to the Noble Network of Charter Schools, and for your decision to name a Noble Street Charter School campus.

Chairman
Daniel W. Vittum, Jr.

Vice Chairman
Dr. Sylvia Manning

President & CEO
Ron R. Manderschied

Superintendent & COO
Michael Milkie

Treasurer
Edison Ureña

Secretary and Clerk
Susan Diaz

Directors
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Kathy Elliott
Ann Marie Goddard
William Hall
Felippa Janik
Karen Howland
Allan Muchin
Anne Mueller
Jim Payser
Troy Ratliff
Jean E. Sheridan
David Weinberg

In regard to the new campus, which will be located at the University of Illinois at Chicago, this letter serves as an agreement between yourself and the Noble Network of Charter Schools in which you agree to contribute a total of two million dollars (\$2,000,000), one million by December 2007 and one million over the next five years (January 2008, 2009, 2010, 2011, 2012). Funds will be unrestricted for Network facilities and operations.

The exact yet-to-be determined name of the campus will be for the duration of the Noble Network's lease on the property – a minimum of 25 years. The name of your company will appear on the building as well as on school uniforms and campus-specific printed materials. As per our discussion, I will contact you after negotiations are complete with UIC for acquisition of the building and we will then work out the details of how the name will read – UIC will also require some recognition.

We are so pleased that you have decided to join us as a partner in providing a quality education to Chicago high school students. Your support of the Noble Network of Charter Schools will have a direct impact on thousands of low-income students and their families over the years. If you have any questions, please do not hesitate to contact me. If not, please acknowledge receipt of and agreement with these terms by signing below and returning one copy to me in the enclosed envelope. Thank you.

Sincerely,

Ron Manderschied
President & CEO

Josef Lakonishok

April 30, 2007
Date



CROWN FAMILY PHILANTHROPIES

222 North LaSalle Street, Suite 2000
Chicago, Illinois 60601

P: 312-750-6671

F: 312-984-1499

July 2, 2010

Rachel Kramer
Director of External Affairs
Noble Network of Charter Schools
Operating Noble Street Charter School

VIA Email

rkramer@noblenetwork.org

Dear Rachel:

For purposes of your application to the US Department of Education, this letter is to confirm Crown Family Philanthropies' \$200,000 grant to Noble Network of Charter Schools for the 24-month period of July 1, 2010-July 1, 2012. Crown Family Philanthropies has been a supporter of Noble Network since July 2004.

Crown Family Philanthropies is a private family foundation that supports programs offering opportunities to the disadvantaged, that strengthen the bond of families, and that improve the quality of people's lives. Special emphasis is placed on programs that offer assistance to the disenfranchised, promote Jewish education, fortify the family unit, strengthen Jewish culture, identity, and tradition, and assist people in transition. In the spirit of social responsibility, Crown Family Philanthropies also supports philanthropic organizations that serve Chicago's most vulnerable residents. We are pleased to support Noble Network of Charter Schools as a high-performing organization that is making a difference in Chicago's low income communities.

Sincerely,

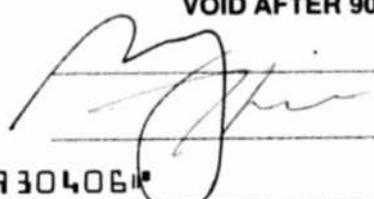
Caren Yanis
Executive Director

Lloyd A. Fry Foundation
Noble Network of Charter

Check Number: 28312
Check Date: Jun 11, 2010

Check Amount: \$70,000.00

Item to be Paid - Description	Discount Taken	Amount Paid
Foundation grants		70,000.00

Lloyd A. Fry Foundation 120 S. LaSalle Street Suite 1950 Chicago, Illinois 60603		 Bank of America 70-480 819 IL	No. 28312
PAY TO THE ORDER OF Seventy Thousand and 00/100 Dollars Noble Network of Charter Schools		DATE Jun 11, 2010	AMOUNT 70000.00
		VOID AFTER 90 DAYS	
			
⑈0 28312⑈ ⑆081904808⑆ 002879930406⑆			

Lloyd A. Fry Foundation

June 11, 2010

Mr. Ron Manderschied
President & CEO
Noble Network of Charter Schools
1010 Noble Street
Chicago, IL 60622

Dear Mr. Manderschied:

I am pleased to provide formal notification that the Board of Directors of the Lloyd A. Fry Foundation, meeting on May 18, 2010, approved a two-year grant of \$140,000 to the Noble Network of Charter Schools for the Curriculum and Assessment program. The first payment of \$70,000 is scheduled to be paid now. The second payment of \$70,000 is scheduled for payment May 2011 and will be made after you submit satisfactory interim narrative and financial reports on the first year's payment.

This grant is made in response to your proposal of March 1, 2010 and accompanying budget and addenda and is only for the purpose stated above. The funds are to be used in accordance with the approved proposal and budget. It is understood that no substantial variances to the program structure or to the approved budget, including the timing of expenditures, will be made without the Foundation's prior approval in writing. The Foundation also should be notified as soon as possible about any major changes in program staff, including transitions in senior management at the organization.

The grant funds are to be used to support activities during the 24 months following the May 18, 2010 Fry Foundation Board Meeting. The grant expires at the end of that period. Any grant funds not expended or committed for the purposes of the grant within that period will be returned to the Foundation. Requests for an extension to the grant period should be made in writing.

Foundation grant funds may not be used by your organization to carry on propaganda, or otherwise to attempt to influence any legislation, within the meaning of section 4945 of the Internal Revenue Code of 1986 and the Treasury Regulations thereunder.

We require reports on activities and expenditures covered by this grant (see enclosure). At the end of the grant period or after the grant funds have been expended in full, whichever is sooner, we require a final financial and a final narrative report describing specifically the progress made toward reaching the goals of this project. The financial report should provide a detailed project budget, including specific line items for materials, transportation costs and salaries, and an explanation of how the grant funds were spent. The narrative should include, but not be limited to, a description of the program, the impact it had on the participants, and how staff were involved in carrying out the program activities. General activity reports or summaries contained in the annual report do not fulfill these requirements.

120 South LaSalle Street
Suite 1950
Chicago, Illinois 60603
Ph. 312.580.0310
Fx. 312.580.0980
www.fryfoundation.org

Noble Network of Charter Schools

By countersigning this letter, **Noble Network of Charter Schools** confirms that it has been determined by the Internal Revenue Service to be an organization described in section 501(c)(3), 170(c)(1) or 511(a)(2)(B) of the Internal Revenue Code of 1986 that is not a private foundation as described in section 509(a) of the Code or a Type III supporting organization as described in section 509(a)(3) of the code, and that this determination has not been revoked or modified and continues in full force and effect. If the determination is revoked or modified, please notify the Foundation immediately. No payment hereunder shall be required to be made at any time after your organization ceases to be an organization described in section 501(c)(3), 170(c)(1) or 511(a)(2)(B) that is not a private foundation or a Type III supporting organization.

A check representing the first payment for this grant is enclosed. If this letter correctly sets forth your understanding of the terms of this grant, please indicate your agreement to such terms and acknowledge receipt of the grant payment by having a copy of this letter countersigned by an appropriate officer of your organization and returned to the Foundation.

Enclosed with this letter and grant check is a statement to grantees affecting future proposal submissions from Fry Foundation grantees who have received five or more consecutive years of funding. Please give this statement your attention.

We are very pleased to participate in this project and extend best wishes for its success.

Best regards,



Unmi Song
Executive Director

<u>Acknowledgement Information</u>
Accepted and Agreed by: _____
Title: _____
Date: _____

MICHAEL & SUSAN DELL FOUNDATION

GRANT LETTER - EXHIBIT B

GRANT SUMMARY

Part 1 - Overview

Grantee: Noble Network of Charter Schools (Noble)
Project: Noble Network Dashboard
Grant Amount Approved: \$101,740.00
Grant Term: February 26, 2010 – September 30, 2011

Part 2 – Grant Details

Description of Grant:

Noble will acquire Tableau data visualization software and use it to design and implement a dashboard for use by all network principals, deans, teachers, and advisors. The dashboard will be accompanied by training on how to use the tool and analyze student on-track data and will be used in a regular process of data analysis and action planning. Noble will invite charter management organizations and charter school support groups to participate, as observers, in the design and implementation process. Finally, Noble will clearly document and share their dashboard experience with the broader charter community.

Project Success Measures and Metrics:

	September 30, 2010	September 30, 2011
EPAs Growth/Expected Gains*	81% of students at all campuses will meet expected gains between Explore and PLAN ; 61% of students will meet expected gains PLAN to ACT.	82% of students at all campuses will meet expected gains between Explore and PLAN; 62% of students will meet expected gains PLAN to ACT.
College Enrollment	85% of graduating seniors will enroll in a 2 or 4 year college	90% of graduates will enroll in 2- or 4-year colleges
Graduation Rate	72% of freshmen enrolled will graduate within 5 years	77% of freshmen enrolled will graduate within 5 years
Campus ACT Goals	Network average will be at least 19.8	Network average will be at least 20.1
Campus PSAE Goals	At least 52% of students Network-wide will meet or exceed PSAE expectations.	At least 54% of students Network-wide will meet or exceed PSAE expectations.
Red Flag** Percentage	End of 2010 Q3 (9/30/10): Baseline	End of 2010 Q4 (December 31, 2010): Decrease 3%

US-PC MSDF Grant Letter – Exhibit B
Revision Date 3-14-08

		End of 2011 Q1 (March 30, 2011): Decrease 5% End of 2011 Q2 (June 30, 2011): Decrease 7.5% (All decreases measured as decreases over baseline)
Dashboard Usage	Principals, Deans 2010 Q3 (September 30, 2010): Baseline for bi-weekly usage (Baseline target = 40%)	Principals, Deans Q4 2010 (December 31, 2010): 10% increase Q1 2011 (March 30, 2011): 20% increase Q2 2011 (June 30, 2011): 30% increase (all increases measured as increase over baseline)

*EPAS Expected Gains: ACT publishes expected gains data, for a summary of the gains metric go to this link: http://research.cps.k12.il.us/export/sites/default/accountweb/Research/Fact_Sheets/epas_gains_factsheet.pdf

**Red Flag Percentage: Students that are off-track for promotion to the next grade.

Project Milestones:

See Exhibit B-1, attached.

Part 3 – Attachments

Original Application

Original Project Budget

Other: Exhibit B-1

Any conflicts between the attachments and this Grant Summary shall be resolved by reference to this Grant Summary.



NOBLE
NETWORK OF
CHARTER
SCHOOLS

OPERATING NOBLE STREET CHARTER SCHOOL

1010 N. Noble St.
Chicago, IL 60642
ph 773.278.6895
fax 773.632.2033

July 13, 2010

Per our discussion, in the event that we should be named a recipient of the \$15M Charter School Program Grant, we will set aside as a reserve \$1M in matching funds from our unrestricted net assets.

Mark Leon
Chief Financial Officer
Noble Network of Charter Schools

	Jul-10	Aug-10	Sep-10	Oct-10	Nov-10	Dec-10	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Jun-11	Total
Beginning Cash Balance	\$12,377,533	\$19,874,771	\$14,297,786	\$9,145,449	\$15,751,049	\$12,730,692	\$9,009,469	\$16,880,199	\$12,352,952	\$8,150,105	\$15,330,811	\$10,667,056	
OPERATING ACTIVITIES													
Revenues													
Campus Revenues													
School Fees	\$349,790	\$69,958	\$69,958	\$69,958	\$69,958	\$69,958	\$69,958	\$69,958	\$69,958	\$69,959	\$69,958	\$349,790	\$1,399,158
CPS Tuition Reimbursement	\$9,278,138			\$9,278,138			\$9,278,138			\$9,278,138			\$37,112,550
Small Schools Revenue	\$386,250			\$386,250			\$386,250			\$386,250			\$1,545,000
Food Services		\$52,209	\$208,834	\$208,834	\$156,626	\$156,626	\$208,834	\$208,834	\$208,834	\$208,834	\$208,834	\$156,626	\$1,983,924
Textbooks													\$0
Chapter 1 Revenue	\$617,400			\$617,400			\$617,400			\$617,400			\$2,469,600
English Language Learning													\$0
CPS Special Ed	\$ 665,031			\$625,625			\$625,625			\$625,625			\$2,541,906
Federal Title I	\$344,299			\$344,299			\$344,299			\$344,299			\$1,377,194
Federal Title II							\$ 193,125			\$ 64,375			\$257,500
Sub-Total Campus Revenue	\$11,640,907	\$122,166	\$278,792	\$11,530,503	\$226,583	\$226,583	\$11,723,628	\$278,792	\$278,792	\$11,594,879	\$278,792	\$506,415	\$48,686,832
CMO Revenues													
Charter Schools Program Grant												\$ 2,227,263	\$2,227,263
Fundraising, Grants and General Operations Support	\$135,000		\$200,000		\$1,139,800	\$256,400	\$500,000					\$2,275,900	\$4,507,100
Sub-Total CMO Revenues	\$135,000	\$0	\$200,000	\$0	\$1,139,800	\$256,400	\$500,000	\$0	\$ -	\$0	\$0	\$4,503,163	\$6,734,363
Total Revenues	\$11,775,907	\$122,166	\$478,792	\$11,530,503	\$1,366,383	\$482,983	\$12,223,628	\$278,792	\$ 278,792	\$11,594,879	\$278,792	\$5,009,578	\$55,421,195
EXPENDITURES													
Direct Student Expenses													
Salaries Expense	\$1,913,420	\$1,913,420	\$1,913,420	\$1,913,420	\$1,913,420	\$1,913,420	\$1,913,420	\$1,913,420	\$1,913,420	\$1,913,420	\$1,913,420	\$1,913,420	\$22,961,043
SPED Salaries	\$220,754	\$220,754	\$220,754	\$220,754	\$220,754	\$220,754	\$220,754	\$220,754	\$220,754	\$220,754	\$220,754	\$220,754	\$2,649,050
SPED Benefits	\$47,950	\$47,950	\$47,950	\$47,950	\$47,950	\$47,950	\$47,950	\$47,950	\$47,950	\$47,950	\$47,950	\$47,950	\$575,396
Employee Benefits	\$401,818	\$401,818	\$401,818	\$401,818	\$401,818	\$401,818	\$401,818	\$401,818	\$401,818	\$401,818	\$401,818	\$401,818	\$4,821,819
Bonus			\$100,000			\$100,000			\$100,000		\$ 1,985,858		\$2,285,858
Staff Development	\$29,277	\$29,277	\$29,277	\$29,277	\$29,277	\$29,277	\$29,277	\$29,277	\$29,277	\$29,277	\$29,277	\$29,277	\$351,325
Extra Curricular - Rowe-Clark Only	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$20,000
Extra Curricular Activities	\$42,932	\$42,932	\$42,932	\$42,932	\$42,932	\$42,932	\$42,932	\$42,932	\$42,932	\$42,932	\$42,932	\$42,932	\$515,180
Substitute Stipend Expense			\$9,685	\$9,685	\$9,685	\$9,685	\$9,685	\$9,685	\$9,685	\$9,685	\$9,685	\$9,685	\$96,851
Other Campus Salaries	\$4,708	\$4,708	\$4,708	\$4,708	\$4,708	\$4,708	\$4,708	\$4,708	\$4,708	\$4,708	\$4,708	\$4,708	\$56,500
Food-Processing Costs		\$64,556	\$258,223	\$258,223	\$193,668	\$193,668	\$258,223	\$258,223	\$258,223	\$258,223	\$258,223	\$193,668	\$2,453,123
Americorp Stipends			\$9,800	\$9,800	\$9,800	\$9,800	\$9,800	\$9,800	\$9,800	\$9,800	\$9,800	\$9,800	\$98,000
Pupil Transportation			\$60,995	\$27,725	\$5,545	\$16,635	\$49,905	\$19,408	\$22,180	\$5,545	\$24,953	\$ 44,360	\$277,250
Field Studies	\$7,229	\$4,819	\$0	\$19,276	\$24,096	\$16,867	\$24,096	\$26,505	\$4,819	\$9,638	\$31,324	\$ 72,286	\$240,956
Services Providers	\$663	\$663	\$663	\$663	\$663	\$663	\$663	\$663	\$663	\$663	\$663	\$663	\$7,959
Educational Supplies	\$15,551	\$466,519	\$466,519	\$186,607	\$15,551	\$93,304	\$46,652	\$46,652	\$31,101	\$31,101	\$15,551	\$138,854	\$1,553,962

Classroom Furniture	\$1,061	\$1,061	\$27,230	\$1,061	\$1,061	\$1,061	\$1,061	\$1,061	\$1,061	\$1,061	\$1,061	\$1,061	\$38,900
Theater Equipment			\$10,000	\$10,000									\$20,000
Equipment/Band	\$2,150	\$32,959	\$3,582	\$12,897	\$4,299	\$4,299	\$5,076	\$2,209	\$1,315	\$2,209	\$655	\$0	\$71,650
Sports Equipment (Activity)	\$7,815	\$66,428	\$23,445	\$218,820	\$7,815	\$11,723	\$11,723	\$7,815	\$15,630	\$11,723	\$7,813	\$0	\$390,750
Gym Equipment		\$30,925	\$30,925										\$61,850
Student Scholarship	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$60,000
IT Expenses/Computer Leases	\$154,408	\$154,408	\$154,408	\$154,408	\$154,408	\$154,408	\$154,408	\$154,408	\$154,408	\$154,408	\$154,408	\$154,408	\$1,852,892
Passthrough													\$0
Sub-Total Direct Student Expenses	\$2,856,402	\$3,489,864	\$3,823,002	\$3,576,692	\$3,094,117	\$3,279,638	\$3,238,818	\$3,203,955	\$3,276,412	\$3,161,583	\$3,245,462	\$5,341,968	\$41,587,912
Administrative Expenses - Campus Specific													
Rental of Copier/Maintenance	\$12,281	\$12,281	\$12,281	\$12,281	\$12,281	\$12,281	\$12,281	\$12,281	\$12,281	\$12,281	\$12,281	\$12,281	\$147,369
Postage & Delivery	\$4,905	\$4,905	\$4,905	\$4,905	\$4,905	\$4,905	\$4,905	\$4,905	\$4,905	\$4,905	\$4,905	\$4,905	\$58,864
Printing & Copying	\$20,576	\$20,576	\$20,576	\$20,576	\$20,576	\$20,576	\$20,576	\$20,576	\$20,576	\$20,576	\$20,576	\$20,576	\$246,907
Advertising/Recruitment							\$70,950	\$9,460	\$9,460	\$9,460	\$9,460	\$9,460	\$118,250
Office Supplies	\$14,530	\$14,530	\$14,530	\$14,530	\$14,530	\$14,530	\$14,530	\$14,530	\$14,530	\$14,530	\$14,530	\$14,530	\$174,354
Credit Card Transaction Fees	\$4,518	\$904	\$904	\$904	\$904	\$904	\$904	\$904	\$904	\$904	\$904	\$904	\$18,070
Transfer from Campuses/Dept			\$8,345	\$407	\$407	\$407	\$407	\$407	\$407	\$407	\$407	\$453	\$12,050
Subtotal Campus Administrative Expenses	\$56,809	\$53,195	\$61,540	\$53,601	\$53,601	\$53,601	\$124,551	\$63,061	\$63,061	\$63,061	\$63,061	\$66,721	\$775,863
Occupancy Expenses - Campus Specific													
CPS Facility Fee-Campus Portion	\$47,363			\$47,363			\$47,363			\$47,363			\$189,452
Janitorial Supplies	\$12,458	\$12,458	\$12,458	\$12,458	\$12,458	\$12,458	\$12,458	\$12,458	\$12,458	\$12,458	\$12,458	\$12,458	\$149,500
Cleaning Services Outsourced-Campus Portion	\$19,000	\$19,000	\$19,000	\$19,000	\$19,000	\$19,000	\$19,000	\$19,000	\$19,000	\$19,000	\$19,000	\$19,000	\$228,000
Building Maintenance/Repairs - 50467	\$32,083	\$32,083	\$32,083	\$32,083	\$32,083	\$32,083	\$32,083	\$32,083	\$32,083	\$32,083	\$32,083	\$32,083	\$385,000
Office Furniture													\$0
Sub-Total Campus Occupancy Expenses	\$110,905	\$63,542	\$63,542	\$951,952									
Administrative Expenses - CMO													
ROTC	\$1,000												\$1,000
Legal Fees	\$11,417	\$11,417	\$11,417	\$11,417	\$11,417	\$11,417	\$11,417	\$11,417	\$11,417	\$11,417	\$11,417	\$11,417	\$137,000
Professional Services Adm/Management	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$125,000
Curriculum and Assessment Program	\$3,680	\$3,680	\$3,680	\$3,680	\$3,680	\$3,680	\$3,680	\$3,680	\$3,680	\$3,680	\$3,680	\$3,680	\$44,159
Staff development-Other	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$8,198
Payroll Processing fees	\$7,667	\$7,667	\$7,667	\$7,667	\$7,667	\$7,667	\$7,667	\$7,667	\$7,667	\$7,667	\$7,667	\$7,667	\$92,000
Audit Services			\$28,800			\$28,800							\$57,600
Travel Expenses	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$16,950
Bank Charges & Interest	\$2,233	\$2,233	\$2,233	\$2,233	\$2,233	\$2,233	\$2,233	\$2,233	\$2,233	\$2,233	\$2,233	\$2,233	\$26,800
Capital Campaign Expenses	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$125,000
RIGHT ANGLE													\$0
Total Administrative Expenses	\$48,926	\$47,926	\$76,726	\$47,926	\$47,926	\$76,726	\$47,926	\$47,926	\$47,926	\$47,926	\$47,926	\$47,926	\$633,706
Occupancy Expenses - Campuses & CMO (Fixed Costs)													
Rent on Building	\$251,509	\$251,509	\$251,509	\$251,509	\$251,509	\$251,509	\$251,509	\$251,509	\$251,509	\$251,509	\$251,509	\$251,509	\$3,018,112
Communications Usage	\$220	\$220	\$220	\$220	\$220	\$220	\$220	\$220	\$220	\$220	\$220	\$220	\$2,641
Insurance	\$23,486	\$23,486	\$23,486	\$23,486	\$23,486	\$23,486	\$23,486	\$23,486	\$23,486	\$23,486	\$23,486	\$23,486	\$281,833
Cleaning Services Out sourced-Network Portion	\$40,275	\$40,275	\$40,275	\$40,275	\$40,275	\$40,275	\$40,275	\$40,275	\$40,275	\$40,275	\$40,275	\$40,275	\$483,300
Fire Protection Services	\$7,767	\$7,767	\$7,767	\$7,767	\$7,767	\$7,767	\$7,767	\$7,767	\$7,767	\$7,767	\$7,767	\$7,767	\$93,200
Utilities Expense	\$41,526	\$41,526	\$41,526	\$41,526	\$41,526	\$41,526	\$41,526	\$41,526	\$41,526	\$41,526	\$41,526	\$41,526	\$498,309
Contracted Maintenance Services-Network Portion	\$22,471	\$22,471	\$22,471	\$22,471	\$22,471	\$22,471	\$22,471	\$22,471	\$22,471	\$22,471	\$22,471	\$22,471	\$269,650
Capital Financing Debt	\$46,290	\$493,147	\$46,290	\$46,290	\$493,147	\$46,290	\$46,290	\$493,147	\$46,290	\$46,290	\$493,147	\$46,290	\$2,342,908
Other Facility	\$47,155	\$47,155	\$47,155	\$47,155	\$47,155	\$47,155	\$47,155	\$47,155	\$47,155	\$47,155	\$47,155	\$47,155	\$565,862
Food Program Equipment													\$0
Sub - Total Campus & CMO Occupancy Expenses	\$480,699	\$927,556	\$480,699	\$7,555,815									
Total EXPENDITURES	\$3,553,740	\$4,582,082	\$4,505,507	\$4,269,822	\$4,186,741	\$3,954,206	\$4,002,898	\$4,306,040	\$3,931,639	\$3,864,173	\$4,347,546	\$6,000,855	\$51,505,248
Capital Fund Expenditures	(\$724,929)	(\$1,117,070)	(\$1,125,621)	(\$655,081)	(\$200,000)	(\$250,000)	(\$350,000)	(\$500,000)	(\$550,000)	(\$550,000)	(\$595,000)	(\$400,000)	(\$7,017,701)
Cash Provided by Operating Activities	\$7,497,238	(\$5,576,985)	(\$5,152,336)	\$6,605,600	(\$3,020,357)	(\$3,721,222)	\$7,870,730	(\$4,527,248)	(\$4,202,847)	\$7,180,706	(\$4,663,755)	(\$1,391,277)	(\$3,101,754)
Net Change in Cash	\$ 7,497,238	\$ (5,576,985)	\$ (5,152,336)	\$ 6,605,600	\$ (3,020,357)	\$ (3,721,222)	\$ 7,870,730	\$ (4,527,248)	\$ (4,202,847)	\$ 7,180,706	\$ (4,663,755)	\$ (1,391,277)	\$ (3,101,754)
													\$0
													\$0

Month End Cash Balance	\$19,874,771	\$14,297,786	\$9,145,449	\$15,751,049	\$12,730,692	\$9,009,469	\$16,880,199	\$12,352,952	\$8,150,105	\$15,330,811	\$10,667,056	\$9,275,779	(\$3,101,754)
Mandated Cash Reserve	\$5,459,478	\$5,459,478	\$5,459,478	\$5,459,478	\$5,459,478	\$5,459,478	\$5,459,478	\$5,459,478	\$5,459,478	\$5,459,478	\$5,459,478	\$5,459,478	\$5,459,478
Reserve for Charter Schools Program Grant	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Total Reserved Cash	\$6,459,478	\$6,459,478	\$6,459,478	\$6,459,478									
Available Unrestricted Cash	\$13,415,293	\$7,838,308	\$2,685,971	\$9,291,571	\$6,271,214	\$2,549,991	\$10,420,721	\$5,893,474	\$1,690,627	\$8,871,332	\$4,207,578	\$2,816,301	

REPORT 900-001

The Northern Trust Company

50 South LaSalle Street, Chicago, Illinois 60675 (312) 630-6000

PAGE 1

STATEMENT OF ACCOUNT

Account Number: 2742543 NOBLE NETWORK OF CHARTER SCHOOLS Period Covered: 06-01-10 THRU 06-30-10

Opening Balance	Deposits Received	Checks/Drafts Paid	Other Charges	Closing Balance
\$9,158,957.14	\$144,266,068.29	\$1,109,388.44	\$146,438,108.20	\$5,877,528.79

Summary of Daily Activity this Statement Period

Date	Debit Description	Amount	Credit Description	Amount	Date	Balance
------	-------------------	--------	--------------------	--------	------	---------

06-01-10

ACCOUNT 2742543 6,681.90
 ACH DEBIT IFF LOAN CLEAR RE PAYMENT 1658
 0 06/01 7039980 CCD
 ACCOUNT 2742543 8,266.66
 ACH DEBIT IFF LOAN CLEAR RE PAYMENT 1667
 3 06/01 7039981 CCD
 ACCOUNT 2742543 26,382.18
 ACH DEBIT THE GUARDIAN JUN GP INS 427003
 00CSA0000 06/01 6959336 PPD
 ACCOUNT 2742543 6,500,000.00
 SWEEP PURCHASE - NORTHERN INSTL GOVT MMF
 DATED 06-01
 CHECK: 13825 40.14

CHECK: 14047 360.00

CHECK: 14655 400.00
 CHECK: 14724 20.89
 CHECK: 14738 91.15
 CHECK: 14743 54.01
 CHECK: 14758 217.74
 CHECK: 14787 555.10
 CHECK: 14801 77.99
 CHECK: 14806 410.70
 CHECK: 14813 20.65
 CHECK: 14850 150.00
 CHECK: 14865 960.00
 CHECK: 14867 4,845.64
 CHECK: 14874 845.41
 CHECK: 14885 350.00
 CHECK: 14886 350.00
 CHECK: 14896 225,565.03
 CHECK: 14937 715.00

ACCOUNT 2742543 90.00

ACH CREDIT MERCHANT BNKCD DEPOSIT 421400
 739882 06/01 7046037 CCD
 ACCOUNT 2742543 398.20
 ACH CREDIT MERCHANT BNKCD DEPOSIT 421400
 741888 06/01 7046038 CCD
 ACCOUNT 2742543 175.68
 ACH CREDIT AMERICAN EXPRESS SETTLEMENT 3
 122391956 06/01 7052365 CCD
 ACCOUNT 2742543 260.00
 ACH CREDIT MERCHANT BNKCD DEPOSIT 421400
 739882 06/01 7053483 CCD
 ACCOUNT 2742543 360.00
 ACH CREDIT MERCHANT BNKCD DEPOSIT 421400
 741888 06/01 7053484 CCD
 ACCOUNT 2742543 6,500,007.36
 SWEEP REDEMPTION - NORTHERN INSTL GOVT M
 MF DATED 05-28

CHECK: 14047 360.00

ACCOUNT 2742543 666.39
 ACH DEBIT BANCORP SV BANCORP SV 99994 06/0
 2 8551204 CCD
 ACCOUNT 2742543 40,147.93
 ACH DEBIT HARRIS BANKS 029 CL PAYMENT 24
 1970003378830 06/01 7621801 PPD
 ACCOUNT 2742543 602,846.03
 WIRE OUT#212423 BY FWR#000897 ORG=ADP
 TAX SERVICES INC WIR
 ACCOUNT 2742543 449,230.63
 WIRE OUT#349070 BY FWR#004608

ACCOUNT 2742543 357.30
 ACH CREDIT MERCHANT BNKCD DEPOSIT 421161
 190887 06/02 8760409 CCD
 ACCOUNT 2742543 494.44
 ACH CREDIT MERCHANT BNKCD DEPOSIT 421400
 742886 06/02 8760418 CCD
 ACCOUNT 2742543 66,185.00
 ACH CREDIT CHICAGO PUBLIC S CORP PYMNT 1
 32879 06/02 8727376 CTX
 ACCOUNT 2742543 6,500,005.43
 SWEEP REDEMPTION - NORTHERN INSTL GOVT M
 MF DATED 06-01

06-02-10

06-01-10

8,883,226.19

CONTINUED



Monthly Statement

June 01, 2010 through June 30, 2010



0000001649



NOBLE NETWORK OF CHARTER SCHOOLS
ATTN NOBLE NTWK OF CHT SCHLS
1010 N NOBLE ST
CHICAGO IL 60642-4011

Relationship Manager Address

NORTHERN TRUST
10 S LASALLE ST
CHICAGO IL 60675



Relationship Manager

Name JOSEPH FLOWERS
Phone



Account Information 800-637-1380



Web Site northerninstitutionalfunds.com

Northern News

During the height of the fixed-income crisis, normally liquid markets froze and low-risk, stable investments faced difficulties and raised investors' fears. This period of extreme volatility will result in significant changes, including increased regulation, better risk management and a focus on liquidity. To learn more, read *Scrutinizing the Fixed Income Landscape* in the Spring 2010 issue of *Point of View*. Go to northerntrust.com/pointofview.

PORTFOLIO OVERVIEW

Beginning Market Value as of 06/01/10	\$6,500,007.36
Additions	143,000,000.00
Withdrawals	(143,000,162.98)
Change in Market Value	160.98
TOTAL MARKET VALUE AS OF 06/30/10	\$6,500,005.36

INVESTMENT SUMMARY

Account Information	Beginning Market Value 06/01/10	Additions	Withdrawals	Change in Market Value	Ending Market Value 06/30/10
NOBLE NETWORK OF CHARTER SCHOOLS					
GOVERNMENT MONEY MARKET					
8470021430 D2742543	\$6,500,007.36	\$143,000,000.00	\$143,000,162.98	\$160.98	\$6,500,005.36
SWEEP Total	\$6,500,007.36	\$143,000,000.00	\$143,000,162.98	\$160.98	\$6,500,005.36
Total Market Value	\$6,500,007.36	\$143,000,000.00	\$143,000,162.98	\$160.98	\$6,500,005.36

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PR/Award # U282M100031

Project Narrative

Section 7 - Other Attachments: Additional Information

Attachment 1:

Title: **Additional Information for Noble Network Pages: 11** Uploaded File: **Attachement 7.pdf**

Noble Strategic Plan Performance Goals

<i>"Indicators and monitors of success"</i>	2008-2009 Academic YE baseline	2015 Performance goals "Desired level of performance"
Students Served		
• At-capacity enrollment of the campuses opened at year end	4,280 ¹ Yes	6,495/10,000 Yes
• Total Network free and reduced lunch population exceeds 80%		
Student Achievement		
• % of students meeting expected gains (Explore to Plan)	81%	85%
• % of students meeting expected gains (Plan to Act)	60%	65%
• % of students meet/exceed PSAE expectations	51%	60%
• % of students entering NN who graduate within 5 years (grad from Noble, excluding transfers)	76%	78%
• Junior class ACT average	19.6	21
Financial Sustainability		
• Average total facility occupancy cost per pupil at capacity	\$1,620 ¹	\$1,500
• Size of operating reserve (\$) ²	\$0	\$8M/\$16M
• Network (CMO) expense as a % of network-wide revenue ³	13.4%	8%
Organizational Sustainability		
• Retention % of employees receiving rating of "met/exceeded exp." in year 1	n/a	80%
• Employee satisfaction rating (i.e. Strongly Agree: I have the opportunity to do what I do best everyday.)	60%	80%
• Principal satisfaction rating with organizational capability ²	64%	85%
¹ Assumes first seven campuses at student capacity, ² Two months payroll/campus, ³ CMO expense includes Network personnel and admin expense and centralized professional services such as legal, audit, and marketing expense.		

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Noble Efforts Change Lives. Be Noble



**NOBLE
NETWORK OF
CHARTER
SCHOOLS**

OPERATING NOBLE STREET CHARTER SCHOOL

Board Member	Board Position	Professional Affiliation
Warren Chapman		Vice Chancellor for External Affairs, University of Illinois Chicago
Guy Comer		President, Comer Science & Education Foundation
Ann Marie Goddard		Partner, KPMG LLP
Karen Howland		Leisure Manager, Suburban Travel Inc.
Ron Manderschied		President, Northwestern University Settlement
Sylvia Manning	Vice Chairman	President, The Higher Learning Commission
Harvey Medvin		Former EVP and CFO of Aon Corporation
Michael Milkie	Superintendent & CEO	CEO, Noble Network of Charter Schools
Anne Mueller		Community Leader
Allan Muchin	Board Chairman	Chairman Emeritus, Katten Muchin Rosenman
Nancy Northrip		Owner, Ultimate Gymnastics
Troy Ratliff		Vice-President & COO Kellman Family Foundation
Bruce Rauner		Principal & Chairman, GTCR
Jonathan Reinsdorf		Fnd Partner, Stonegate Development Partners LLP
William Rowe		Associate, Skadden, Arps, Slate, Meagher & Flom
Jean Sheridan		Executive Vice-President, Northern Trust
Bryan Traubert		Trustee, Pritzker Traubert Foundation
Menno Vermeulen		Partner, LSV Asset Management
David Weinberg		Founder & President, Illinois Network of Charter Schools

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Noble Budget Narrative** Pages: **5** Uploaded File: **CSP Budget Narrative.pdf**

Budget Narrative for Noble Network's Expansion and Replication

Personnel

Included in personnel costs for each new campus are each of the following four positions:

Noble Network Principal: The principals at each of the new campuses devote 100% of their time to recruitment, enrollment, hiring, facilities, funding and planning activities. The average principal salary is \$95,000.

Dean of Students: The Dean of Students will spend all their time managing recruitment, enrollment, assessment and student support necessary for the opening of a new campus. The average salary for a Dean of Student is \$62,716.

Dean of Operations: The Dean of Operations will spend their time devoted to facilities, compliance, recruitment and hiring activities necessary to open the new campus. The average salary for a Dean of Student is \$62,716.

Administrator: One full-time administrator will provide support to each campus's principal and deans for all campus start-up activities. An administrative position earns an average salary of \$32,400.

These staff members are hired in the year prior to campus opening to facilitate all start-up activities so their costs are accounted for one year earlier.

Teachers: Noble hires on average 12 new teachers per grade per campus, until a campus reaches full enrollment. The average teacher salary is \$49,000 so the annual cost to hire teachers to serve an additional grade or to open a new campus is \$588,000.

The total personnel start-up cost per campus is \$840,857 for the first year. Personnel costs are \$2,940,000 for year 1, \$4,621,714 each year for years 2 through 4 and \$3,528,000 for year 5 for a total personnel expense of \$20,333,142.

Fringe Benefits

Fringe benefits are figured at 22% of salary using the total annual personnel costs. The cost for year 1 is \$646,800, for years 2 through 4 is \$1,016,777 and \$776,160 for year 5 for a total cost of \$4,473,291.

Travel

The Noble Network is requesting a cumulative total of \$6,250 for 2 staff to travel annually to attend required Charter School Program conferences. This cost covers travel, lodging and food and is based on recent travel estimates.

Equipment

Included in equipment costs for each expansion and replication campus are each of the following:

Technology: This expense covers all technology needs for the campuses as managed and determined by Noble's IT Department. An increasing number of classrooms needing technology outfitting or updating each year leads to \$1,786,680 in costs in year 1, \$1,880,034 in year 2, \$2,475,039 in year 3, \$3,079,631 in year 4 and \$3,665,791 in year 5 for a total of \$12,887,175 over the course of the grant. Included in technology costs are:

Audio video installations: for each new grade level, the installation of a projector, interactive white board, projection screen and audio system for 13 new classrooms per year.

Computer Lease Obligations: costs assume a 36-month fair market value lease for 100 new computers leased over three years for faculty and staff.

Printers & Copiers: For each new grade level, 10 high capacity & four personal printers are planned. For all, includes toner, maintenance, and hardware.

Desk & Cell Phone Maintenance: the budget request includes phone system maintenance and phone hardware (handsets, servers) costs not covered by the Federal eRate Program.

Enterprise Hardware: the budget request includes laptop carts, LCD hallway monitors, barcode scanners, ID card printers, laminators, mastery manager scanners, student response systems, credit card machines, etc.

Enterprise Software: the budget request includes software costs for PowerSchool, Microsoft, FinancialEdge, Sophos, Adobe, Mastery Manager, Mavis Beacon, Exchange, Oracle, Citrix, Blackberry, Electronic Mail, Intranet, Dashboard, Web-helpdesk, other teaching and learning software, etc.

Website Creation and Maintenance: includes costs for the development of a new campus website for each. Also includes maintenance for all websites.

Furniture: the budget request covers all furniture costs to furnish new classrooms. The average cost to furnish a school for its opening is \$85,000 while it costs \$41,000 to furnish a set of classrooms for new grades added in subsequent years. Total furniture costs per year are: \$272,785 for year 1, \$223,000 for year 2, \$290,533 for year 3, \$293,000 for year 4 and \$334,000 for year 5 for a total of \$1,485,216 over the life of the grant.

Band: Campuses spend about \$40,000 to purchase band equipment for a full campus; this cost is spread out over 4 years. This expense includes instruments, cases, music stands, sheet music, cleaning supplies and various other instrument needs like reeds and strings. Noble will have \$339,900 in band equipment expenses over the course of the grant with \$61,900 of expenses in

year 1, \$82,000 in year 2, \$44,800 in year 3 when replication begins, \$69,600 in year 4, and \$81,600 in year 5.

Gym: A campus spends \$21,800 initially to outfit its gym and \$5,000 each subsequent year to purchase additional equipment to serve a greater number of students. Noble will have \$205,800 in gym equipment expenses over the course of the grant with \$10,000 of expenses in year 1, \$15,000 in year 2, \$58,600 in year 3 when replication begins, \$58,600 in year 4, and \$63,600 in year 5.

Theatre: Campuses spend \$2,000 per year on theatre equipment to accommodate a growing number of students. Noble will have \$66,000 in theatre expenses over the 5 year period covered by the grant which breaks down to \$24,000 in year 1, \$10,000 in year 2, \$10,000 in year 3, \$10,000 in year 4 and \$12,000 in year 5.

Supplies

Included in supplies costs for each expansion and replication campus are each of the following:

CAP Supplies: This expense covers the purchase of the practice ACT tests and the post-Explore and post-PLAN tests. Chicago Public Schools currently provides the pre-Explore and the pre-PLAN tests free of cost and we anticipate this to continue over the grant cycle. Practice ACT's cost \$6.80 per student per year and are taken by juniors. The post-Explore and post-PLAN tests cost \$5.50 per student per year for all freshmen and sophomores. Answer keys for the exam cost \$17.50 for a pack of 25 and are also purchased for all freshmen and sophomores. This expense, in total, is \$51,298 in year 1, \$62,217 in year 2, \$70,335 in year 3, \$81,001 in year 4 and \$95,742 in year 5. The total cost for assessment supplies is \$360,593 for all five years of the grant.

Educational Supplies: This cost covers all textbooks, workbooks, reading materials, calculators, learning tools and supplements, educational videos, lab supplies, special project supplies, etc that teachers will use to implement their curriculum as campuses grow. An average campus spends \$91,400 on educational supplies for its first year and \$123,000 each subsequent year. In total, Noble campuses will spend \$3,174,175 on educational supplies over the life of the grant. When broken down by year this is \$753,775 in year 1, \$615,000 in year 2, \$578,800 in year 3, \$551,800 in year 4 and \$674,800 in year 5.

Uniforms: On average, campuses spends \$24,000 on uniforms for their first year and \$7,700 each subsequent year. The total cost for uniforms is \$312,250 for all five years of the grant. Noble will spend \$52,750 on uniforms in year 1, \$38,500 in year 2, \$71,100 in year 3, \$71,100 in year 4 and \$78,800 in year 5.

Contractual

IFF: The Noble Network currently contracts with IFF, a community development financial institution, to provide facilities oversight. Noble's contract with IFF will increase by \$65,000 annually during years 2 to 4 of the grant to include replication support. The total additional cost for IFF's contractual service is \$195,000.

Other

Included in other costs for each expansion and replication campus is each of the following:

Staff Development (education staff): This expense covers the costs incurred annually for 4 network-wide Professional Development (PD) sessions for teachers. Expenses include the supplies, technology, educational materials and meals utilized during these PD sessions. PD expenses in year 1 are \$32,735. This cost increases each year to accommodate a growing network, which leads to \$33,717 in year 2, \$34,729 in year 3, \$35,770 in year 4 and \$36,844 in year 5 for a total of \$173,795 over the course of the grant.

Staff Development (Noble support team): This expense covers professional development necessary for Noble's support team. As the network grows, training will be necessary for new and existing staff to assure Noble functions as effectively and efficiently as possible. \$8,198 is allotted for year 1 with amounts increasing each year to accommodate a growing network. Support team development expenses total \$43,524 for the life of the grant.

Assessment Exam Printing: This expense covers the cost of printing four interim assessment exam booklets per year for every student in the Network. Printing costs \$5.20 per year per student which leads to a cost of \$26,000 in year 1 for 5,000 students, \$31,200 for year 2 for 6,000 students, \$35,880 for year 3 for 6,900 students, \$39,520 for year 4 for 7,600 students and \$44,200 for year 5 for 8,500 students.

Recruiting and Advertising Expense: These are expenses incurred by the new campus staff listed above under "Personnel" and by the HR department, including all print materials, travel and supplies necessary to recruit the students and staff for new and expansion campuses. This also includes advertising expenses such as newspaper and radio ads. Costs for year 1 are \$36,750, year 2 are \$37,853, year 3 are \$38,988, year 4 are \$40,158 and \$41,362 for year 5 for a total of \$195,111.

Indirect Costs

All costs for the Noble Support Team are included under Indirect Costs. The total for Indirect Costs amounts to \$1,098,676 and is broken down and detailed further below. Our Indirect Costs account for 2.3% of our total budget, and will be captured on the Section B-Budget Summary for Non-Federal Funds.

Personnel: Noble has plans to add 6 positions over the course of the grant to accommodate network growth. These include an Assistant Superintendent with a salary of \$175,000 in year 5, two Alumni Coordinators with salaries of \$42,432 starting in years 2 and 4, a general administrative position for the network starting in year 3 with a salary of \$32,400 and a Compliance Manager and Director of Special Services, each with an annual salary of \$60,000

starting in years 3 and 4 respectively. Costs for year 2 are \$42,432, year 3 expenses are \$134,832, year 4 are \$237,264 and \$412,264 for year 5 for a total of \$826,792.

Fringe Benefits: Nonfederal funds will cover the costs for fringe benefits for years 2 through 4. Fringe benefits are figured at 22% of salary using the total annual personnel costs. The total cost for years 2 through 4 is \$90,698 which amounts to \$9,335 in year 2, \$29,663 in year 3, \$52,198 in year 4, and \$90,698 in year 5.

Travel: Noble anticipates a total of \$89,990 for travel expenses over the course of the grant. This cost covers travel, lodging and food for Noble staff to recruit nationally and attend and present at conferences. When broken down annually costs are \$16,950 in year 1, \$17,459 in year 2, \$17,982 in year 3, \$18,522 in year 4 and \$19,077 in year 5.

Training

Training stipends cover the stipends for the Teacher Leader Team. This team of 20 teachers meets for 40 hours over the course of each summer to write test questions and create the interim assessments and curriculum. They also devote 40 hours over the course of each school year to facilitate PD's and adjust curriculum. In years 3 and 4 the Team will expand to accommodate the growing network; 5 additional members will cost \$12,000 in year 3 and 5 more members (including the costs for the 5 added in year 3) will cost \$24,000 in both years 4 and 5.