

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Charter School Program Non-SEA Planning, Program Design, and Implementation

CFDA # 84.282B

PR/Award # U282B110082

Grants.gov Tracking#: GRANT10951624

OMB No. , Expiration Date:

Closing Date: Aug 24, 2011

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="08/24/2011"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="The Catalyst Schools"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="20-4069346"/>	* c. Organizational DUNS: <input type="text" value="7833482250000"/>	
d. Address:		
* Street1: <input type="text" value="5608 West Washington Boulevard"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Chicago"/>	County/Parish: <input type="text" value="Cook"/>	
* State: <input type="text" value="IL: Illinois"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="60644-3009"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Ms ."/>	* First Name: <input type="text" value="Maggie"/>	
Middle Name: <input type="text" value="Baenninger"/>	* Last Name: <input type="text" value="Nass"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director of Administration"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="773-897-5816"/>	Fax Number: <input type="text" value="773-439-5514"/>	
* Email: <input type="text" value="mnass@catalystschools.org"/>		

Application for Federal Assistance SF-424

*** 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:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-072511-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2011-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

A Second Year of Implementation Funding for Catalyst Schools - Circle Rock Charter.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="200,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="200,000.00"/>

*** 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 in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

* Name of Institution/Organization

The Catalyst 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						
2. Fringe Benefits						
3. Travel						
4. Equipment	200,000.00					200,000.00
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	200,000.00					200,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	200,000.00					200,000.00

***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):

(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)?

<p>* Name of Institution/Organization</p> <p>The Catalyst Schools</p>	<p>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.</p>	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00					0.00
2. Fringe Benefits	0.00					0.00
3. Travel	0.00					0.00
4. Equipment	0.00					0.00
5. Supplies	0.00					0.00
6. Contractual	0.00					0.00
7. Construction	0.00					0.00
8. Other	0.00					0.00
9. Total Direct Costs (lines 1-8)	0.00					0.00
10. Indirect Costs	0.00					0.00
11. Training Stipends	0.00					0.00
12. Total Costs (lines 9-11)	0.00					0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Robert Marovich</p>	<p>* TITLE</p> <p>Director of Administration</p>
<p>* APPLICANT ORGANIZATION</p> <p>The Catalyst Schools</p>	<p>* DATE SUBMITTED</p> <p>08/24/2011</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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 the 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.

* Signature:

* Name: Prefix * First Name Middle Name
 * Last Name Suffix

Title: Telephone No.: Date:

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.

Optional - You may attach 1 file to this page.

Section 427 Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Students with special needs are welcomed and included at Catalyst - Circle Rock Charter. The school makes special appeals through public advertising to alert parents and the community that Catalyst serves all children and that Circle Rock Charter is open to children with special needs. Circle Rock Charter will continue to let other schools know it is open to accepting children with needs who could benefit from a different environment and educational approach. The building (with elevator) meets all ADA requirements. Circle Rock Charter complies with all non-discriminatory practices required by law; the school's own policies prohibit discriminatory behavior.

Circle Rock Charter informs the community that every child will be given a pre-test to establish a baseline level for both reading and math. That is, the school reviews the past performance of each student upon admission, and during orientation week administers the STAR reading and STAR math tests. An interview with the student and parent(s) include a discussion of any particular needs the student may have, including whether the student has an Individualized Educational Program (IEP). This, coupled with the results of Circle Rock Charter's internal testing, tailors the educational program to the particular needs of the student. The strategy is made manifest in the student's own individually developed Personal Goals for Achievement (PGA). Since everyone has a PGA, no child feels as if he or she is out of the mainstream. Instruction is individualized and addresses specific needs for gifted students and other students with special needs. In the end, all students are prepared to succeed in completing a general education curriculum.

Circle Rock Charter is open in its recruitment of students and welcomes all children, regardless of physical or learning based disabilities. Since the school works with students and their parents on an individual basis, the PGA tool is customized to each student's particular needs independent of his or her status as a student with disabilities. In fact, the Austin TAC estimates that a full 30 percent of the student population is classified as special needs, with disabilities ranging from learning and cognitively disabled to emotionally and behaviorally disabled.

The school's on-site social worker offers a case management approach so each child's needs are fully explored and an IEP is developed for children appropriately diagnosed as requiring one. Students receive counseling twice weekly where necessary. A certified Special Education professional is available during the school day to work with special needs students and to consult with teachers about appropriate content and approaches to those students. Circle Rock Charter's community outreach coordinator helps families, students and community members gain access to resources in safety, health, finances, immigration, and housing.

Circle Rock Charter believes it is imperative that a diversity of varying physical and mental abilities is present in the classroom. Students who do not have a disability but are exposed to one 1) gain an understanding of the issues associated with the disability, and 2) learn to respect the person as an individual, ultimately discovering an inner capacity to express genuine concern for, and a commitment to include, special needs students. They develop a respect for others and humanity in general. The disabled student gains confidence from being included, enabling him or her to meet the requirements of the general curriculum and the PGA goals.

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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into 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 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 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 The Catalyst Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Maggie Middle Name: Baenninger
* Last Name: Nass	Suffix:
* Title: Director of Administration	
* SIGNATURE: Robert Marovich	* DATE: 08/24/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Mr. Gordon [] Hannon []

Address:

* Street1: 5608 West Washington Boulevard

Street2: []

* City: Chicago

County: Cook

* State: IL: Illinois

* Zip Code: 60644-3009

* Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

773-897-5815 773-439-5514

Email Address:

GHannon@catalystschools.org

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

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:

[] Add Attachment Delete Attachment View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract: The Catalyst Schools – Circle Rock Charter
5608 West Washington Boulevard, Chicago, IL 60644
CONTACT: Mr. Gordon Hannon, Chief Executive Officer: (773) 897-5815;
GHannon@catalystschools.org

The Catalyst Schools requests a \$200,000 grant from the U.S. Department of Education Charter Schools Program to complete the transformation of its new Circle Rock Charter school into a vibrant digital media laboratory of learning for 520 young scholars, ages five through fourteen, who live in Chicago's low-income west side Austin community.

A combination of socio-economic factors has impacted the ability of Austin children to learn. One observer wrote that a child growing up in economic poverty spends more time surviving in the world and less time learning about it. Not surprisingly, children who come to Circle Rock can be as far behind academically as two grade levels in reading, math and science.

Catalyst understands that when you ask a great deal of students, you get a great deal in return. They want to do better. They have dreams and aspirations and want to be somebody when they grow up. Circle Rock Charter's approach is to establish a trust relationship with its students, develop their appetite for reading, put great teachers in their classrooms, provide plenty of psycho-social support, introduce them to the wonderment of the visual and performing arts, and keep their sights set not just on eighth grade graduation but *college* graduation.

In the four years since opening – first as a contract school and since July 1, 2010 as a charter school – the percentage of Circle Rock students meeting or exceeding grade level has risen from 57 percent (2008) to 69 percent (2011). This composite number is higher than all but one public school in the Austin community and on par with the average for all K-8 Chicago Public Schools. This figure remained steady even after Circle Rock grew by 147 students last fall. The current goal is for the student composite score to move from 69 to 80 percent meet/exceed.

The U.S. Department of Education Charter Schools Program has been an invaluable partner in assisting Circle Rock Charter in its objectives. For example, Education funding has made possible the makeover of each classroom into a “smart classroom,” with interactive white boards, document readers, LCD projectors, and classroom leveled libraries so students always have access to books. The funding has helped Circle Rock faculty participate in the Achievement Network program so they can go from being GOOD teachers to being GREAT teachers.

In its second year of charter school implementation, and in keeping with the GOOD to GREAT mantra, Circle Rock seeks to complete its technological transformation by making all classrooms learning laboratories without limits. That is, much of the funding will maximize the utility of the “smart classroom” by adding to it access to a digital media center. A vast library of videos will enable students to learn not only from their own teachers but also from master teachers and subject matter experts from around the world. Circle Rock faculty with special subject matter expertise will record and download lessons for other Circle Rock classrooms to use. The objective is to create the best classroom experience possible so Circle Rock students are invigorated by learning, their scores show their forward progress, they gain the academic strength to succeed in a college-preparatory high school, and go on to earn a college degree.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

Add Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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Implementation Grant Request Narrative: Catalyst Schools – Circle Rock Charter

i) Describe the educational program implemented by the proposed charter school.

The Catalyst Schools - Circle Rock opened its doors to students as a contract school in the fall of 2007 under the terms of a Comprehensive Educational Services and Performance Agreement with the Board of Education of the City of Chicago, dated July 1, 2007. When the cap on the maximum number of charter schools in Illinois was raised to 120, the Catalyst Schools administrative team applied for charter status for Circle Rock. Circle Rock was granted charter status effective July 1, 2010.

The school occupies a three-story building at 5608 West Washington Boulevard that originally housed St. Catherine of Siena High School. The building is leased from a former private school. Circle Rock Charter offers kindergarten through eighth grade to 520 students (ages 5 – 14). One hundred percent of Circle Rock students are African American and more than 90 percent qualify for a free or reduced lunch. Classes run from 8:00 a.m. to 3:30 p.m. A 7:30 a.m. breakfast is available for students whose parents need to drop their children off at school on the way to work in the morning.

Circle Rock is located in Chicago's Austin neighborhood, an area that has struggled for decades under the crushing weight of poverty, unemployment and crime that are higher than the city's average. In 2006, the median household income in Austin was \$28,673, compared to \$43,333 for the City of Chicago. Based on 2005 U.S. Census data estimates, more than half of Austin's population over the age of 25 does not have a high school diploma or its equivalency.

Austin's socioeconomic problems have taken their toll on its children, and it shows in their academic achievement. It is not unusual for a newly-enrolled Circle Rock student to be approximately two grade levels behind where he or she should be academically. Catalyst -

Circle Rock helps these young people break the generational cycle of poverty with an academic regimen and great teachers that, together, help them meet or exceed state standards.

Quality of the proposed curriculum and instructional practices.

How does Catalyst do it?

To start, the fundamental axis of the Catalyst educational enterprise is *relationship*. Children are known by name, greeted each morning when they enter the school building, and have relationships with their teachers based on trust. Each child learns that adults in this educational community care about them, care about their aspirations, and care about their families and neighborhood.

The primacy of the individual is also encapsulated in the school's educational philosophy. As equal partners, Circle Rock students, parents and teachers work together to develop the student's individualized Personal Goals for Achievement and ensure that he or she meets the stated goals. Children then embark on a results-focused elementary and middle school learning experience that supports them through high school and on to college, integrating their families and community in the process.

What makes Circle Rock's education distinctive among other schools is its innovative and highly successful reading program. K-8 students are literally immersed in books. An average Circle Rock student will read more than 100 books per year (not including textbooks), far more than the average child (and adult) anywhere in the U.S. To accomplish this goal, students spend 160 minutes each school day in reading and literacy classes. After students read a book, they take a test on comprehension and vocabulary via the computerized Accelerated Reading program. This ambitious initiative has proven to lift student reading scores several grades in one year's time. Improved reading skills, in turn, result in improved grades in other

subjects because students are better able to read and follow directions (e.g., word problems in math) and understand theories. In addition to reading and language arts, students spend ample time each day on math, science, and social studies.

Circle Rock understands that students need technological skills to compete successfully in the 21st century workforce, but most of its students do not have adequate, if any, access to computers at home. Thanks in large part to a generous grant last year from the U.S. Department of Education Charter Schools Program, Circle Rock Charter is fueled by computer technology. Each classroom has a computer, interactive whiteboard, LCD projector, Elmo Doc scanning camera, testing devices, and wireless access to the Internet. Accelerated Reader and Accelerated Math software enables students to test their mastery of a math lesson or book they have read. This provides an individualized curriculum plan for each student, allowing him or her to read, learn and grow in comprehension at a challenging but comfortable pace.

What Catalyst's co-founders learned more than a decade ago while developing Chicago's San Miguel Schools is that a concentration on reading, literacy, mathematics, science and social studies is but one ingredient for student achievement in low-income urban areas. For 70 to 80 percent or more of students in economically impoverished communities to meet or exceed grade level expectations, they must also receive several supplementary services. These include psychosocial services, hands-on exposure to the creative arts, leadership training, academic and emotional support while in high school, and the active involvement of their parents to ensure that education is not one-dimensional but a wrap-around process. All of these programs are in place at Catalyst – Circle Rock Charter.

For example, students learn about the visual and performing arts through the school's award-winning Renaissance Enrichment program. The program brings music, art, dance and

drama into the classroom for one hour each week. Instructors who represent locally- and nationally-renowned organizations such as the Ravinia Festival, Chicago Children's Choir and the Muntu Dance Theatre teach the courses and direct the hands-on interaction.

Catalyst also believes in preparing students for the rigors of high school as early as the fifth grade. Thus, Circle Rock's Graduate Support program provides economically and educationally-challenged elementary school students with the skills and vision to be successful in high school and beyond. A full-time Coordinator of Community Outreach and Graduate Support works with students after eighth grade graduation so they have the tools to achieve at least a 2.75 GPA in, and graduate from, high school.

In addition to daily activities, Circle Rock students go on field trips that take them out of their neighborhood and expose them to different environments. Teachers want their students to know about and experience the wondrous things that exist outside of their urban setting, so they visit the Art Institute, Field Museum, and other Chicago cultural institutions. The eighth grade goes to Washington D.C. to learn about history and democratic traditions. During their time in Washington, they meet other youngsters and begin building friendships outside their community and school. For many children, these excursions are the first time they traveled out of state.

As a result, by eighth grade graduation, students are expected to:

- Read at or above grade level;
- Have a grade level or better mastery of basic mathematical processes;
- Speak and write the English language fluently;
- Know the physical dynamics of life and how things work;
- Understand U.S. history and their place in it; and
- Maintain a strong and positive relationship with Circle Rock staff.

Catalyst – Circle Rock encourages its alumni to pursue post-secondary studies, learn a skilled trade, or be meaningfully employed by young adulthood. Many will be the first members of their immediate family to earn a college degree, a factor that will help level the playing field for them when they enter the professional workforce.

* * *

Let us examine how Catalyst – Circle Rock satisfies the Illinois State Learning Standards.

English and Language Arts

Illinois Learning Standards for English and language arts include six specific state goals. Using the Accelerated Reader, Jamestown Reading, Connections for Comprehension, and Macmillan/McGraw-Hill Language Arts, Circle Rock students focus on achieving each of the state goals using a variety of activities and learning tools. Accelerated Reader combines computerized progress-monitoring assessment tools for reading with classroom-proven best practices. The curriculum is fueled by the more than 10,000 books in Circle Rock’s library and classroom leveled libraries that are coded to varying reading levels. Additional volumes were added this spring, thanks to the U.S. Department of Education Charter Schools Program year one implementation grant.

The following are examples of how the curriculum meets state English and Language Arts goals. (Not all goals are listed here, but all goals are addressed by Circle Rock Charter).

State Goal 1: Read with understanding and fluency.

- Students learn to read and comprehend unfamiliar words using the root word.
- Students clarify word meaning using context clues and tools such as glossaries.

State Goal 2: *Read and understand literature representative of various societies, eras and ideas.*

- Students identify literary elements and techniques (i.e. characterization, plot).
- Students relate literary works to current and historical perspectives.

State Goal 3: *Write to communicate for a variety of purposes.*

- Students learn the writing process, including prewriting, reviewing drafts with other students, revising, and proofreading.

Mathematics

Illinois Learning Standards for mathematics include five specific state goals. Using the Accelerated Math program, Circle Rock students focus on achieving each goal using interactive lessons. Accelerated Math generates unlimited practice assignments tailored to each student's level and provides students with individualized feedback. Detailed reports help teachers identify problem areas and see at a glance how each student progresses with each math objective.

Macmillan/McGraw-Hill *Mathematics: Applications and Concepts*, used as a supplement, is a three-course middle school series intended to bridge the gap from elementary mathematics to Algebra One. The program is designed to motivate students, enable them to see the usefulness of mathematics in the world around them, enhance their fluency in the language of mathematics, and prepare them for success in algebra and geometry.

The following are examples of how the curriculum meets state Mathematics goals. (Not all goals are listed here, but all goals are addressed by Circle Rock Charter).

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, and division), patterns, ratios and proportions.

- Students represent, order, and compare decimals to demonstrate understanding of the place-value structure in the base-ten number system.
- Students identify prime numbers to 100.

State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

- Students describe classes of numbers according to characteristics such as factors and multiples.
- Students solve multi-step number sentences and word problems using whole numbers and the four basic operations.

State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

- Students identify and label the radius, diameter, chord, and circumference of a circle.
- Students determine congruence and similarity of given shapes.

Science

Full Option Science System (FOSS) is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse classroom settings and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how children think and learn. The best way for students to appreciate the

scientific enterprise, learn important scientific concepts, and develop critical thinking skills is to construct ideas actively through their own inquiries, investigations, and analyses.

The FOSS program engages students in these processes as they explore the natural world. It was chosen by Circle Rock because the methodology coincides with the recommendations set forth in the National Science Education Standards whereby students are taught by means of inquiry. The program provides a structured curriculum for teachers with varied backgrounds in science. Plus, with the exception of a few easily acquired materials, all materials necessary for the unit are provided in the kit. The school has the freedom to mold its curriculum with the different units.

The following are examples of how the curriculum accomplishes state Science goals. (Not all goals are listed here, but all goals are addressed by Circle Rock Charter.)

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

- Students receive a hands-on learning experience which stirs their interest and curiosity.
- Students participate in inquiry-based learning that allows them to direct and control projects.

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

- Students are exposed to learning styles incorporating the theory of multiple intelligences.

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

- Students use a variety of media, including CD-ROM, virtual field trips, games, and videos.

Interactive whiteboards, computers, Internet and LCD projectors bring the media to life. When students discover that learning can be fun and exciting, the lessons stick with them.

Social Science

The Social Studies Alive Program/History Alive Program was chosen for its hands-on, experiential approach to the subject matter. Students are trained to use reading notes, interactive student notebooks, interpret transparencies and employ graphic organizers in addition to developing large and small group interaction skills. The program makes extensive use of artifact-based inquiry, role-playing and creative writing based on historical events and persons. The approach and presentations are interdisciplinary and multi-cultural. The inquiry approach is accessible to the students at their reading levels and critical thinking skills (inference, comparison and contrast, synthesis and evaluation) are embedded throughout the program.

The following are examples of how the curriculum meets state Social Science goals. (Not all goals are listed here, but all goals are addressed by Circle Rock Charter).

State Goal 14: Understand political systems, with an emphasis on the United States.

- Students learn about the nation's founders, including Hamilton, Jefferson, Madison; and founding documents, such as state constitutions, the Articles of Confederation, Northwest Ordinance, Constitution, Federalist Papers, Anti-Federalists, and the Bill of Rights.

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States, and other nations.

- Students study the tension between the Colonies and Britain, and the establishment of the roots of the United States government.

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

- Students draw a freehand map of the world and create a visual guide to geographic terms.

Catalyst – Circle Rock Achievements

In its first two years of operation as a contract school, Circle Rock led students to substantial progress in academic achievement, particularly in reading and math. Students increased their academic acumen by an average of 1.7 years in 2007-08 and an average of 1.8 years in 2008-09, as measured by the Northwest Evaluation Association (NWEA) interim assessment. These figures placed Circle Rock in the 99th percentile for academic growth nationally, a major feat in such a short time. The percentage of Circle Rock students meeting or exceeding state standards in math and reading were higher than the other public elementary schools in Austin: as much as thirty percentage points higher than the lowest performing public elementary school in Austin, and eighteen percentage points higher in reading than the lowest performing public elementary school in Austin. Additionally, the Chicago Public Schools Office of New Schools (ONS) ranked Circle Rock among the top ten ONS schools in academic growth based on its ISAT scores from spring 2008 to spring 2009.

Between FY2008 and FY2010, Circle Rock ISAT meet/exceed composite scores (below; rounded to the nearest whole number) demonstrated steady movement forward and compared favorably with Chicago Public Schools (District 299) and the State of Illinois. In several cases (boldfaced), Circle Rock met or exceeded Chicago Public Schools composite scores.

2007-08 (year one):

	<u>Circle Rock</u>	<u>Chicago Public Schools 299</u>	<u>State of Illinois</u>
Reading:	57	64	76
Math:	60	69	82
Science:	50	60	78

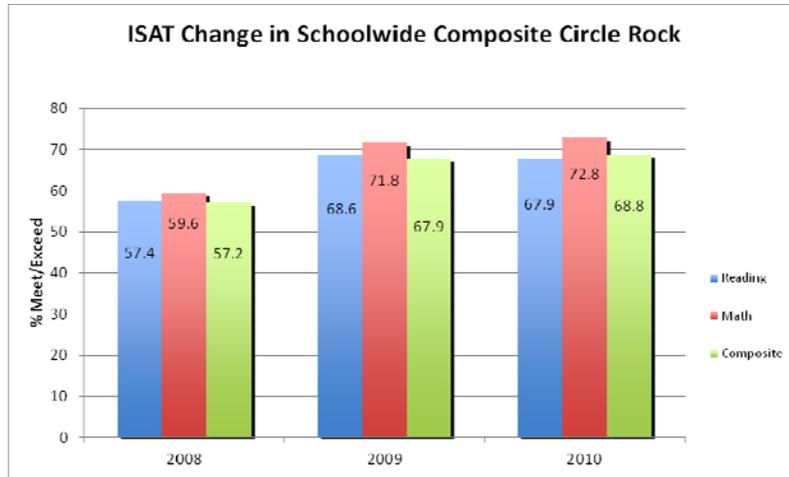
2008-09 (year two):

	<u>Circle Rock</u>	<u>Chicago Public Schools 299</u>	<u>State of Illinois</u>
Reading:	69	65	77
Math:	72	72	83
Science:	55	62	78

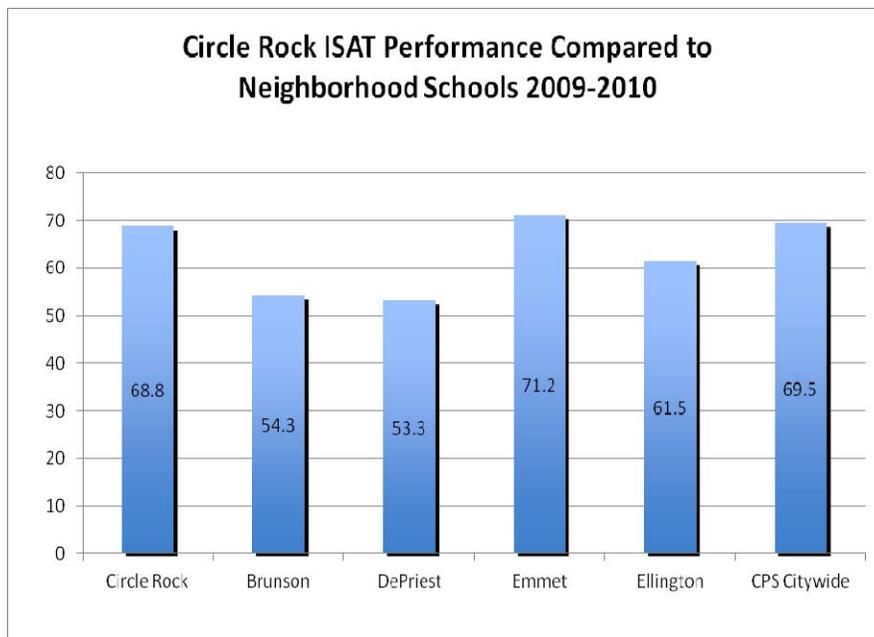
2009-10 (year three):

	<u>Circle Rock</u>	<u>Chicago Public Schools 299</u>	<u>State of Illinois</u>
Reading:	68	65	77
Math:	73	75	85
Science:	59	65	80

The chart below illustrates and summarizes ISAT composite score increases at Circle Rock during its first three years:



The following chart illustrates Circle Rock’s ISAT performance in comparison to other neighborhood public schools and CPS citywide for 2009-10:



When the cap on the number of charter schools in Illinois was lifted, Circle Rock applied for and was granted charter status, effective July 1, 2010. This change in status occurred precisely when the Catalyst Schools Board of Directors recommended each Catalyst School move to full classroom capacity to maximize government formula funding in a year when the Chicago Public Schools were anticipating per-pupil funding cutbacks. For Circle Rock, this

meant adding 174 students, or an increase in student population of approximately 50 percent. Each grade would be represented by two classrooms of 28 students each, meaning Circle Rock would also need to hire and orient several new teachers. The school developed an infrastructure to deal with the potentially higher volume of behavioral, supervisory and educational issues presented by the larger student body, as well as helping new students with as-yet unknown academic needs get up to speed with their classmates.

Preparation of all faculty and administration for the larger student body, life as a charter school, and driving student academic achievement was paramount. The U.S. Department of Education Charter Schools Program funding assisted the school greatly in this endeavor. CSP Planning and Design funding enabled Circle Rock to host Catalyst's first Teacher Institute.

Experience had taught Catalyst that hiring outside speakers for one-shot professional development opportunities were rarely as effective as utilizing its own, in-house expertise to train teachers on specific pedagogy and acculturate new teachers and staff. In summer 2010, the school staff, led by vice president David Baldwin, organized a two-week Teacher Institute that brought new and returning Circle Rock and Howland Charter faculty, staff and administration together for intensive training and skill sharing.

Outcomes of the Teacher Institute were for all participants to have a thorough understanding of the mission and vision of Catalyst Schools (i.e., the "Catalyst Way"); be confident and capable of applying key educational resources such as TAP, STEP, NWEA, and web-based programs to improve classroom learning; know school policies and procedures; and develop department-level policy and procedure documents.

Each Teacher Institute day opened at 8:00 a.m. with breakfast, followed by a thirty minute reflection on mission effectiveness by Michael Fehrenbach, Catalyst's Director of

Culture and Values. Topic sessions ran from 9:00 a.m. to 3:00 p.m. with lunch and handouts included. Topics covered during the two-week session included:

- Catalyst Mission and Vision (taught by Circle Rock Charter Senior Principal Sala Sims)
- Outcomes and Performance Measures via Operational Plan
- The Teacher Advancement Program (TAP) Kick-Off and Rubric
- Bullying Prevention
- STEP and NWEA
- Creating a Positive Environment
- Web-Based Programs: Study Island and Accelerated Math
- Web-Based Programs: Accelerated Reader
- Codes of Classroom Conduct
- School Wide Management Policies and Procedures
- Department Level Management Plans

The theme of the Teacher Institute – “Together All Things Are Possible” – was fitting, as the time for reflection and learning gave new and returning Circle Rock teachers a chance to develop bonds that proved invaluable during the 2010-11 school year and thereafter. Circle Rock Senior Principal Sala K. Sims noted that the extended opportunity to work together on common issues enabled Circle Rock faculty and staff to enter the fall semester refreshed, energized and enthusiastic about helping young people maximize their potential. CSP Planning and Design funds enabled Circle Rock to compensate fourteen faculty members for writing and preparing subject matter discussions and presenting it during the Teacher Institute.

Finally, CSP Planning and Design funds enabled Catalyst CEO Gordon Hannon to dedicate significant amounts of his time during June - August 2010 helping Circle Rock prepare for its first year as a charter school and first at full classroom capacity. Hannon's responsibilities included coordinating new teacher hires, reconfiguring classroom space, purchasing additional equipment and materials, fundraising and friend-raising, and marketing Circle Rock to prospective families. Hannon was deeply involved in the coordination and preparation of Circle Rock's opening day as a charter school, and with Senior Principal Sims and her team, welcomed 174 new and 323 returning students during a dramatic opening day "balloon launch" ceremony on Washington Boulevard.

Circle Rock set the following goals during the 2010-11 academic year (achievement against goals is in parentheses):

- **94 percent daily student attendance rate (goal was 96 percent).**

For the second year in a row, Circle Rock's daily student attendance rate was two percentage points lower than projected. While not a significant gap, still the attendance committee, led by the school's Director of Social Work, will address this issue in 2011-12 by working with teachers and parents to identify truants and students with excessive absences. The administration will meet with the students, their parents and social worker to stress the importance of daily attendance and, when necessary, create attendance improvement plans.

- **90 percent of students progressing at least one grade level per school year via STEP (71 percent of students grew one grade level);**
- **80 percent of students to meet or exceed set goals via MAP testing (ACHIEVED);**

- **1.5 grade level growth between the fall and spring Northwest Evaluation Association tests (INCREASED by 1.47 grade levels on average);**

On average, students experienced academic growth of 1.6 years in Reading, 1.6 years in Language Arts and 1.2 years in Math, according to NWEA tests.

- **100 books read per student (on average) during the school year (ACHIEVED);**
- **100 percent of eighth graders accepted into high school (ACHIEVED);**
- **95 percent of eighth graders will enroll in college-prep, charter/contract, private, or competitive enrollment high schools (ACHIEVED);**
- **100 percent of Catalyst alumni are on track to graduate high school on time (ACHIEVED);**
- **100 percent of parents will have contact with the school at least once this year (ACHIEVED);**
- **Report on Metrics Quarterly (INSTITUTED FOR THE 2011-12 ACA. YEAR);**
- **95 percent teacher retention rate between FY11 and FY12 (ACHIEVED);**
- **5 percent student attrition rate (ACHIEVED); and**
- **80 percent of students meet or exceed grade level based on composite ISAT standards (69 percent achieved).**

The strategy to meet 80 percent meet/exceed and 1.5 grade level increases at Circle Rock in 2011-12 includes establishing greater academic consistency between grade levels; increasing instructional capacity through TAP, the Achievement Network and the Erikson Institute New Schools Program; and creating the Chief Academic Officer position to monitor and effect change throughout the network. Catalyst's Senior Principal Sala Sims was placed in this new role, and Katie List, Circle Rock's Director of Instruction, is the school's new Principal.

Reading and technology will continue to play a pivotal role in the continued advancement of Circle Rock students. U.S. Department of Education Charter Schools Program implementation funding this past spring enabled Circle Rock to greatly expand its book collection to include more library titles for 8.0 – 11.0 level readers and leveled classroom libraries to encourage reading at all times. It also funded the conversion of Circle Rock classrooms to interactive “SMART” classrooms so students can become proficient using the instructional technology they will encounter in high school and beyond. In addition, Circle Rock secured baseline scores of its new students so teachers can develop appropriate strategies to bring them to parity with their classmates in subject matter understanding, reading level, and grade level.

Other Circle Rock Charter highlights during 2010-11:

Graduation of Eighth Grade Class. Illinois Secretary of State Jesse White spoke at the eighth grade commencement for Circle Rock Charter this past June. Fifty-six young men and women graduated in the fourth graduating class in the school’s history and first as a charter school. Alumni are attending high schools such as North Lawndale College Prep, Westinghouse, Chicago Hope, Holy Trinity, Noble Street and Urban Prep.

Students Participated in “Countdown 2 College.” For the second year, students and teachers from Catalyst - Circle Rock Charter participated in “Countdown 2 College” at Saint Mary’s University of Minnesota. This two-week summer program, part of the university’s new “First Generation Initiative,” offers pre-collegiate preparatory work and a taste of campus life to students from Circle Rock and other schools throughout the Midwest who possess the potential and desire to be the first in their immediate families to attend college. Countdown 2 College has

garnered media attention for its innovative approach to preparing youth academically and socially to graduate from high school and college on time.

Quality of the management plan.

(ii) Describe how the charter school is managed.

The Catalyst Schools are governed by a board of directors as required by statute for Illinois charter schools. Establishing a board would have been Catalyst's choice anyway, even if it were not required by statute, because it is the proven method of governance for San Miguel Schools Chicago, upon which the Catalyst Schools network is based.

The Catalyst Schools Board of Directors has four essential purposes: fiduciary and managerial governance, ambassadorship, consultancy, and financial sponsorship. The Board entrusts daily operations to school staff and administration, and encourages instructional staff to focus their time and attention on educating students and creating tomorrow's citizens. The Board supports Catalyst's efforts by offering strategic support and confirmation of the schools' direction through a diversity of skill sets. These skills include but are not necessarily limited to:

- ✓ Assistance in developing policy aligned with the overall mission and independent appraisal of progress against goals;
- ✓ Implementation of the Catalyst mission by raising funds and awareness, and creating and implementing strategies for financial management and oversight;
- ✓ Audit review and compliance oversight on both financial and operational audits;
- ✓ Strategic planning for continuous improvement; and
- ✓ Volunteer help through involvement in the direct delivery of program activities.

The formal structure of the Board of Directors is as follows:

1. The Board of Directors shall grow to as many as 18 members.
2. A majority of the members currently serving need to be present for a quorum.
3. A member can be physically present or present by some electronic communication.
4. The following committees are standing committees:
 - Executive Committee
 - Board Chair
 - Board Vice Chair
 - Committee Chairs
 - Finance/Strategic Issues
 - Development
 - Academic Excellence and Mission

The chair of each standing committee is an elected member of the Board of Directors.

5. Standing Committee Purpose

Executive Committee (Chair: Board Chair)

Functions between Board meetings to carry out Board business.

Assumes primary responsibility for matters pertaining to the Board of Directors, such as recruitment, nominations, orientation, training, and evaluation. Ensures the Board functions according to its by-laws and revises the Board handbook as needed.

Finance/Strategic Issues Committee

Works with the Chief Executive Officer, Principals and Director of Administration to create the fiscal year operating budget.

Presents budget recommendations to the Board.

Monitors implementation of approved budget and proposes timely revisions.

Recommends to the Board appropriate policies for the management of the charter school's assets.

Assesses opportunities for network growth and addresses any potential environmental challenges to Catalyst's mission.

Development

Assumes primary responsibility for raising non-grant funds to meet the budgeted needs of each Catalyst charter school.

Meets the fundraising goals set annually by the Board of Directors and in consultation with the Finance Committee, CEO, COO, Vice President and Director of Administration.

Academic Excellence and Mission

Works with the CEO and principals to define academic excellence, ensures all Board members know the metrics developed and promises made to the community and the authorizer, and ensures that clear and consistent measures are developed and used to monitor these goals.

6. Job Descriptions - Officers

Chair/President: member of the Board and elected by the Board; senior volunteer leader of Catalyst; presides at all Board meetings as required; *ex officio* member of all committees; oversees implementation of all policies and ensures appropriate administrative practices are established and maintained.

Vice Chair: member of the Board and elected by the Board; secondary volunteer leader of the charter school network; discharges the duties of the Chair as required in the Chair's absence; supports the activities of the Chair, including duty sharing as needed.

Treasurer: member of the Board and elected by the Board; provides direction for the financial management of the school and facilitates the Board in meeting its financial oversight responsibilities.

Secretary: member of the Board and elected by the Board; provides direction for keeping of legal documents, including minutes of all meetings of the Catalyst Board.

7. Terms of Service

Board members are elected to a first term of three years. At the end of the first term of office, a Board member may be renewed by election of the Board to a one-year, a two-year, or a three-year term. No Board member shall serve more than a total of six consecutive years. A member who served six years may serve again after a one-year separation from the Board.

The current Board members are as follows:

Mr. Terence J. Toth (Chair) - Member, Board of Directors, Nuveen Mutual Fund

Mr. Steven R. Brown - Partner, Code Hennessey & Simmons, LLC

Mr. Craig Culbertson - Partner and Attorney, McGuireWoods LLP

Ms. Heather Headley - Vocalist & Performing Artist

Mr. Richard Hurd - President and Chief Investment Officer, Strategic Capital Partners

Mr. Michael Kelly - Founder and Chairman, Park National Bank

Mr. James E. Mendelson, Managing Director, GE Commercial Finance Company

Mr. Greg Mooney - Executive Director, Gary Comer Youth Center

Bro. Edmund Siderewicz - Co-Founder, San Miguel Schools Chicago & The Catalyst Schools

Ms. Amy Soudan - Engineering Consultant

Ms. Joycelynn Stone - Accounting and Finance Consultant, J. Stone & Associates, Inc.

Ms. Susan Wallace – Vice President and CFO, Erikson Institute

Mr. Joseph Zednik - Principal, Prescient Ridge Fund, LLC

The above bring finance, banking, accounting, engineering, marketing, education, legal and mission integration expertise to Catalyst.

The Board will grow in the next two years from its current level of thirteen members to a full membership of eighteen, according to its by-laws. It will seek the expertise and community representation that ensures the successful governance of the expansion and implementation of Catalyst's growth plan. Board members are, and will continue to be, selected for their ability to provide expertise in one or more of the following areas:

Policy: knowledge of general issues and trends relative to education and curriculum;

Planning: strategic ability to set annual goals and long range planning, staffing, human resources;

Organization and Board development;

Financial Review: clarity as to GAAP, Sarbanes-Oxley and other fiscal and managerial controls;

Development: fundraising, public relations and marketing;

Legal: contracts, statutory compliance; and

Real Estate: understanding of property management and contracts/lease agreements.

b) Daily Operations

Quality of the personnel.

Network-Wide

At the administrative level, serving both Howland and Circle Rock charters, Catalyst has been fortunate to have a consistent Network Leadership Team from its inception and new additions that have brought other valuable skills and resources to the schools.

Two years ago, the Catalyst Schools reorganized and hired a Chief Executive Officer, reshaped the Board, and brought greater alignment within the organization. The CEO named a Chief Operating Officer in spring 2010 to build capacity in back-office supports, including acquiring outsourced support for finance and human resources. In spring 2011, the CEO re-organized the leadership team to include a Vice President with experience in strategic planning, management, and capacity building; and a Chief Academic Officer to further strengthen and align the academic program.

With the addition of the Vice President and the Chief Academic Officer during academic year 2010-2011, the leadership structure is complete. With the re-organization of the support services under the leadership of the COO, the back office structure is complete. The other positions at the leadership level will remain the same. The Network Leadership Team is:

Mr. Gordon Hannon	Chief Executive Officer
Mr. David Baldwin	Vice President
Mrs. Sala Sims	Chief Academic Officer
Mr. Gary Wood	Chief Operating Officer
Ms. Maggie Nass	Director of Administration
Mr. John Fletcher	Director of Information Technology

Mr. Michael Fehrenbach Director of Culture and Values

Their resumes are included with this grant application package.

c) Financial Management

The Catalyst administrative team supports the schools' daily financial and human resources needs, including accounts payable, accounts receivable, payroll, insurances, licenses and other requirements; develops, with Board leadership, the annual budgets of the individual schools; coordinates the annual financial audit; ensures consistency in message, culture and values, and learning techniques; manages the Board of Directors; and approaches public and private funding sources to benefit the entire operation as well as the individual charter schools and programs within the schools that are not funded, or not fully funded, by government allotments. The Director of Administration oversees this effort and is assisted ably by her staff and financial counsel from the accounting firm of Quattro FPO Solutions.

d) Human Resources Management

Catalyst is committed to recruiting the best, hiring the best, training the best, and retaining the best. The key to classroom success is the relentless pursuit of talented, mission-driven teachers who understand, embrace and live the Catalyst mission. Catalyst seeks to place excellent teachers in front of every scholar, in every classroom, in every school, every year.

When identifying leaders at all levels (classroom teachers and instructional assistants, office staff, school principals, assistant principals, directors of instruction, or network level leadership) several considerations assume primary importance:

1. Identifying with the Catalyst vision, mission and culture. It is imperative that every employee understands the vision, mission and culture of the Catalyst Schools and is genuinely

able to embrace them, take ownership of them, implement and live them, and communicate them to all Catalyst stakeholders and constituencies.

2. Recruiting and hiring competent professionals who possess the skills, gifts and talents to provide excellent service in their respective positions.

3. Networking with community and city leaders to identify and recruit talent that will benefit children and take the Catalyst Schools from GOOD to GREAT.

4. Fostering teamwork among the adults in the Catalyst community so leaders are easily identified and staff members are empowered to use their talents and exercise leadership while promoting the leadership potential in their fellow colleagues.

5. Engaging each person in a dialogue that involves mentoring, coaching, evaluation, and constant feedback that identifies and acknowledges talent, skill, and leadership capacity.

Catalyst looks for the leadership potential within the organization first because current successful employees already understand the Catalyst vision, mission and philosophy.

6. Identifying potential leaders who understand their responsibility to young people as more than a job or a career. Catalyst personnel are teachers by vocation. “Teacher” does not describe what they do but who they *are*. It is a matter of identity.

7. Seeking those who are eminently qualified to lead children to a fuller life. Catalyst chooses those employees who are eminently qualified to lead a team of adults in a collaborative effort to create a great educational experience for children and families.

8. Searching for people who understand the significance of great education and its place in the development of human community and culture.

Catalyst uses a variety of tools to find employees it wants. Some of these tools include personal connections, referrals by current staff, partnering organizations, education job fairs,

partnering universities, ads on sites such as NPO, and Catalyst's own web site. In addition, many of Catalyst's partners are deeply committed to quality education and support its effort to identify and secure the leadership needed at every level. These partners include Illinois Network of Charter Schools; National Alliance for Public Charter Schools; Teach for America; Inner City Teaching Corps; Chicago Public Schools; the Archdiocese of Chicago; The University of Chicago; University of Illinois at Chicago; DePaul University; Loyola University; Lewis University; National Lewis University; Xavier University and other institutions of higher learning in the Chicago metropolitan area. Catalyst has worked with Fisk University, Howard University and other prominent African American Universities that recruit and train teachers.

The Director of Administration and her staff conduct the initial vetting of all potential candidates for teaching and leadership positions. They assist the Principals and the CEO to manage the procedures required for bringing new staff into the organization, using a specific set of hiring procedures that include a series of interviews, a demonstration of writing skills, model lessons, and a mission orientation. Catalyst staff is, and always will be, diverse ethnically and racially. Not only does this follow Equal Employment Opportunity laws and guidelines, but it also represents a philosophy and way of life for Catalyst.

At the network level the Board manages the recruitment and hiring process for the Chief Executive Officer. The CEO in turn manages that process for his leadership team, which includes the Principals, the Vice President, Chief Operating Officer, Chief Academic Officer, and the Directors of Information Technology, Administration, and Culture and Values.

Catalyst's medical benefits are superior to those received by many teachers in any school system. Its personnel have all of their medical costs covered, including the premium, the deductible and part of the prescription medication. Employees on a family plan have the option

of selecting a PPO (in which part of the deductible is covered by the employee) or an HMO (the employee pays no deductible). The dental plan Catalyst offers its personnel is nearly as good as that of CPS, with costs to employees being minimal. Employees receive two personal days, medical and pregnancy leave, and bereavement leave.

Administration at the Catalyst – Circle Rock Charter School Level

In addition to network-level administration, Catalyst – Circle Rock Charter has as its primary leadership team a Principal (Ms. Katie List), an Assistant Principal (Ms. Deanna English), a Dean of Students (Mr. Harrison), and a Director of Graduate Support and Community Outreach (Ms. Sharon Morgan). All are respected leaders in Chicago's Austin community. Others with part-time administrative functions are the Director of Instruction, social worker and office clerk. Faculty members are at-will employees of Catalyst (not Chicago Public Schools) and are not part of a labor union. The lead teacher acts as liaison between administration and the faculty and participates in curriculum decisions. The staff is, and always will be, diverse ethnically and racially. It is part of the Catalyst – Circle Rock mission.

The teaching staff at the elementary (K-8) school level includes one certified teacher for each classroom and one instructional assistant per grade level except for Kindergarten and first grade, where each classroom has its own aide. At full capacity, therefore, the Catalyst elementary teaching staff is comprised of 18 teachers and 11 assistants. Teachers are divided into teams by grade level: elementary (K-3), middle grades (4-6) and upper grades (7-8). Teachers in these teams work under the supervision of school administration to monitor curriculum, address specific needs of individual students, work with parents/guardians, and assess the learning of students in their care. A special education teacher works with individual

students in the Least Restrictive Environment and mentor teachers assist children with special needs. In addition, Catalyst has school social workers on staff and on-site to coordinate counseling efforts and handle case management.

Besides school- and network-wide professional development, Circle Rock faculty, staff and administrators are encouraged to seek personally enriching continuing education on their own. For example, nine Circle Rock teachers raised money and contributed their own dollars to travel to Italy during the 2011 spring break to investigate first-hand the child-centered educational philosophy of the Reggio Emilia schools.

The quality of the strategy for assessing achievement of the charter school's objectives.

(iii) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives.

Circle Rock has established the following student performance and achievement goals for the 2011-12 academic year (FY12):

- Percentage of eighth graders accepted into high school = 100 %
- Daily attendance rate = 96 %
- Percentage of students to progress at least one grade level per school year, via STEP = 90 %
- Percentage of students to meet or exceed set goals in MAP = 80 %
- Teacher retention rate between FY11 and FY12 = 95 %

Catalyst expects Circle Rock students to grow academically by at least 1.5 grade levels between the fall and spring Northwest Evaluation Association (NWEA) tests until they reach parity and one grade level per year thereafter. Illinois Standards Achievement Test (ISAT) goals for 2011-12 are for 80 percent of the students to meet or exceed Adequate Yearly Progress (AYP), eleven percentage points higher than achieved in 2010-11.

Circle Rock will measure progress toward these goals by tracking standardized testing to ascertain students' performance achievement in core subject areas. Students are assessed using ISAT (once annually) and NWEA three times a year: fall, winter and spring. After each testing session, students set specific goals to grow from one testing session to the next. Teachers report their students meeting or exceeding these goals each session. There is no official report to measure students meeting or exceeding their goals. It is done on a student's progress report copy, which is stored in the students Success Plans and reviewed by the teachers. Circle Rock students have been in the 99th percentile of growth for the last four years, evidence they are continuing to improve academically and that the school is making progress meeting objectives.

Accelerated Reading and Math programs have built-in daily assessments for each student. That is, students receive assessment of performance during Accelerated Math, and during Accelerated Reader, they are tested via computerized examination on each book they read; they must achieve a score of at least 80 percent on this test.

Teacher-created tests monitor achievement frequently and regularly. Test styles include multiple-choice, true/false, matching, one-word answer, and qualitative open-ended questions. Teachers also test students' oral skills during interviews or conversations. All test and assessment tools measure student performance based on curricular goals for specific lessons, chapters and units and are in alignment with Illinois State Learning Standards.

STEP is administered three times a year: fall, winter and spring. One grade level of growth equals three STEP levels. Teachers will complete fall 2011 STEP assessments on October 15. They will be accountable for administering guided reading and other interventions to ensure all Circle Rock students grow at least three STEP levels during 2011-12.

Catalyst as a network has become significantly more serious about monitoring student progress and created a dashboard of important metrics that it evaluates on an interim basis: weekly, at mid-quarter and at the end of the quarter. During 2011-12, Circle Rock teachers and administrators, in collaboration with the Catalyst CEO and CAO, will use the dashboard to align student outcomes with the metrics to mark progress and make course corrections as needed.

The Circle Rock Principal and Assistant Principal are responsible for teacher supervision. Formal classroom visitation takes place regularly with feedback given to the observed teacher. Informal peer observation is built into the teaching team structure. The principal reviews lesson plans regularly to ensure standards are being met by teachers in the day to day design of their classes. Regular teacher team meetings, staff meetings, staff in-service and professional development, and formal supervision ensure top performance.

The supervision process is ongoing, beginning with informal visits and feedback. A simple checklist form is used for follow-up visits. A minimum of twice yearly, the teacher and Principal collaborate in a pre-conference observation and post-conference format that serve as formal evaluations for that academic year. The frequency of observations increases for teachers performing below expectations. The school's observation/supervision handbook outlines the process and formats for evaluation. Formative evaluation is ongoing through the supervision and observation process with opportunity for reflection on practices and self-assessment. Staff development opportunities are offered by leveraging cooperative partnerships with local high schools, colleges and universities.

Other stated goals will be tracked by examining daily school attendance records, follow-up with graduates in high school by the Coordinator of Graduate Support and Community

Outreach, written documentation by teachers and administrators of parental involvement in school-sponsored conferences and events, and intent to return forms from teachers.

(iv) Describe the administrative relationship between the charter school and the authorized public chartering agency.

The Catalyst Schools (Circle Rock and Howland Charters) enjoy a positive and mutually beneficial relationship with the Chicago Public Schools, which serves as its Local Education Agency (LEA). Catalyst relies on CPS for administrative issues, when it is submitting Titles I & II and Supplemental General State Aid (SGSA) applications, and seeks the guidance of the CPS Office of New Schools on new or changing procedures and policies.

The extent to which the proposed project encourages parental & community involvement.

(v) Describe how parents and other members of the community have been involved in the planning, program design, and implementation of the charter school.

Prior to opening Circle Rock as a contract school in August 2007, the Catalyst administrative team made formal presentations on the school to area community groups, including local church and civic groups, and at Chicago Alternative Policing Strategy (CAPS) meetings. Many potential parents were at these meetings, but additional parent information sessions were held at the school, as well. At all of the sessions, interested parents and community members were given the opportunity to ask questions of school leaders and administrators about the school. Brochures were distributed at a variety of events throughout the city and to students at Circle Rock's predecessor school, Circle Rock Academy. Advertisements ran in community newspapers on the west side, such as the *Austin Voice*.

Parents play an important part in supporting and sustaining the Catalyst Schools academic program. In fact, parents are expected to partner with Catalyst – Circle Rock in the

education of their children, beginning with initial enrollment. Catalyst speaks with prospective and current parents to discern the student's academic history, current challenges and aspirations. Administrators and teachers strive to understand the entire family dynamic, including the parent's employment situation, living and home conditions, and siblings. This evaluation enables faculty and staff to understand the context in which each student must take the lessons and time shared within the Circle Rock community back to his or her own family. It also assists with development of each student's Personal Goals for Achievement (PGA) and the parents' accompanying Parental Pledge of Support (PPS), the latter being an agreement that parents sign at the beginning of the year stating they will be actively involved in their child's learning.

Catalyst requires that parents attend teacher conferences every three weeks, held between 2:00 to 6:00 p.m. on designated days. During these meetings, teachers and parents review student progress on the PGA. They discuss what the parents or guardians may have done or need to do to complete their commitment to the PPS and what Circle Rock can do to support them so the student stays on track. The expectations and goals are communicated to parents at these meetings and at enrollment. A parent/student handbook outlines expectations, rights and responsibilities. For 2011-12, Circle Rock expects that 80 percent of its parents will attend eight parent-teacher conferences and 15 school events.

Additionally, parents are encouraged to serve Circle Rock as volunteer greeters, lunchroom helpers, Renaissance teachers, and sports coaches. Non-parent community residents are encouraged to participate actively in the life of the school, too. They are invited to special events and encouraged to take part in volunteer opportunities, such as mentoring and reading one-on-one with a student. *The high level of satisfaction among Circle Rock parents was made*

manifest when their word-of-mouth played a major role in increasing the school population from 330 students to 504 during the summer and early fall of 2010-11.

Overall, Circle Rock is an anchor and a change agent for Austin. It helps transform the community by educating children and helping their families to find the courage and conviction to change wherever necessary so their son or daughter advances in life. It will continue its formal collaboration with the community and commitment to its Parent and Community Advisory Board. The school makes its facilities available for community use (e.g. classrooms and cafeteria for CAPS meetings, gymnasium for athletics). Building bridges with local residents and collaborating with for-profit and non-profit agencies and institutions that provide services to the neighborhood develop mutual trust.

(vi) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired.

Annual per-pupil allocations from Chicago Public Schools cover approximately 80 percent of the operating cost to educate a child. This requires Catalyst to seek individual, corporate, foundation and government grants for the remainder. As a result, the Catalyst founders, Network Leadership Team and the Board have demonstrated a great capacity to build and maintain donor relationships for many years. The Catalyst Network Leadership Team and Board of Directors continue to find new and re-engage current foundation and corporate grantors, as well as cultivate and solicit current and prospective individual donors.

Further, Catalyst has raised \$1,000,000 in reserves over the past two years and is able to develop budgets that demonstrate a sustainable structure that does not need to dip into those reserves. This is attributable to the financial wisdom of the Board, the Network Leadership

Team, and the relationship the organization has established with financial managers at Quattro FPO Solutions.

The degree of flexibility afforded by the SEA and the LEA to the charter school.

(vii) A description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school.

As the authorized public chartering agency and LEA for the Catalyst Schools, the Chicago Public Schools offers a great deal of flexibility and autonomy to Catalyst. Illinois charter schools are legally independent of the school district, and are organized as nonprofits with tax-exempt status and their own Board of Directors. The Charter School Law in Illinois (SEA is the Illinois State Board of Education) specifically notes that its purpose is to allow flexible and innovative educational techniques to occur in public school systems (Section 27A-2(a)(2)). Charters are allowed to pick their own services and vendors (27A-59(h)) and are free to set their own calendars and work requirements. They can design their own curriculum as long as it aligns with state standards. In short, the State law provides the widest degree of autonomy in how a charter school spends its budget, how it operates day to day and how it builds its staff.

To be granted a charter, a school must demonstrate a high level of local support, rigorous standards for students and that it serves a substantial proportion of at-risk students (in Illinois, only the local school district can directly authorize a charter in its jurisdiction). The applicant must articulate its goals and school design in detail (27A-7). Those are the only state requirements for how the district must consider a charter application. If the district denies a charter, the applicant can appeal to the Illinois State Board of Education, which has the authority to grant the charter.

Once open, charters are allowed by state law clear independence from the authorized public chartering agency in their design and daily operations. There are no state rules creating a set of requirements for expenditures or daily operation or between the charter and the local district. The district can conduct oversight to make sure the charter school is meeting the terms. For example, Chicago Public Schools has an annual performance review to compare charter school performance to performance in comparable neighborhood schools. A charter can be revoked if the district finds a material violation of the agreement, if there is not “reasonable progress” toward academic achievement or if there is financial failure to meet generally accepted standards of fiscal management.

Also, as long as it meets the performance criteria outlined in the charter agreement, a charter school in Illinois has wide operational autonomy. For example, there are no prescriptions about the composition of the nonprofit board of directors. The only charter/district parameters laid out in Illinois’ charter law are that the host district funding is subject to negotiation within a statutorily defined range (not less than 75 percent and not more than 125 percent of the per capita student tuition), and that teachers must meet No Child Left Behind highly qualified standards, but need not be state certified, with the exception of Chicago, where at least 50 percent of the teachers must be state certified. Chicago teachers may become certified through alternative certification programs.

The State Charter law specifically notes that charters are encouraged to use teaching methods that may be different from those in other public schools; to develop new, different or alternative methods of measuring student learning; to create new professional opportunities for teachers; and provide parents and students with expanded choices.

In Section 27A-5(g), the State charter law notes that charters are exempt from all provisions of the Illinois school code with seven specific exceptions: criminal background checks for staff, a requirement to have a student discipline code (although specifics on how that code is written are not mandated), reporting abuse and neglect, the state's student records act, school report cards, tort immunity, and nonprofit legal indemnification requirements. Schools must comply with the health and safety standards of school code, conduct an annual financial audit and comply with FOIA and the Open Meetings Act. Besides these basic provisions, charters are free to organize and operate as they choose.

The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.

(viii) Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary.

Earlier this year, Circle Rock Charter received a \$225,000 implementation grant from the U.S. Department of Education Charter Schools Program which it used to equip the library with books for students reading at higher levels and leveled classroom libraries to enable students to find something to read between visits to the library; furniture to equip the new classrooms necessary to accommodate the influx of 174 new students; furnishings for the new cafeteria and gymnasium; and interactive white boards, LCD projectors, projection screens, and other technology for the upper grades. An upward amendment to the grant provided an additional \$129,000 for Circle Rock to make all classrooms – K through 8 – technologically advanced.

As it enters its second full year of implementation as a charter school, Circle Rock seeks \$200,000 from the U.S. Department of Education Charter Schools Program to acquire the

remaining equipment and technology to complete the technological transformation of each classroom into a vibrant learning laboratory without limits. This will be made possible with the following:

- An innovative **digital video distribution system** that will bring the world's best and brightest educators and supplementary information into Circle Rock classrooms. Teachers will browse through and download content on a variety of subjects from a library of some 3,500 titles specifically designed for K-8 schools. Some of the video content contains lessons taught by master teachers, while others are documentaries and films. These videos will complement classroom instruction by offering different perspectives as well as more in-depth understanding of whatever topic is being discussed at the time.

- Similarly, a **digital video broadcasting system** will give Circle Rock teachers with special subject matter expertise the ability to record their lessons so other classroom teachers can download and play them for their students. It is a way to take full advantage of the depth and breadth of what Circle Rock teachers have to offer, and a way to maximize the utility of the "Smart classrooms" that U.S. Department of Education Charter Schools Program funding has made possible at Circle Rock in the past year.

- Circle Rock will be able to run up to four different digital video distribution and broadcasting streams at the same time. This will put more pressure on the school's central switching system than it can currently handle. The school must therefore **upgrade computer server storage and the network switch** to accommodate the increased burden on the system.

- A **digital signage system** with two 42-inch display screens – one for the main hallway and one for the office – will provide students and faculty with timely school information such

daily schedule information, potential closings due to inclement weather, and news about upcoming events or requirements. The displays will provide parents with this important school information as they drop off their children in the morning and pick them up after school.

- An **ID card system** to track teacher attendance and the comings and goings of visitors in the building. Alpha Tracker Enterprise Software will check each visitor against a national list of sexual predators and other unwelcome persons to keep the children safe at all times.

- A **portable sound system for the gymnasium** so Circle Rock can overcome acoustical challenges inherent in the gymnasium's architecture, and therefore more clearly communicate at all-school assemblies, gatherings to celebrate school achievements, parent meetings, and the like.

- **Sound system for the multipurpose room**, which will complete the technological makeover of this facility begun with funds from the U.S. Department of Education Charter Schools Program initial Implementation grant. Circle Rock used the funding to install an interactive white board in this room, which at approximately three-quarters the size of a gymnasium can easily seat 100 people at tables. Now that it is equipped with interactive white board and other audio/visual equipment, the multipurpose room is used for classes and meetings involving students, faculty, staff, administrators, parents, community leaders, Board members, and other friends.

- **SMART classroom technology**, including an interactive white board, classroom response system, document camera and sound system for the library. While all of the classrooms benefited from the technology last year, thanks to the CSP Implementation grant, the library was not part of this budget. Since library instruction is taught in the library, it can also benefit from "smart classroom" equipment.

- **Five notebook computers** to complete the project, begun with the initial U.S. Department of Education Charter Schools Program Implementation grant, of equipping all Circle Rock instructors with portable computing. These computers will be provided to five teachers who did not receive the computers last year.

- **Four audio visual carts** for Smart classrooms so the heavy and fragile equipment can be stored and moved around the classroom easily and safely.

- **Portable banquet-style stacking chairs and stacking chair dollies** to use for assemblies and other activities. Circle Rock has made partial purchases of chairs it needed for the cafeteria and gymnasium; this grant will ensure that the school can acquire 150 additional chairs needed to accommodate children and adults who gather for activities in the gym and multipurpose room, as well as 15 stacking chair dollies to bring them to and from storage.

Altogether, this grant will place Circle Rock Charter among the city's most innovative charter schools in terms of the use of technology to accelerate learning for at-risk youth from low-income households. It will also help take the students from 69 percent meet/exceed to the Catalyst network-wide goal of 80 percent meet/exceed.

All previous U.S. Department of Education Charter Schools Program funds have been expended in a manner consistent with the approved application and budget, and all required expenditure reports have been submitted on or before deadline.

(ix) Describe how students in the community are informed about the charter school and given an equal opportunity to attend the charter school.

One hundred percent of Circle Rock students live in Illinois School District 299 (Chicago Public Schools) and more specifically, in the west side Austin neighborhood. Students identified

for enrollment are those who are struggling academically at a public elementary school and therefore not being adequately served by traditional educational methods.

When it comes to recruiting and marketing, Circle Rock believes in going to where the children are. For instance, school leaders have collaborated with local elementary school administrators to identify underperforming students who would benefit from a change. The community is also informed about Circle Rock via advertisements in local community newspapers, brochures distributed at homes, medical clinics (especially those serving children), and businesses in proximity to the school. Circle Rock's Coordinator of Graduate Support and Community Outreach meets regularly with local church groups, neighborhood associations and organizations, and community business leaders to spread the word about the school. Circle Rock's policy states that any child within its target population and living within the Chicago Public Schools' established boundary for Austin is able to attend on a first-come, first-served basis, unless the number of interested students exceeds the number of available slots. In this instance, Circle Rock will conduct a lottery. Students who file timely applications and are not selected in the lottery are placed on a waiting list. A secondary waiting list is kept for those filing beyond the application deadline. When vacancies become available mid-year, Circle Rock taps its primary waiting list to fill the openings.

Circle Rock's marketing materials reflect the culture of the local community. The school's special education coordinator and social worker address the questions of parents who have children with disabilities. All teachers and staff attend an orientation that addresses issues of cultural sensitivity, diversity and inclusion so that they can effectively support Catalyst's goal of including all students and maintaining Least Restrictive Environment standards.

The Process from Awareness to Enrollment:

- Community made aware of the Catalyst Schools - Circle Rock
- Application is completed
- Lottery conducted if necessary
- Child admitted
- Personal Goals for Achievement created and agreed to via Parent Pledge of Support
- Most recent tax forms submitted (to help determine the free/reduced lunch percentage)
- Gather necessary student records (education, health)
- Child attends a new student orientation one week prior to the start of school
- Parents/Guardians attend a parent (guardian) orientation.

Circle Rock has informed area schools that it is open to accepting children with disabilities who could benefit from a different environment and educational approach. The school educates students with disabilities in the Least Restrictive Environment, with their nondisabled peers, to the extent appropriate and allowed by each student's Individualized Education Plan (IEP).

Every child applicant is given a pre-test to establish a baseline level for both reading and math. That is, the school reviews the past performance of each student upon admission, and during orientation week administers the STAR reading and STAR math tests. An interview with the student and parent(s) or guardian(s) includes a discussion of any particular needs the student may have, whether physical or intellectual (e.g., whether the student has an Individual Educational Program (IEP)). This helps Circle Rock tailor its educational program to the student's particular needs. The strategy is made manifest in the student's own individually developed Personal Goals for Achievement (PGA). Since all students have a PGA, no child

feels as if he or she is out of the mainstream. Instruction is individualized and addresses specific needs for gifted students and those with special needs. All students are prepared to succeed in completing a general education curriculum.

Since Circle Rock's mission includes students with special needs, the curriculum is designed to meet those needs, and teacher evaluation is based in part on performance results. By its nature, the evaluation process includes the quality of service to special needs students. Circle Rock teachers are accountable for the collective results of each child under their tutelage towards achieving the classroom's own collective PGA. Monitoring the progress of all children towards meeting the goals outlined in their individual PGA occurs weekly with parental review every several weeks. The collective classroom PGA is assessed at the end of each quarter and a system of rewards and recognition is in place to provide incentives not only for students and teachers but the entire community involved in the Circle Rock education process.

Gifted students also have a PGA and are encouraged to exceed expectations. Since the education program is differentiated, no student is held back because the progress of others is not as swift as his or her own.

The Circle Rock building meets all ADA requirements. An elevator is available for use by persons with physical challenges for whom stair climbing is impossible or unduly difficult.

(x) Describe how Circle Rock complies with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA).

Catalyst – Circle Rock Charter does not and shall not discriminate in admission and enrollment practices on the basis of a student having, or suspected of having, a disability. The

application for admission asks no question that reveals a student's disability, should there be one. Catalyst's policies prohibit discriminatory behavior.

Circle Rock has a special education instructor and provides all appropriate services. Classroom teachers at the school are knowledgeable about the needs of students with disabilities; informed of their responsibilities for particular students; receive the support they require as a professional to implement a student's program; and implement modifications or accommodations in their classes in accordance with the student's IEP.

A student suspected of having a disability is referred in writing to the Special Education Case Manager for an individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional staff member of the school. Such referrals: (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based, if any; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such a referral is sent to the student's parents.

All special education programs and services at the charter school are provided in accordance with all applicable federal laws and regulations and in accordance with the IEP recommended by the Special Education evaluation team, led by the school's Special Education Case Manager. Circle Rock ensures that special education programs and services as indicated on each student's IEP are provided directly to the student during school hours.

Students with disabilities are expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the

extent allowed by the IEP. Students with disabilities receive all notices concerning school-sponsored programs, activities and services.

Through its Community Outreach program, Catalyst – Circle Rock tracks students with disabilities and special needs (including homeless children and adolescents). The Community Outreach coordinator makes sure the students get to school or otherwise receive the educational support necessary for their ongoing progress. If the school is unable to provide services directly, it contacts its LEA, the Chicago Public Schools, to help provide the services. Whenever necessary and feasible, Catalyst contracts with one or more appropriately certified or licensed individuals to provide services, under the school's guidance and direction. The services provided include, but are not limited to:

- Speech language pathology and audiologist services
- Psychological services
- Physical and occupational therapy
- Recreation, including therapeutic recreation
- Early rehabilitation counseling
- Orientation and mobility services
- Diagnostic and/or evaluative medical services
- Student and/or parent counseling

Beyond following the law, Catalyst believes it is imperative that a diversity of physical and mental abilities is present in the classroom. Students who do not have a disability and are exposed to someone who has gain a better understanding of the issues associated with the disability, and learn to respect the disabled person as an individual. This leads to an inner capacity to express genuine concern for, and a commitment to, special needs students. Students

learn to respect others and humanity in general. The disabled student, in turn, gains confidence from being included, which enables him or her to meet academic expectations.

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

DEPARTMENT OF THE TREASURY

Date: **MAR 06 2007**

CATALYST SCHOOLS
C/O JOHN HENRY SILVESTRI
1616 S SPAULDING
CHICAGO, IL 60623

Employer Identification Number:
20-4069346
DLN:
17053186043036
Contact Person:
DONNA ELLIOT-MOORE ID# 50304
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
DECEMBER 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
YES
Effective Date of Exemption:
JULY 8, 2005
Contribution Deductibility:
YES

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

CATALYST SCHOOLS

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

Sincerely,

A handwritten signature in black ink, appearing to read "Lois G. Lerner". The signature is written in a cursive style with some loops and flourishes.

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

OVERVIEW

Dynamic Leader and skilled Executive with a track record for successfully mobilizing the energy of disparate constituencies around shared overarching goals and for marshaling the resources required to transform aspirations into concrete results. In-depth experience includes managing complex organizations where continuous success in revenue generation and the focused allocation of scarce resources are critical to realization of strategic objectives and commitment of all stakeholders.

PROFESSIONAL EXPERIENCE

January 2009 to present

The Hopewell Group, New York and Chicago

The Hopewell group is a premier philanthropic advisement firm that helps to create and sustain greater impact in the philanthropic sector. The firm provides counsel regarding Individual & Family Philanthropy, Corporate Philanthropy, and Non-Profit Advisory.

Senior Consultant, Chicago

Provide counsel to Catalyst Schools Chicago, a two campus Charter School network, in the areas of; building Board of Directors Capacity, clarity of Mission, increased Fundraising, and developing both a detailed operational plan and a strategic business plan for sustainable growth. Provide ongoing leadership counsel to the CEO, Principals and Management Team of Catalyst Schools. Additional counsel provided to Sprouts Academy Chicago , Word on Fire, Mundelein Illinois, and to St. Procopius Abbey, Lisle Illinois.

AMERICAN CANCER SOCIETY, Atlanta, GA

The American Cancer Society (ACS) is a nationwide, community-based voluntary health organization. Headquartered in Atlanta, Georgia, the ACS has state divisions and more than 3,400 local offices.

Regional Vice President, Chicago, IL

March 2006 to December 2008

Manage and provide leadership to a full time staff 30 and up to 500 active volunteers collectively responsible for executing the mission of the American Cancer Society in the Illinois Division consisting of 16 local regions, with an overall goal of maximizing the effectiveness of the organization in the prevention and early detection of the disease and in the delivery of services to its victims. Personally manage the day-to-day operation of the North Shore and West Cook regions as well as numerous partnerships with organizations including Corn Products, Allstate, Jewel, Turano Bakery and others; serve as a member of the Illinois Senior Management Strategic Planning Leadership team; act as the spokesperson for the American Cancer Society in the North Shore and West Cook Regions; co-chair the PIECES reward and recognition program including overseeing the nomination and selection of employees who best exemplify the organization's values; manage and develop relationships with major donors as well as with political leaders including numerous Illinois Senators and Representatives and Mayor Richard J. Daley and supervise more than 30 major income generating events on an annual basis to assure fiscal compliance and appropriate risk management as well as achievement of income objectives, a \$4.2 million goal in 2008.

- Improved the effectiveness, efficiency and image of the organization in the key Chicago territory by conducting the strategic planning process that aligned the North Shore and West Cook regions' goals and activities with the Illinois strategic plan and empowering the staff in the two regions to execute the resulting programs and activities in a collaborative manner.
- Increased new donor contributions in the North Shore and West Cook regions on a year-over-year basis.
- Developed a highly productive relationship with the Executive management team at Loyola Hospital's Cardinal Bernardin Cancer Center resulting in the establishment of a Comprehensive Patient Navigation Center at the Hospital, the development of a workplace giving option for its employees and increased sponsorship of income generating events.
- Reversed an adversarial relationship with the North Shore Women's Board, an organization that has generated more than \$1 million in contributions since its inception. Successfully aligned the Board's activities with the Society's overall mission and brought its golf, tennis and bridge events into fiscal compliance.
- Served as an American Cancer Society lobbyist for passage of the Smoke-Free Illinois legislation including testifying before the Cook County Board of Commissioners and meeting with numerous politicians in both Springfield and Chicago.

ST. BENEDICT THE AFRICAN CHURCH, Chicago, IL

St. Benedict the African is a Roman Catholic Parish that was formed in 1989 through the merger of five parishes in the East Englewood neighborhood of Chicago. The parish consists of 900 families and operates an elementary school with an enrolment of 900 K-thru-8 students in addition to providing for the ongoing sacramental and human concerns of parishioners and the community.

Pastor

1989 to 2006

Spearheaded the formation of a new faith community among the members of five legacy parishes that were no longer financially viable, with responsibilities including assembling financial, theological, architectural and professional resources; synthesizing and inculcating a common vision and securing the commitment of stakeholders at all levels of the organization with a goal of creating a vital community from among a disparate group of emotionally charged parishioners.

ARCHDIOCESE OF CHICAGO, Chicago, IL

The Archdiocese of Chicago, the largest Roman Catholic diocese in the U.S., consists of 363 parishes that provide sacramental, educational, medical and charitable services to more than 1.3 million members in Cook and Lake Counties through a network of 256 schools, 20 hospitals /associated medical facilities and numerous foundations and volunteer organizations.

Director, Office of Research & Planning

1991 to 1999

Reporting to the Archbishop/Cardinal, and as a member of his cabinet, managed a staff of eight responsible for providing research, recommendations and strategic direction regarding the allocation of scarce resources to a continuously increasing universe of meritorious options. Duties included orchestrating major strategic planning processes for the Diocese as a whole as well as for its educational system, the ninth largest elementary and high school district in the U.S.

- Based on successes in the restructuring of the Englewood community as well as in other diocesan initiatives, served as a consultant regarding strategic initiatives and pastoral development to dioceses and religious orders around the world including the Dioceses of Savannah, GA, San Bernardino, CA, Auckland and Wellington. New Zealand, the Columban Religious Order, Cebu, the Philippines and the Benedictine Order, Lisle, IL.

CATHOLIC COMMUNITY OF ENGLEWOOD, Chicago, IL

The Catholic Community of Englewood was a formally structured group of religious professionals and dedicated church members formed to study and formulate plans and recommendations regarding the future of ten parishes in the economically challenged community of Chicago's south side as the demographics of the community changed from 90% Catholic to approximately 4%.

Moderator/Pastor

1983 to 1989

Managed a staff of 35 pastors, associate pastors, principals and staff member of ten parishes in the Englewood neighborhood, while facilitating a process to identify a new financial and cultural model to revitalize the activities of the church in the Englewood community. Responsibilities included facilitating three different planning councils of up to 50 participants with a goal of building broad consensus regarding the future of the respective communities, while performing all the duties of pastor of St. Bernard's Parish.

UNIVERSITY OF ST. MARY'S OF THE LAKE, Mundelein, IL

St. Mary's is a fully accredited university that offers advanced degrees in theology and pastoral ministry to candidates for the priesthood.

Adjunct Faculty Member, Doctor of Ministry Program

1985 to 2005

Taught Systems Analysis, a course focused on change management and organizational design while acting as a thesis advisor.

ARCHBISHOP QUIGLEY SEMINARY SOUTH, Chicago, IL

In 1978 Quigley was the junior seminary operated by the Archdiocese of Chicago for 800 high school students considering careers in pastoral service.

Chair, Counseling Department and Psychology Instructor

1978 to 1983

Managed a staff of four responsible for delivering required academic and developmental counseling for all students.

EDUCATION

MA – Counseling and Psychology, Loyola University Chicago, Chicago, IL
Doctorate of Ministry (Candidate), University of St. Mary's of the Lake, Mundelein, IL
Master of Divinity, University of St. Mary's of the Lake, Mundelein, IL
BS – Psychology, Loyola University, Niles, IL

AFFILIATIONS

Member, President's Counsel of Loyola Medicine, 2007 to Present
Member, Leadership Greater Chicago Fellows Association Board, 2003 to 2008
Member, St. Bernard Hospital Planning Board, 1987 to 2006
Member, Chicago Metropolitan Planning Council Board of Governors, 1977 to 2004
Board Member, Leadership Greater Chicago, 1993 to 1995
Fellow, Leadership Greater Chicago, 1992 to 1993

[REDACTED] [REDACTED]

Gordon Hannon

Profile

A distinguished educator with 20 years experience, 14 as principal, teacher, and co-founder of schools for low-income, urban children that significantly outperform peer schools. Exceptional at inspiring stakeholders around mission and vision, and orchestrating a team to reach peak performance. Brings successful start up, administrative and fundraising experience, current training from Northwestern University's Kellogg School of Management, and connects easily with people of various cultural and socioeconomic backgrounds.

Work

Experience

2009 – present The Catalyst Schools Chicago, IL
Chief Executive Officer (Catalyst hire date: 1/1995)

1995 - 2009 San Miguel Schools Chicago, IL
Vice President and Chief Administrator, Principal, Teacher, Co-Founder

- Teamed with 3 colleagues to start a tuition-free middle school for low-income urban youth; developed it from a \$50,000 loan and 16 students into a private/public network of 4 schools, 130 employees, and \$8M annual budget in 12 years
- Supervised Development Director, VP for Mission Advancement, CFO, COO and Principals; facilitated strategic relations with board of directors; developed and managed \$2.7M annual budget; played key role in raising \$2.5M annually, exceeding \$3M capital campaign goal, and securing largest private and foundation gift in excess of \$7M
- Served as principal and teacher at both San Miguel Schools; created and lead a faculty that consistently outperformed peer schools in reading, writing and math and produced graduates that significantly surpassed the high school graduation and college entrance rates of their peers
- Spearheaded multi-year curriculum writing project with teacher formation and supervision to support it; earned recognition as a Model School in Reading and was recognized by US Department of Education for exemplary technology programs for minority students
- Partnered to develop nationwide network of 17 San Miguel schools that merged with the Nativity Network to leverage combined resources and create the Nativity-Miguel Network of Schools; served as founding member of the network's school assessment team and national council of principals
- Facilitated the replication of San Miguel's educational approach for Renaissance 2010, launching one charter and one contract school for the Chicago Public Schools; organized the four principals into a professional learning team and lead them through the identification of network-wide best practices and measurable achievement outcomes

1994-1995 DeLaSalle Institute - Science and Theology Teacher, Coach Chicago, IL

1991-1992 St. Patrick High School - Science and Theology Teacher, Coach Chicago, IL

1989-1990 St. Martin's Secondary School - Science Teacher St. Vincent and the Grenadines

1986-1988 University of San Diego High School - Science Teacher, Coach San Diego, CA

Education

Northwestern University Kellogg School of Management 2006 – 2008 Chicago, IL
 Executive Scholars Program – Certificate in Non-Profit Management

DePaul University Graduate School of Education 1998 – 2003 Chicago, IL
 Type 75 Administrative license and M.Ed. in Educational Administration and Supervision

Catholic Theological Union and Christian Brothers Novitiate 1992 – 1994 Chicago / NY
 Full time studies in Pastoral Care, Counseling, Philosophy and Spirituality

University of Montana Graduate School of Zoology 1988 – 89; 1990 – 91 Missoula, MT
 M.S.T. Biological Sciences; full time graduate teaching and research assistant

St. Mary's University of Minnesota 1982 - 1986 Winona, MN
 B.A. Biology and Secondary Education with IL type 09 teaching license

International Experience

Language, cultural, and educational studies in Mexico, Costa Rica, Colombia, Argentina and Guatemala; teaching, cultural studies and travel in West Indies, Ethiopia, Kenya and Eritrea; personal travel through Philippines, China, Thailand, Greenland, and countries of Europe

ACCOMPLISHED NONPROFIT STRATEGIST AND EXECUTIVE LEADER
WITH EXPERTISE IN PROGRAM AND OPERATIONS MANAGEMENT

Proactive, innovative executive with extensive experience in diverse nonprofit areas. Proven success in leading grant writing / awards, fundraising, team building, and operational improvement initiatives. Visionary professional with ability to identify and pursue long-range, high-impact opportunities. Core competencies:

- Strategic Planning
- Grant Administration
- Mentoring and Coaching
- Financial Analysis
- Program and Project Management
- Educational Programs
- Budget Administration
- Relationship Building

PROFESSIONAL EXPERIENCE

The Catalyst Schools, Chicago, IL December 2009 to Present

Chief Operating Officer (Hire date: Dec. 2009)

- Work with Chief Executive Officer and Chief Administrative Officer to manage all non-educational aspects of school operations including human resources activities, budget development, facilities management, procurement and IT.

LOUIS R. LURIE FOUNDATION, San Francisco, CA 1981 to Present

Trustee (1997 to Present)

Foundation Coordinator (1981 to 1997)

Managed grant operations in Chicago. Reviewed more than 1,000 proposals to award \$30M in grants to nonprofit organizations based in San Francisco and Chicago. Conducted on-site visits of organizations to meet executive directors and leadership team. Performed due diligence; analyzed programs and financial soundness of organization.

- Played key role in urban forest program that planted 500,000 trees in Chicago. Co-launched "Neighborwoods" project, earning acclaim from Mayor of Chicago, who funded and expanded project into citywide Green Street Program.
- Formed an ad hoc group of ten foundations to discuss pressing literary issues and strategies within the Chicago Public Schools.
- Promoted school improvements and institutional change in Chicago Public Schools by supporting research and advocacy groups working on school reform.
- Initiated meetings on early childhood literacy with two major early childhood nonprofits. Meetings resulted in a new innovative approach to bringing literacy to zero to three year olds.

FREE TO FOCUS, Chicago, IL

2007 to 2009

Co-Founder and Chief Operating Officer

Established technology-based shared service model to provide back office support services to nonprofit organizations and independent / charter schools. Participated in developing business plan, which outlined potential improvements in nonprofit quality, efficiency, and cost savings.

- Negotiated discounted vendor fees for HR, finance, and accounting support services.
- Raised potential seed capital of \$300K in \$25K pledges.

THE LURIE COMPANY, San Francisco, CA

1981 to 2007

Vice President and General Manager, Chicago Properties

Directed operations, property management, and construction efforts for 3 multimillion-dollar commercial office buildings totaling 1.5M square feet. Resolved escalated property management issues. Reviewed and co-signed all budget expenditures. Negotiated contracts with architects and general contractors. Conducted on-site supervision and inspections of construction sites. Reported directly to Executive Vice President.

- Managed \$50M renovation of 23-story commercial office building. Building became 1 of only 5 office buildings in Chicago to receive EPA's Energy Star Award, 2006.
- Reduced operating costs and provided 24/7 tenant access to cooling by negotiating long-term contract for district cooling for 3 office buildings.
- Generated \$1M in additional annual revenue by identifying and pursuing opportunity to re-measure office buildings based on new national floor measurement standards.
- Saved millions of dollars over 15 years and improved quality of janitorial and housekeeping services by refining standards and workloads and later outsourcing functions to third-party vendor.
- Achieved highest tenant satisfaction rates company-wide by empowering staff.
- Reduced construction materials costs 50% by negotiating procurement programs.

Selected additional experience:

Member/Selected Committees, DONORS FORUM OF CHICAGO

Executive Committee / Foundation Chair, BUILDING OWNERS AND MANAGERS ASSOCIATION (BOMA)

- BOMA International Chairman's Award, 2007 and 2008
- Spearheaded initiative to create energy efficiency education program to promote no-cost and low-cost energy solutions for 8,000 professionals nationwide.

Board of Directors Member, FRANK LLOYD WRIGHT PRESERVATION TRUST

- Represented Trust in negotiations with University of Chicago to restore, preserve, and operate Robie House as museum.

Board of Directors and Executive Committee Member, LEARNING POINT ASSOCIATES

Board of Directors Member, AMNESTY INTERNATIONAL USA

Co-Director of Development, FACETS MULTIMEDIA

Midwest Regional Director, Chicago, UNITARIAN UNIVERSALIST SERVICE COMMITTEE

EDUCATION AND CREDENTIALS

Master of Social Science in Local Government Administration
UNIVERSITY OF BIRMINGHAM, Birmingham, UK

Bachelor of Urban Planning, Minor in Sociology
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, Urbana-Champaign, IL

Professional Affiliations: The Bigger Game Company • Coaches Training Institute

Licensure: Licensed Real Estate Broker, State of Illinois

John Fletcher
Director of Information Technology

John Fletcher joined Catalyst Schools in November of 2008. He has lived in the Chicago area since 1962. His education is based in Illinois, having gone to various schools in the area until graduating with a Doctorate in Natural Healing. He has traveled internationally to various Middle Eastern Countries as well as the Far East. In the early 70's he lived in Thailand for two years.

John's computer and networking experience started in 1985. His career has progressed from computer repair and helpdesk work in the 1980s into complex networking environments, then Management of Information Technology in the 1990s. He moved into the Non-Profit arena in the mid-1990s and has served as Director of Information Technology at several Chicago non-profits.

His last engagement prior to joining Catalyst was as Information Technology Director for a \$50,000,000 North Shore nonprofit, where he administered a portfolio that included six managers as direct reports, an IT staff of 35 with a \$5,000,000 IT department budget, eight sites around the country, a 24/7 operation that included supporting 8,500 users around the world. His responsibilities also included oversight of two other departments in addition to IT: Archives Department and the Membership and Records Department.

Michael Fehrenbach

mfehrenbach@catalystschools.org

Employment:

- 2009 – Catalyst Schools (hire date: March 2002)**
5608 W. Washington Blvd., Chicago, IL 60644
Director of Mission Effectiveness
Bring focus among all staff to the sense of mission, philosophy and spirituality underlying these public charter schools.
- 2006 - 2009 LaSalle Education Network**
1949 W. 48th Street, Chicago, IL 60609
President of Catalyst Schools
Participate in executive administrative team for a network of schools and responsible for the charter and contract schools
- 2002 – 2006 San Miguel Schools, Chicago 773-890-0233**
1949 W. 48th Street, Chicago, IL 60609
(Contact: Edmund Siderewicz)
Job Title: Chief Operating Officer
Coordinate the activities of two small middle school campuses so there is internal coherence in budgeting, staff development, cultural cohesion, program development, and strategic planning; develop partnerships with other agencies in the community; serve as human resources coordinator.
- 2001 – 2002 Study
- 1995 – 2001 Midwest Province of the De La Salle Christian Brothers,**
7650 S. Country Line Road, Burr Ridge, Illinois 60521
(Contact: Francis Carr 630-323-3725)
Job Title: Vice President
Coordinate the efforts of the Midwest Province with three universities, fifteen high schools and four middle schools; create ongoing professional development opportunities for teaching, administrative and support staff from all the institutions of the Province; administer departmental budget; develop assessment criteria for schools desiring to belong to the Midwest Province network; assist administrators in addressing personnel issues throughout the province.
- 1990 – 1995 Center for Pastoral Life and Ministry, Diocese of Kansas City – St. Joseph**
PO Box 419037, Kansas City, MO 64141
(Contact: Denise Simeone 816-756-1850)
Job Title: Teacher
Collaborate with the team to create, implement and publish a teaching curriculum for adult formation across 27 counties in Western Missouri; implement strategic planning activities for parish communities; facilitate meetings.
- 1984 – 1990 Catholic Charities, Kansas City, Missouri**
Director of the Justice Office

Administer the office and supervise staff in the development of educational models for implementing justice activities in parish communities; create sister community relationships between diocesan parishes and Central American aldeas; partner with other organizations in an effort to create a more just and peaceful community; supervise the work of the Campaign for Human Development locally; administer Campaign grants with local non-governmental organizations and community organizing groups.

1980 – 1984 Catholic Charities, Kansas City, Missouri

Job Title: Director of the Refugee Resettlement Office

Coordinate and administer the office as staff resettled primarily Vietnamese and Cuban refugees along with a variety of other refugees from various countries; assist individuals adjust to a new culture, learn English, find work and establish an independent life in an apartment as a productive member of US society.

1977 – 1980 De La Salle Education Center, Kansas City, Missouri

Job Title: Director of Counseling Services

Coordinate the institution's counseling services for 300 court adjudicated youth and high school drop-outs returning to school; supervised staff and administer the departmental budget; oversee the assignment of students to classes and follow up with grades; facilitate student/teacher relational issues.

1973 – 1977 St. Louis Province of the De La Salle Christian Brothers

Job Title: Recruiter

Develop work force of educators to staff a series of high schools and one university.

1969 – 1973 Rummel High School, Omaha, Nebraska

Job Title: Teacher

Work as part of a teaching team in the English Department; create an independent study program that addressed issues of differentiation; implement a new modular scheduling process; assistant gymnastics coach.

Education:

2007	Kellogg Scholar Certification in Non-Profit Management Kellogg School of Management Northwestern University Evanston, IL	
2001 - 2003	Post Masters Work toward D.Min. Wisdom University 2141 Broadway Oakland, California 94612	510-835-4827
1990	Master of Pastoral Studies Loyola University 6363 St. Charles Ave. New Orleans, Louisiana 70118	267-258-3384
1978	Master of Education Xavier University 3800 Victory Parkway Cincinnati Ohio 45207-2511	513-745-3000

1969 Bachelor of Arts
Christian Brothers College 901-321-3290
50 East Parkway South
Memphis, Tennessee 38120

Board Service:

1995 – 2001 Provincial Council of the Christian Brothers of the Midwest
1997 – 2001 Board of Directors, San Miguel Schools, Chicago
2002 – 2008 Board of Directors, Brother David Darst Center, Chicago
2005 – 2007 Service Learning Advisory Committee, Dominican University
2008 - 2009 Illinois Network of Charter Schools Leadership Council

Maggie Baenninger Nass

[REDACTED]

[REDACTED]

[REDACTED]

Objective	Entrepreneurial business and education professional with the desire to obtain a position in a growing, multi-faceted learning organization where I can utilize my operational, fundraising, and educational management expertise to fulfill my passion for service to the marginalized within our communities.
Skills & Abilities	<ul style="list-style-type: none">• Goal-oriented, mission driven individual with strong leadership capabilities.• Organized, highly motivated, and detail-directed problem solver.• Ability to direct complex projects from concept to fully operational status.• Proven ability to work in unison with staff, volunteers, and board of directors.• Exceptional analytical and strategic-thinking abilities while staying mission focused and business oriented.• Flexible and resilient; open-minded and can navigate organizations with high ambiguity or high levels of change.• Strong communication, written, and verbal skills.• Strong strategic direction, planning, and project management skills.
Employment	<p>Chief Administrative Officer, Catalyst Schools, Chicago, IL</p> <ul style="list-style-type: none">• Oversee finance, administration, and human resources• Develop and implement HR policies and procedures including hiring and performance management processes.• Manage and facilitate annual budgeting process• Supervised personnel in finance, technology, human resources, marketing and fundraising <p>August 1, 2009 – Present (hire date: December 2000)</p> <hr/> <p>Executive Director, LaSalle Education Network – LEN, Chicago IL</p> <ul style="list-style-type: none">• Co-founder of LaSalle Education Network – operational and educational support for Chicago charter, contract, and private school network (Catalyst Schools & San Miguel Schools)• Developed and implemented a Human Resources program that serves more than 130 employees across 5 sites.• Developed and implemented HR policies and procedures including hiring and performance management processes.• Developed annual orientation program for more than 100 new hires• Facilitated the Networks mission measurement and outcomes process• Manage and facilitate annual budgeting process• Supervised personnel in finance, technology, human resources, marketing and fundraising• Instituted formal performance management process <p>August 2006 – July 2009</p>

	<p>Chief Advancement Officer, San Miguel Schools/Catalyst Schools, Chicago IL</p> <ul style="list-style-type: none"> • Oversee the planning, implementation, and reporting on all of the development, marketing, and branding activities of both the public and private arms of the educational network. • Prepared and managed annual goals and strategy for a successful \$3,000,000 annual fundraising program. • Successfully managed \$17,000,000 capital campaign. • Served as a member of the Executive Team and contributed to the strategic planning and setting of policies for the organization 	2005
	<p>Director of Development, San Miguel Schools, Chicago IL</p> <ul style="list-style-type: none"> • Oversee the planning, implementation, and reporting on all of the development, marketing, and branding activities of the founding private schools. 	2003-2005
	<p>Director of Foundation Relations, San Miguel Schools, Chicago IL</p> <ul style="list-style-type: none"> • Oversee all aspects of funding from private foundations and government agencies, including prospect research, grant writing, proposal submission, site visits, reporting and appropriate follow up. • Managed grants calendar and submitted an avg. of 6 grants per month 	2002-2003
	<p>Teacher, San Miguel Schools Chicago, Chicago, IL</p> <ul style="list-style-type: none"> • Taught 6th and 7th grade Social Studies, Language Arts, Writing, and Math • Led the student-leadership team • Co-Chair of the Schools Improvement Process 	2000-2001
	<p>Hotel Communications and Front Office Coordinator <i>International House of Philadelphia</i>, Philadelphia, PA <i>The Westin</i>, Philadelphia, PA <i>Hôtel President Wilson</i>, Geneva, Switzerland <i>Hôtel Beau Rivage</i>, Geneva, Switzerland</p>	1998-2000 1998-2000 1995-1998
Education	<p>M.P.S., Masters of Science in Public Service Management and Nonprofit Administration, DePaul University, School of Public Service Lasallian Leadership Institute, March 2009 Year I—Lasallian Education Mission Year II—Spiritual Leadership in Lasallian Ministries Year III—Lasallian Leadership in the Educational Community Certificate of Nonprofit Management, Executive Scholars Program, Northwestern University Kellogg School of Management <i>B.A., Geography and Urban Studies, Temple University</i></p>	
Community and Professional Involvement	<p>NativityMiguel Network of Schools, Mission Assessment Team, 2008 to 2009 Ethiopian American Kids Community, Planning and Programming Committee, 2006 to Present NativityMiguel Network of Schools, Mission Assessment Commission, June 2008 Illinois Campus Compact, Grant Review Committee, November 2008 Development Committee, Lasallian Volunteer Program, 2007-2008 Chicago Renaissance 2010 Charter Schools Design Team, Catalyst Schools Chicago, 2005-2006 Member of the Association of Fundraising Professionals, 2002 - 2004 Member of the Lasallian Volunteer Program, 2000-2002</p>	

Mrs. Sala K. Sims

2007- Present Principal, Catalyst School Circle Rock- Catalyst Schools Chicago

Demonstrated ability to lead by upholding school's core values and beliefs.

- Modeled high character expectations for school community through positive interactions with students, parents, and staff.
- Created weekly school-wide community building assembly, focused on school culture, character education, and demonstrations of student learning.
- Created Caught Being Good Award, a school-wide initiative whose goal is to promote positive behavior by recognizing students who demonstrate high character.
- Each quarter over 100 students from grades K- 8 (out of a 277 person student body) were recognized and rewarded for Caught Being Good.

Held self and other adults accountable for ensuring high academic achievement for every student.

- Led weekly leadership team meetings, reviewed school-wide, classroom and student data to address academic and operational successes and concerns.
- Facilitated school's *Breakthrough School Improvement Planning* process, collaborated with staff to identify areas of strength and areas of needed growth.
- Collaborated with staff to identify and implement strategies for improvement.
- Implemented the use of Understanding by Design (UbD) lesson planning format, which emphasizes using mastery level objectives and thinking skills when developing learning experiences for students.
- Created, designed and implemented Standards Based Report Card, ensured that grades reported were aligned to Illinois learning standards.
- Conducted twice yearly performance evaluation of teachers' classroom practice.
- Conducted twice yearly evaluation of other staff members.

Proven track record of achieving goals and results.

- Researched and selected interim assessment Northwest Evaluation Association (NWEA) for use at Catalyst Circle Rock.
- Collaborated with Catalyst-Howland leadership to discuss implementing NWEA at the Howland campus. Discussions resulted in Catalyst-Howland's use of NWEA.
- Led the development and implementation of reliable and systematic protocols for reviewing assessment data and developing data driven instructional action plans.
- Effective leadership in the implementation of NWEA resulted in Catalyst Circle Rock's averaging 1.7 years of academic growth in one academic year.
- Effective leadership in the implementation of NWEA resulted in Catalyst Circle Rock being ranked in the 99th percentile for academic growth nationwide, as reported by NWEA.
- Collaborated with administration and teachers to set educational program goals and monitor progress for core curriculum, Accelerated Reader, Accelerated Math, Fluent Reader, and Study Island.
- Researched and co-wrote (with Lead Teacher) application for highly selective Chicago Teacher Advancement Program (Chicago TAP).

- As a result of our successful application process, Catalyst Circle Rock was selected as 1 of the final 20 schools to become a TAP school. There were only 40 TAP schools total selected to be a part of the Chicago TAP pilot program.

Demonstrated knowledge of teaching and learning, with proven ability to drive significant improvement in academic achievement.

- Utilized experiences as both a National Board Certified Teacher and a Certified Illinois Master Teacher to set school-wide standards for teaching and learning.
- Observed classroom instructional practices, provided feedback to teachers on their pedagogical strengths and areas of growth.
- Under my leadership, 84% or 11 out of 13 classrooms have met or exceeded their classroom goals in Accelerated Reader, Accelerated Math, and NWEA.
- Supported 2 out of 13 classrooms in the creation of strategic plans to further increase student achievement to meet or exceed classroom goals.
- Coached Assistant Principal and Lead Teacher on protocols for their work in giving teachers feedback relating to classroom instruction and assessment data.
- Established academic partnership with the University of Chicago's Urban School Improvement Network, to support Catalyst's implementation of the STEP interim assessment in grades K-3.
- Established academic partnership with the University of Illinois Math and Science Extension programs, to further support teachers' content knowledge and instructional skills in the areas of math and science.

Demonstrated ability to adjust strategies and practices in order to reach goals.

- Increased teacher efficacy by initiating Catalyst network decision to transition from two teachers in a class to one teacher and an aide, following the evaluation of year one instructional practices.
- Addressed low performance on writing standards (evidenced by ISAT scores) by developing a school-wide monthly writing initiative.
- Writing samples of 100% of students in grades K-8 were submitted monthly to the Lead Teacher for critique and feedback.
- Improved school's Renaissance program by shifting program from the end of the day- 4 days a week, to incorporating Renaissance into the school day- 1 day a week. Thereby, increasing instructional and student learning time.
- Improved school's Renaissance program by integrating program objectives with core content (i.e. music appreciation integrated with language arts).
- Developed high quality Renaissance partnerships with organizations such as; Ravinia, Chicago Children's Choir, Muntu Dance and Educational Endeavors.

Demonstrated leadership qualities, reflecting high skills in adult leadership, communication, listening, interpersonal skills, and commitment to on-going learning.

- Identified staffs' areas of strength and provided opportunities for teachers, social worker, and administration to create and lead professional development workshops for staff.
- Established an open door policy, encouraged open dialogue and discussion among staff.
- Modeled on-going learning through enrollment in National Louis University's Education Doctoral program.

Demonstrated ability to innovate and operate in a new school start setting.

- Led the project management for the opening of Catalyst School Circle Rock.
- Researched, implemented and evaluated the core K-8 curriculum utilized at Catalyst Circle Rock.
- Recruited and hired 100% of Catalyst Circle Rock Staff.

- Developed rigorous teacher/staff trainings to insure the on-going professional development of the teachers and staff of Catalyst Circle Rock.
- Developed, reviewed and maintained an annual budget, prioritized to meet the instructional and operational goals of Catalyst School-Circle Rock.
- Collaborated with the LaSalle Education Network Offices on budget development, operations, educational program development, and compliance to ensure the ongoing success of the school.

2006 Design Team/Independent Contractor, Frazier Prep. Academy- Mosaica Education Inc., Ren 2010 Chicago Public Schools

- Collaborated with project manager to assemble founding design team and school board members.
- Presented Frazier Prep Academy proposal to Chicago Public Schools' evaluation teams, Chicago Public Schools Board of Education, and various community open forums.
- Frazier Prep. Academy was selected as one of eighteen new schools to open in the Fall of 2007 by the CPS Board of Education.

2004-2005 New Leaders for New Schools Resident Principal, Anton Dvorak Math Science Technology Academy- Chicago Public Schools

- Provided ongoing instructional supervision and support of classroom teachers at all grade levels as they implemented literacy and math strategies.
- Led, and as teacher capacity developed, coached primary, intermediate, and upper grade level teams in the analysis of assessment data to plan instruction and improve student achievement.
- Led school-wide professional development on the practice of using Mastery Level Objectives and Mastery Level Thinking in Lesson Planning.
- Co-facilitated a series of professional development sessions and local school council meetings focused on the transformative work of developing a professional learning community within the school.

2001-2004 Appointed Teacher, Helen McCorkle Elementary- Chicago Public Schools
1998-2001 Appointed Teacher, James Monroe Elementary- Chicago Public Schools
1997-1998 FTP Teacher, Chicago Public Schools- Farren, Beethoven, Seward Elementary Schools

EDUCATION

June 2005 Certificate of Advanced Studies, Administration and Supervision, National Louis University
June 2000 Masters of Education, Teaching and Learning, DePaul University
May 1997 Masters of Urban Planning and Policy, Community and Economic Development, University of Illinois at Chicago
May 1994 Bachelors of Science, Business Administration, University of Illinois at Urbana/Champaign

CERTIFICATION

Illinois Administrative Type 75 Certificate, # 2183156
Certificate of Advanced Studies, Administration and Supervision, National Louis University
National Board Generalist/ Early Childhood Teaching Certificate, # 01102966
Illinois Master Early Childhood Teaching Certificate, # 2187094
Illinois Elementary K-9 Teaching Certificate, # 1597904

PROFESSIONAL DEVELOPMENT

- 2009** Staff Development for Educators- Differentiating Instruction Training
- 2008** Illinois Administrators Academy- Teacher Evaluation Training
- 2007** Northwest Evaluation Association- Interim Assessment Training
- 2007** Behavior Intervention Support Team Training
- 2005** Chicago Public Schools Principal Eligibility Process/General Program of Study
- 2003/04** Candidate for National Board Certification- Generalist/ Early Childhood Ages 3-8
- 2003/04** Advanced Reading Development Demonstration Project
- 2001** Rochelle Lee Fund Literacy Workshop Series
- 1999** Trained Shared Inquiry Junior Great Books Leader

AWARDS/RECOGNITION

- 2004** University of Chicago- Blum-Kovler Teacher Award
- 2004** ABC/Channel 7 News- *Class Act* Segment
- 2003** Illinois Reading Council Literacy Grant Awardee
- 2001** Rochelle Lee Fund Grant Awardee

References available upon request.

Schools Operated by Applicant

Applicant: The Catalyst Schools – Chicago, IL

Charter Schools Operated: 2

1. Catalyst – Howland Charter

Grade Levels: K-8

**Location: 1616 South Spaulding Avenue
Chicago, IL 60623
(North Lawndale neighborhood)**

Catalyst – Howland Charter holds a separate charter.

Authorizer: Chicago Public Schools (Howland - Oracle #: 66431)

2. Catalyst – Circle Rock Charter

Grade Levels: K-8

**Location: 5608 West Washington Boulevard
Chicago, IL 60644
(Austin neighborhood)**

Catalyst – Circle Rock Charter holds a separate charter.

Authorizer: Chicago Public Schools (Circle Rock - Oracle # 66432)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

**CATALYST BUDGET NARRATIVE
8/23/2011**

Items	Vendor/Description	Cost each	QTY	Extended Cost
Video distribution system, mobile cameras, video content storage unit, video IP broadcast unit, UPS 2200 for video server, video server, & misc. microphones	Vbrick by Low Voltage Sales	\$67,310.00	1.00	\$67,310.00
Live event broadcasting system	Vbrick by Low Voltage Sales	\$11,170.00	2.00	\$22,340.00
Digital signage system w/ two display screens (includes 42" displays & installation)	Vbrick by Low Voltage Sales	\$11,100.00	1.00	\$11,100.00
Third party content library for video system and server	Vbrick by Low Voltage Sales	\$21,645.00	1.00	\$21,645.00
Shipping & handling for above		\$821.36	1.00	\$821.36
TOTAL FOR VISUAL MEDIA TECHNOLOGY	\$123,216.36			
ID Card System for staff IDs, Magicard Rio Duo ID Card printer, Alpha Tracker Enterprise Software, Logitech Web Camera; includes visitor tracking and badge printer.	AlphaCard	\$4,428.79	1.00	\$4,428.79
Smart Classroom Technology: SMART Boards, Classroom response system, sound system with mics for teacher and students, document camera for library	Bradfields	\$15,925.18	1.00	\$15,925.18
Frontrow To Go portable sound system for school gymnasium	Bradfields	\$899.00	1.00	\$899.00
Multipurpose room sound system to integrate with current A/V	Bradfields	\$5,600.00	1.00	\$5,600.00
A/V cart for SMART classrooms	School Outfitters	\$339.99	4.00	\$1,359.96
Shipping & handling for above		\$200.56	1.00	\$200.56
Network switch for improved performance of video streaming Cisco 4500 series solution	CDW	\$39,022.65	1.00	\$39,022.65
Five notebook computers for teachers	CDW	\$704.00	5.00	\$3,520.00
Banquet-style stacking chairs	Frank Cooney Company	\$34.95	150.00	\$5,242.50
Stacking chair dollies	Frank Cooney Company	\$39.00	15.00	\$585.00
				\$200,000.00

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	The Catalyst Schools
Applicant's DUNS Name:	7833482250000
Federal Program:	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Planning
CFDA Number:	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

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 **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes 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: The Agency Contact listed in this grant application package.