

**Illinois Impact Initiative  
CSP Subgrant**

**REQUEST FOR APPLICATIONS**

June 16, 2023

**PROGRAM, FISCAL, BUDGET & RFA QUESTIONS:**  
Allison Jack, Project Director | [CSPgrant@incschools.org](mailto:CSPgrant@incschools.org)

**ILLINOIS IMPACT INITIATIVE**  
**Illinois' CSP Grant - Subgrant Requests for Applications**

**Illinois Impact Initiative**

Illinois Network of Charter Schools' Charter School Programs Subgrant

A.	Background and Purpose of Grant .....	3
B.	Key Information and Dates.....	4
	Table 1. Key Information.....	4
	Table 2. Key Dates .....	4
C.	Size and Duration of the Subgrant.....	5
	Table 3. Subgrant Award Amount and Timing.....	6
D.	Eligibility .....	7
E.	Definitions .....	8
F.	Allowable Expenses .....	11
G.	Application Submission Instructions .....	12
H.	Application Processing, and Scoring .....	13
	Definitions of Competitive Priorities.....	13
I.	Technical Assistance, Evaluation, Reporting .....	16
I.	GRANT APPLICATION.....	20
	A. Eligibility Questionnaire .....	20
	B. Application Instructions.....	20
	C. Subgrant Budget Instructions .....	21
	D. Cover Page & Checklist.....	23
	E. Executive Summary.....	23
	F. Application Narrative .....	23
	G. Needs Analysis.....	24
	H. References and Additional Guidance .....	26
	I. Required Attachments .....	27
	EXHIBIT A: APPLICATION .....	28
	COVER PAGE & CHECKLIST.....	28
	A. School Project Cover Page, signed .....	28
	B. Certification and Assurances .....	34
	Narrative (105 Points).....	38
	Rubric (105 Points, plus up to 14 Competitive Preference Priority Points) .....	39
	EXHIBIT B: ALLOWABLE COSTS GUIDE .....	59
	ALLOWABLE EXPENDITURES .....	61

# ILLINOIS IMPACT INITIATIVE

## Illinois' CSP Grant - Subgrant Requests for Applications

ALLOWABLE PLANNING EXPENDITURES .....	61
Grant funds are intended to support planning activities associated with opening, replicating or expanding a charter school. Planning activities end when the school opens. These activities typically include: .....	61
ALLOWABLE IMPLEMENTATION EXPENDITURES.....	62
NON-ALLOWABLE EXPENDITURES .....	63
FEDERAL RULES .....	64
SPENDING & SINGLE AUDIT REQUIREMENT .....	64
EXHIBIT B: ALLOWABLE COSTS GUIDE.....	58

### 1. GRANT INFORMATION

#### A. Background and Purpose of Grant

Under the FY 2022 Charter Schools Program (CSP) State Entities Competition, the U.S. Department of Education (Department) awarded grants to six states. Authorized under the Every Student Succeeds Act (ESSA) (20 U.S.C. 7221-7221j), the CSP State Entities Program is a competitive grant program that enables State entities to award subgrants to eligible applicants in their state.

The Illinois Network of Charter Schools (INCS) was awarded this grant in September 2022. The INCS Federal CSP subgrant program will pursue the following objectives:

- 1) Increase the number of high-quality charter schools in Illinois educating traditionally underserved students by opening, replicating, or expanding high-quality charter schools.
- 2) Improve the overall quality of the charter sector as demonstrated by increased educational outcomes of students and student subgroups.

CSP subgrants awarded by INCS through its Illinois CSP Grant Program are federally funded under the US Department of Education CSP State Entities Grant (ALN number 84.282A) and are subject to the availability of funds through the CSP. Additional federal guidance and related documents are available at the Office of Elementary and Secondary Education webpage for “Expanding Opportunities through Quality Charter School Programs (CSP) Grants to State Entities.”

In carrying out these objectives, INCS will provide subgrants to qualified charter school developers to provide financial support for the initial implementation of opening, expanding, or replicating a public charter school in Illinois.

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

#### B. Key Information and Dates

In the key information in Table 1, potential applicants can find a summary of information to help prepare a subgrant application. In the dates included in Table 2, potential applicants can find a list of important deadlines and milestones for the Illinois CSP process. Please email [csp@incschools.org](mailto:csp@incschools.org) with any questions you may have about the CSP grant process.

**Table 1. Key Information**

Activity	Information
Request for Applications Title	Illinois Impact Initiative Proposal
ALN Number	84.282A
RFA Issuing Office	The Illinois Network of Charter Schools (INCS)
Contract Administrator	Allison Jack, <a href="mailto:cspgrant@incschools.org">cspgrant@incschools.org</a>
Application Package	<a href="https://incschools.org/CSPgrant">incschools.org/CSPgrant</a>

**Table 2. Key Dates**

Activity	Date
Subgrant Application and Eligibility Questionnaire Available	June 16, 2023
First Deadline for Eligibility Questionnaire	June 21, 2023
Webinar for Applicants	June 22, 11:30 am
Application documents and google folders sent to those who completed the Eligibility Questionnaire	June 23, 2023
Subgrant Application Due	July 31, 2023 @5:00 pm CT
Interviews	August 2023
Subgrant Cycle 1 Awards Announced	Late August 2023

**Grant calendar updates can be found at [incschools.org/CSPgrant](https://incschools.org/CSPgrant)**

**Dates are subject to change.**

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

#### C. Size and Duration of the Subgrant

The current funding amount available to be awarded for the Illinois Impact Initiative Charter Schools Program subgrants is approximately \$22,500,000, which will be divided into three categories based on applicant eligibility to carry out one of the following eligible subgrant activities (per ESEA § 4303(b)(l) requirements):

1. open and prepare for the operation of **new charter schools**;
2. open and prepare for the operation of **replicated high-quality charter schools**; or
3. **expand** high-quality charter schools.

INCS may award subgrants to new charter schools, replicating charter schools, and schools that are expanding. The grant period is up to 36 months inclusive of both planning and implementation periods. INCS will consider extensions of the grant duration up to 60 months inclusive of planning and implementation. In no instance will a grant period exceed 60 months.

**Expansion** can include schools opening a new grade level or significantly expanding enrollment. **Significant expansion** is defined as adding at least 60 students or 15% of a school's total enrollment.

The **planning period** is the time between the grant award up to the first day of school and can be no longer than 18 months, with the exception of the first year of the grant – see below. The **implementation period** begins no sooner than the first day of school.

Subgrantees in the first cohort of this grant (summer 2023) will be eligible to expend planning grant funds from August 1, 2023 to September 30, 2023 which should be reflected in their proposed budget. This aligns with the end of the fiscal year for the CSP grant. Subgrantees will then be eligible for implementation funds starting October 1, 2023. All grant funds must be expended by July 31, 2026 for the 2023 cohort unless an extension is proposed.

Through a competitive process, subgrantees will be eligible to apply for and be awarded up to \$1,500,000. The base award is \$1,000,000 for subgrantees opening or replicating a charter school. The base award is \$750,000 for subgrantees that are significantly expanding their charter school.

Subgrantees opening or replicating a charter school are eligible to be awarded up to \$500,000 in supplemental funds based on satisfaction of the criteria set forth in Table 3 below; subgrantees that are significantly expanding their charter school are eligible to be awarded up to \$450,000 in supplemental funds. The release of supplemental funds will be based on the applicant providing evidence that it is able to fulfill the requirements of supplemental funding. The release of all funds is contingent upon approved student enrollment, school facility's ability to accommodate that number of students, and a school's score on the Illinois School Report Card. This applies to the base award as well as the supplemental funds available. Depending on the need and criteria being met, schools qualify for a percentage of the base award and a percentage of the supplemental funds up to \$1,500,000 total for subgrantees opening or

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

replicating a charter school; and up to \$1,200,000 total for subgrantees significantly expanding a high-quality charter school.

There is no guarantee that submitting a proposal will result in funding or funding at the requested level.

**Table 3. Subgrant Award Amount and Timing**

Target	Amount	Timing	By the end of the first implementation year (for year two funding), the following progress must be reported.
Base Award for <b>Opening / Replicating Charter Schools</b>	\$1,000,000	Upon approval of charter application, or upon INCS' approval of Letter of Interest from the public chartering agency	School must be open and operating
Base Award for <b>Expansion</b>	\$750,000	Upon approval of subgrantee application	School must be serving the number of new students as proposed in the application
Competitive Preference Priority 1: Serving Rural Schools	\$50,000	For new or replicating schools, upon approval of charter application.  For expansion awardees, upon approval of subgrantee application	Subgrantee must be serving the majority of students who reside in communities that: <ul style="list-style-type: none"> <li>• Have less than 50,000 people; or</li> <li>• Are defined as <a href="#">unincorporated areas of Illinois</a></li> </ul>
Competitive Preference Priority 2: Serving High Schools	\$50,000		Subgrantee must have established a high-quality high school operating evidence-based programming and curricula as demonstrated by: <ul style="list-style-type: none"> <li>• A program focused on supporting high school students to be prepared for college or career; and</li> <li>• CSP-funded supports that ensure programming is rigorous, relationship-based and relevant</li> </ul>
Competitive Preference Priority 3: Utilizing Diverse School Models	\$50,000		The subgrantee must demonstrate that they are executing the model that they described in their application, which was based on community input.
Competitive Preference	\$50,000		The subgrantee must provide a detailed

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

Target	Amount	Timing	By the end of the first implementation year (for year two funding), the following progress must be reported.
Priority 4: Partnering with Traditional Public Schools			description of the partnership with traditional public schools.
Competitive Preference Priority 5: Serving At-Risk Populations	\$250,000		Subgrantee must demonstrate that the school is serving at least 80% of students who qualify as at risk. For the purposes of this requirement, schools should use the definition of at risk or educationally disadvantaged as described in section 1115(c)(2) of the <a href="#">ESEA</a> : <i>a student in one or more of the following categories - economically disadvantaged, children with disabilities, migrant students, English learners, neglected or delinquent students, homeless students, and students who are in foster care.</i>
Competitive Preference Priority 6: Opening/Replicating Charter Schools in Designated Priority Areas	\$50,000	For new or replicating schools, upon approval of charter application.	Subgrantee must be operating in one of the following designated priority areas: Cahokia, Champaign, Decatur, DeKalb, East St. Louis, Kankakee, Peoria, Proviso Township, Rock Island, Rockford, Urbana, and Waukegan in greater Illinois and CPS Networks 3, 11, 12, 13, 15, 16, and 17.

#### D. Eligibility

To be eligible to receive an award, applicants must meet the following requirements:

1. Meet (a) the federal definition of a charter school; **or** (b) the federal definition of a charter developer; (definitions below and [here](#))
2. Have applied for authorization from an authorized Illinois public chartering agency to open, replicate, or significantly expand a high-quality charter school. **Significant expansion** is defined as adding at least 60 students or 15% of a school's total enrollment;
3. Have provided adequate and timely notification to that authority that the school is applying to the INCS Charter Schools Program subgrant, the ***Illinois Impact Initiative***;
4. Completed a Board Chair-signed Statement of Certifications & Assurances;
5. Replications and expansions meet one of the INCS criteria of a "high-quality charter school" below:

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

- a. Schools designated “high-quality” are schools that receive a rating of “Exemplary” or “Commendable” on the Illinois State Report Card.  
OR
  - b. Schools that do not meet one of the above criteria due to incomplete, non-existent, or unreliable state data, present interim assessment data that shows an upward trend in student performance and growth towards the definition of high-quality for approval of eligibility.
6. Replications and expansions meet the federal definition of a “high-quality charter school” as described under ESEA § 4310 (8) which states a charter school must—
- a. shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;
  - b. has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
  - c. has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
  - d. has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
7. Applicants must not have received a subgrant under this program for a 5-year period unless they can prove 3 years of improved educational results for enrolled students as specified under ESEA § 4303. (2) SUBGRANTS. An eligible applicant may not receive more than 1 subgrant under this section for each individual charter school for a 5-year period, unless the eligible applicant demonstrates to the State Entity that such individual charter school has at least 3 years of improved educational results for students enrolled in such charter school with respect to the elements described in subparagraphs (A) and (D) of section 4310(8). In addition, the funds cannot be used for the same activities.

#### E. Definitions

1. CHARTER SCHOOL. ESEA § 4310 (2) —The term “charter school” means a public school that meets this federal definition:
  - a. in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to



## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

- the other requirements of this paragraph;
- b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
  - c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
  - d. provides a program of elementary or secondary education, or both;
  - e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
  - f. does not charge tuition;
  - g. complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and part B of the Individuals with Disabilities Education Act;
  - h. is a school to which parents choose to send their children, and that—
    - i. admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
    - ii. in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
  - i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
  - j. meets all applicable Federal, State, and local health and safety requirements;
  - k. operates in accordance with State law;
  - l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and
  - m. may serve students in early childhood education programs or postsecondary students.
2. DEVELOPER. ESEA § 4310 (5) - The term "developer" means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

community in which a charter school project will be carried out.

3. EXPAND. ESEA § 4310 (7) - The term “expand,” when used with respect to a high-quality charter school, means to significantly increase enrollment or add one or more grades to the high-quality charter school.
4. REPLICATE. ESEA § 4310 (9) - The term “replicate,” when used with respect to a high-quality charter school, means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high quality charter school, under an existing charter or an additional charter, if permitted or required by State law.
5. HIGH-QUALITY CHARTER SCHOOL. ESEA § 4310 (8) - The term “high-quality charter school” means a charter school that—
  - a. shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;
  - b. has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
  - c. has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
  - d. has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
6. HIGH-QUALITY CHARTER SCHOOL IN ILLINOIS
  - a. Schools designated “high-quality” are schools that receive a rating of “Exemplary” or “Commendable” on the Illinois State Report Card.
    - i. The Illinois State Report Card defines “Exemplary” as a school in which no subgroup is performing at or below the level of the “all students” group in the lowest-performing 5 percent of Title I-eligible schools, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.
    - ii. The Illinois State Report Card defines “Commendable” as a school in which no subgroup is performing at or below the level of the “all students” group in the lowest-performing 5 percent of Title I-eligible schools, a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

#### F. Allowable Expenses

All requested budget items must be reasonable, necessary, allowable, and allocable as defined in the Office of Management and Budget's Uniform Guidance ([2 C.F.R. Part 200](#)). All costs must be justified for the specific purposes of this CSP subgrant, necessary to complete grant objectives, supported with justification for reimbursement, and aligned with state and federal law. Required justification may require upfront planning and tracking and should be addressed prior to spending any approved funds.

Federal non-regulatory guidance indicates "If the charter school can show that the state or local funds it has received are necessary to meet expenses other than the one at issue, then the charter school has met its burden of showing that the 'other initial operations costs' cannot be met from state or local sources and, therefore, is allowable under the CSP grant." Costs incurred must be one-time in nature, obligated during the grant project period, correlated to a grant objective, and may not include ongoing operational costs.

An applicant receiving a subgrant under this program may use the subgrant funds only for **allowable activities** as defined in the ESSA Section 4303(h).

**Please see the Exhibit B: Allowable Costs Guide at the end of this document (p.54) for a breakdown of allowable costs during the planning and implementation periods.**

Subgrantees in the first cohort of this grant (summer 2023) will be eligible to expend planning grant funds from August 1, 2023 to September 30, 2023 which should be reflected in their proposed budget. This aligns with the end of the fiscal year for the CSP grant. Subgrantees will then be eligible for implementation funds starting October 1, 2023. All grant funds must be expended by July 31, 2026 for the 2023 cohort unless an extension is proposed.

#### **Below are the generally allowable activities for use with CSP funds:**

- Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with—
  - providing professional development; and
  - hiring and compensating, during the eligible applicant's *planning period* specified in the application for subgrant funds, that is required under this section one or more of the following:
    - Teachers
    - School leaders
    - Specialized instructional support personnel
- Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
- Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations (ADA), and minor facilities repairs (excluding construction).
- Providing one-time, startup costs associated with providing transportation to students to and from the charter school.

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

- Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
- Providing for other appropriate, non-sustained costs related to the activities described in this RFA when such costs cannot be met from other sources.

#### Unallowable Costs Include:

- Normal operating costs unless written approval from INCS staff is given. Expenditures of this nature may be claimed for one year only (e.g., unexpected services due to the influx of numerous special education or ESL students).
- Ongoing salaries or benefits unless they can be classified as other non-sustained costs that cannot be met from other sources and are necessary for the purpose of the subgrant.
- Postage costs
- Utility costs
- Ongoing student transportation costs
- Costs associated with field trips that are part of the regular academic program
- Ongoing facilities costs, such as rent payments, property or liability insurance, mortgage interest, real estate taxes
- Food and beverages
- Promotional items meant as giveaway gifts, such as t-shirts, keychains, mugs, hats, etc.

#### G. Application Submission Instructions

Submit the application according to the timeline in Table 1. Applicants will receive access to the application package after their eligibility questionnaire is approved by INCS.

1. All applicants will be required to complete an Eligibility Questionnaire and then submit a full application uploaded to their assigned Google folder. Applicants should allow up to 5 business days for INCS review of the Questionnaire and verification of eligibility before they are approved to receive access to the full application although they should be reviewing the RFA as soon as they receive it.
2. INCS will provide a pre-application technical assistance webinar for prospective applicants, which will be recorded and available for viewing. **This webinar will be held on June 22, 2023 at 11:30 am CT.** All applicants are encouraged to attend. See Table 1 above for dates, times, and meeting links.
3. All narrative answers and additional attachments must be submitted through the applicant's assigned Google folder. Attachments uploaded must be standard letter size using 12-point font in Times New Roman, double-spaced, and one-inch margins. Applicants should be succinct in their responses.
4. The Illinois Impact Initiative subgrant funds are distributed using one process. An applicant may submit only one application.

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

5. Please note the CSP subgrant application deadline is 5:00 PM CST on July 31, 2023. Applications submitted late or incomplete will not be considered. INCS is required to enforce the established deadline to ensure fairness to all applicants. We suggest you submit your application and upload supporting documentation several days before the deadline to ensure it is received as complete and strongly recommend that you do not wait until the last day to submit your application or upload documents.
6. Submit the entirety of your application electronically in your school's specific Google folder by 5:00 PM CST on Monday, July 31, 2023.
7. Incomplete or late applications will not be considered.
8. If you do not receive an email confirmation of receipt of your application within 24 hours of your submission, please reach out to [cspgrant@incschools.org](mailto:cspgrant@incschools.org).

#### H. Application Processing, and Scoring

Subgrant applications will be reviewed and scored by six members of a Peer Review Committee composed of charter school leaders, a charter school board member, a charter school parent, and an external expert on school development.

To receive a subgrant, applicants must (a) earn at least 80% of the available points on the scoring rubric; and (b) be among the most highly rated applicants during a subgrant cycle given the finite number of awards INCS expects to make. Criteria for each question and the scoring rubric is available in the application package.

Each section of the application identifies the elements that must be present. Table 4 shows the points possible for each section.

There are two types of points: base and competitive preference. Applicants are eligible to earn up to 105 base points and up to 14 competitive preference points. Applicants must earn a total score of at least 84, which is 80%, to meet minimum eligibility requirements.

#### Definitions of Competitive Priorities

##### *Competitive Preference Priority 1: Serving Rural Schools*

<b>Two Additional Points may be awarded for schools that recruit from rural or unincorporated regions</b>	In the application	By the end of the first implementation year (for year two funding)
	Applicant must demonstrate that it intends to recruit in or near rural or unincorporated regions. The <a href="#">US Census</a> defines rural as anything not urban; therefore the applicant must demonstrate in their student recruitment plan that they plan to serve communities that:	Subgrantee must be serving the majority of students who reside in communities that: <ul style="list-style-type: none"><li>• Have less than 50,000 people; or</li><li>• Are defined as <a href="#">unincorporated areas of</a></li></ul>

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

	<ul style="list-style-type: none"> <li>• Have less than 50,000 people; or</li> <li>• Are defined as <a href="#">unincorporated areas of Illinois</a></li> </ul>	<a href="#">Illinois</a>
--	---	--------------------------

#### *Competitive Preference Priority 2: Serving High Schools*

<b>Two additional points may be awarded for schools that intend to serve high school students</b>	In the application	By the end of the first implementation year (for year two funding)
	Applicant must demonstrate how its new, replicated, or expanded school will serve high school students (grades 9 through 12). This should be reflected in the Grade Levels to be Served chart on page 27.	Subgrantee must have established a high quality high school operating evidence-based programming and curricula as demonstrated by: <ul style="list-style-type: none"> <li>• A program focused on supporting high school students to be prepared for college or career</li> <li>• CSP-funded supports that ensure programming is rigorous, relationship-based and relevant</li> </ul>

#### *Competitive Preference Priority 3: Utilizing Diverse School Models*

<b>Two additional points may be awarded for schools that intend to use diverse school models</b>	In the application	By the end of the first implementation year (for year two funding)
	Applicant must provide evidence for how their selected school model (curricula, programming, focus, services, etc.) is directly connected to the needs of the community they seek to serve. Evidence could include: <ul style="list-style-type: none"> <li>• Partnerships with community-based organizations</li> <li>• Results of family focus groups</li> <li>• Surveys</li> <li>• Town hall meetings</li> <li>• One-on-one meetings</li> </ul>	The subgrantee must demonstrate that they are executing the model that they described in their application, which was based on community input.

#### *Competitive Preference Priority 4: Partnering with Traditional Public Schools*

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

<b>Two additional points may be awarded for schools partnering with traditional public schools</b>	In the application	By the end of the first implementation year (for year two funding)
	The applicant must include a memorandum of understanding with one or more traditional public schools detailing the planned partnership which should include one of these partnership areas: professional development, communities of practice, family programming, after school programming, service learning projects, student partnerships or other partnership plans as approved by INCS staff.	The subgrantee must provide a detailed description of the partnership with traditional public schools.

#### Competitive Preference Priority 5: Serving At-Risk Populations

<b>Three additional points may be awarded for schools that intend to serve at-risk populations</b>	In the application	By the end of the first implementation year (for year two funding)
	The applicant must either: <ol style="list-style-type: none"> <li>1. Include a student recruitment strategy that seeks to recruit in neighborhoods with a large number of at risk students, defined as communities that don't have a neighborhood school that meets the <i>commendable</i> or <i>exemplary</i> designation on ISBE's rating system; OR</li> <li>2. Intends to recruit at risk high school students, defined as students who are not attending school currently or are "overage, under-credited."</li> </ol>	Subgrantee must demonstrate that the school is serving at least 80% of students who qualify as at risk. For the purposes of this requirement, schools should use the definition of at risk or educationally disadvantaged as described in section 1115(c)(2) of the <a href="#">ESEA</a> : <i>a student in one or more of the following categories - economically disadvantaged, children with disabilities, migrant students, English learners, neglected or delinquent students, homeless students, and students who are in foster care.</i>

#### Competitive Preference Priority 6: Opening/Replicating Charter Schools in Designated Priority Areas

<b>Three additional points may be awarded for schools that intend to open or replicate charter schools in designated priority areas</b>	In the application	By the end of the first implementation year (for year two funding)
	Applicant must demonstrate where it will open, replicate or expand a charter school in one of the following designated	Subgrantee must be operating in one of the following designated priority areas: Cahokia, Champaign, Decatur, DeKalb,

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

	priority areas: Cahokia, Champaign, Decatur, DeKalb, East St. Louis, Kankakee, Peoria, Proviso Township, Rock Island, Rockford, Urbana, and Waukegan in greater Illinois and CPS Networks 3, 11, 12, 13, 15, 16, and 17.	East St. Louis, Kankakee, Peoria, Proviso Township, Rock Island, Rockford, Urbana, and Waukegan in greater Illinois and CPS Networks 3, 11, 12, 13, 15, 16, and 17.
--	--	---

Table 4. Points possible on Application

Item	Points
Executive Summary	Up to 5 points
Education Program	Up to 40 points
Operations Plan	Up to 20 points
Financial Plan	Up to 20 points
Growth Plan	Up to 8 points
Needs Analysis	Up to 12 points
Competitive Preference Priority 1: Serving Rural Schools	2 additional points
Competitive Preference Priority 2: Serving High Schools	2 additional points
Competitive Preference Priority 3: Utilizing Diverse School Models	2 additional points
Competitive Preference Priority 4: Partnering with Traditional Public Schools	2 additional points
Competitive Preference Priority 5: Serving At-Risk Populations	3 additional points
Competitive Preference Priority 6: Opening/Replicating Charter Schools in Designated Priority Areas	3 additional points

#### I. Technical Assistance, Evaluation, Reporting

The important dates listed at the beginning of this application are provided to ensure all potential applicants receive adequate technical assistance to submit a high-quality proposal.



## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

Subgrantees will be required to attend a variety of technical assistance sessions and participate in designated activities over the grant period that are intentionally designed to improve each school's chance of success. The sessions are tailored to the needs of each school and designed to enhance each school's ability to fulfill its mission and satisfy the objectives of the Illinois Impact Initiative. Subgrantees are required to participate fully in the external evaluation of the Illinois Impact Initiative.

In addition to posting all information, trainings, and tools relevant to the CSP subgrant application on INCS' website, INCS will provide information and resources at in-person and/or virtual Introductory Charter Applicant trainings held by INCS and other entities.

All subgrantees will receive onsite technical assistance and monitoring visits within the first 12 months of school operation to ensure activities occur as approved within the grant and for INCS to gather information regarding future technical assistance. Additionally, prior to each subsequent fiscal year, subgrantees will submit a subgrant annual progress report (SAPR) to INCS delineating their progress against their performance agreement, and if necessary, will explain adjustments to their plans to ensure all outcomes and goals are met.

To protect federal dollars, failure to demonstrate progress towards benchmarks and targets may result in cancellation of grants and the return of misused or unspent funds. For those subgrantee schools failing to meet expected benchmarks and targets, INCS, in cooperation and coordination with the authorizing agency, will provide technical assistance to support school improvement efforts.

INCS staff will provide ongoing technical assistance for all subgrantees by phone, email, and in-person and virtual meetings to ensure fidelity to the goals of this grant, and to ensure all appropriate accountability and reporting requirements are met.

Technical Assistance includes quarterly trainings for all subgrantees, which include the following topics:

- Recruitment, enrollment and retention of students, including designing and implementing enrollment and recruitment campaigns
- Curriculum design including selection of high-quality materials to meet the needs of all students
- School culture and discipline
- Hiring and retaining highly effective teachers
- Board leadership cultivation and training
- Community engagement, including relationship building with local leaders and community organizing
- School leadership development
- Replication and expansion best practices
- School operations, including participating in INCS Operations Working Group
- Accessing federal funding

New schools will receive intensive support training, which includes the following topics:

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

- Teacher recruitment
- Teacher support
- Evaluation
- Facilities assistance
- Board composition

The evaluation will be ongoing throughout the grant period and subgrantees agree to fully participate in and support these necessary activities. INCS will collect and analyze data as necessary for the evaluation and in a manner which assures safety, security, and anonymity of all subjects and data. Subgrantees will provide INCS with data and access requested in a timely manner which may include, but is not limited to:

- Student academic and other outcome data
- Staff data
- Access to individuals necessary for interviews or focus groups
- Staff time as necessary for survey completion
- Access to the school site for planned observations
- Dissemination of best practice to strengthen INCS' CSP subgrantees.

As such, subgrantees agree to make a good faith effort to participate in all reasonable requests by INCS to share and disseminate best practices. Such participation may include posting resources online via the INCS website, serving on discussion panels, sharing information for INCS Policy Briefs and/or leading informational sessions at a convening, and more.

Monitoring from INCS will be ongoing throughout the grant period and grantees agree to fully participate in and support these necessary activities. Monitoring may include, but is not limited to:

1. Desk monitoring
2. Scheduled on-site visitations during the planning & implementation phase to ensure subgrantees are meeting benchmark goals
3. Evaluation of subgrantees to ensure that they adhere to federal rules and regulations
4. Reviews at least twice per year, which will include a full review of all available data concerning academic, operational, and fiscal performance
5. Gathering attendance at board of trustees' meetings
6. Collection, review, and approval of each CSP subgrant budget; which may include:
  - a. Reviewing subgrantee spending reports and compiling a running report of all CSP expenditures;
  - b. Conducting fiscal and programmatic desk reviews;
  - c. Monitoring for timely drawdown of subgrant funds and compliance concerning allowable uses of funding;
  - d. Providing input and reviewing materials prior to submission for all authorizer hearings concerning finance; and
  - e. Receiving and reviewing budget revisions as requested, along with other duties.

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

7. INCS will also implement a plan and procedure to identify and notify subgrantees of compliance issues related to their CSP subgrant in order to impose any necessary conditions and corrective actions in a timely fashion, and to tailor technical assistance to the specific needs of subgrantees.

Schools that fail to adhere to subgrantee RFP and/or federal guidelines or to demonstrate high academic achievement will be subject to corrective action and placed on high-risk status until concerns are resolved.

A final grant report is due to INCS within 90 days of the end of the final grant year. The final report should contain the following:

- Executive summary (not to exceed one page)
- Report on each grant project goal, including a summary of the progress made on each goal and objective.
- A report on the academic achievement and growth of the school, including a copy of the school's most recent school performance framework report.
- Financial narrative report on how the grant was expended for each of the grant years and totals for the two-year period.
- Expenditure report that details 100 percent of awarded grant funds and includes a property inventory of all equipment and non-consumable goods purchased with CSP grant funds.

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

#### I. GRANT APPLICATION

*This is for eligible applicants seeking to open, replicate, or expand in all districts in Illinois. Applicants who are seeking to open, replicate, or expand beyond their enrollment cap in their existing charter agreement within Chicago Public Schools may submit their completed CPS RFP in lieu of completing the INCS CSP Subgrant Application. Please consult with INCS for further instruction.*

Applicants must submit the following information according to the application package in Exhibit A:

##### A. Eligibility Questionnaire

Prior to receiving access to the full application, applicants must complete an **eligibility questionnaire**. Review of the questionnaire could take up to 5 business days. Access to the full application will not be provided until the eligibility questionnaire is reviewed and approved.

Questions on the eligibility questionnaire include whether the applicant (1) meets (a) the federal definition of a charter schools; or (b) the federal definition of a charter developer; (2) has applied, or is intending to apply, for authorization from an authorized Illinois public chartering agency to open, replicate, or significantly expand a high-quality charter school or whether the applicant intends to expand within its existing enrollment cap; (3) if applying for replication or expansion, meets the federal definition of a “high-quality charter school” as described under ESEA § 4310 (8); and (4) whether the applicant has previously received a subgrant under this program.

##### B. Application Instructions

Please adhere to the following application instructions:

- Executive summary should not exceed two pages double spaced.
- Project Narrative should be double spaced and no more than 30 pages (does not include executive summary).
- Budget Narrative should not exceed three pages double spaced.
- The Needs Analysis is separate from the Project Narrative and should not exceed 5 pages. Applicants may upload additional attachments to support the Needs Analysis, including documents or evidence previously submitted to an authorized public chartering agency.
- The RFA Budget Summary Template should be submitted in Microsoft Excel format if possible.
- Certification and Assurances must include original signatures.
- All pages for attachments must be standard letter size (8.5” x 11”).
- Use 12-point Times New Roman font, double line spacing, and 1-inch margins. Tables may be in 11-point font.
- Number all pages.

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

PLEASE NOTE: Do not attach curriculum, invoices, or any other document not specifically required as an attachment. If, for good cause, the applicant wishes to include an additional attachment, email [cspgrant@incschools.org](mailto:cspgrant@incschools.org) with your request for permission and a supporting rationale. Extraneous attachments, without proper authorization, will be removed and not submitted to the reviewers. Do not include cover pages for the attachments. Do not upload/send any material that must be returned.

#### C. Subgrant Budget Instructions

The application budget has two parts: **The RFA Budget Summary Template** and the **Budget Narrative**. All proposed expenditures for the subgrant funding period must be itemized in the “RFA School Project Budget Summary Template” and justified in the Budget Narrative. Budget items not rationally supported by the proposal narrative will not be funded. In addition, applicants will submit a multi-year operating budget.

The subgrantee may obligate funds upon receipt of the subgrant award notification. However, no funds will be disbursed until after the approved subgrant award notification is signed and executed and a revised detailed budget is approved, if requested. Subgrant funds are disbursed on a cost reimbursement basis so applicants should have at least three months of operating funds at their disposal to implement the program to compensate for any delays in receiving reimbursement payments.

To complete the budget components, applicants must:

1. Determine whether you are requesting a grant to (1) open a new charter school, (2) replicate an existing charter school, or (3) expand an existing school.
2. Create your budget using the RFA Budget Project Summary Template – the budget should align to and address how it will support the school in meeting their stated project goals.
3. Write a detailed project narrative explaining how the funds will be used to meet the project goals; the budget narrative should address each budget period – planning and implementation. The narrative should provide a description of planned activities and expenditures through each budget period, along with a justification for those activities and expenditures.
4. The Planning Period may be no more than 18 months. The Implementation Period begins on the first day of school. Total grant lengths are up to 36 months, inclusive of the Planning period with the option, upon approval, to extend for up to 60 months total. In no instance will a grant period exceed 60 months.
5. Subgrantees in the first cohort of this grant (summer 2023) will be eligible to expend planning grant funds from August 1, 2023 to September 30, 2023 which should be

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

reflected in their proposed budget. This aligns with the end of the fiscal year for the CSP grant. Subgrantees will then be eligible for implementation funds starting October 1, 2023. All grant funds must be expended by July 31, 2026 for the 2023 cohort unless an extension is proposed.

6. Develop a multi-year operational budget based on the school application type – New School, Replication, or Expansion.

#### **RFA Budget Summary Template**

The RFA Budget Summary Template is the financial overview of the subgrantee plan and must include all proposed expenditures for the project. When finalized, save the “RFA School Project Budget Summary Template” as an Excel file to be uploaded into the online application as the Project Budget Summary attachment.

#### **Budget Narrative**

The purpose of the budget narrative is to assist the grant reviewers in understanding how your budget supports your grant application. There should be a clear connection between the objectives identified in your grant application and the grant request. This narrative must clearly explain that all expenditures are allowable, reasonable, and allocable; are adequate to support the activities of the project; and directly connect to the goals and objectives in the proposal narrative. It is important that the budget and narrative demonstrate how the school will maintain financial sustainability after the end of the sub-grant period. The Budget Narrative is the justification of ‘how’ and/or ‘why’ a line item in the budget summary helps to meet the program deliverables. Applications should contain budget narratives for all years of funding that align to the CSP grant budget.

Where possible, please link costs to their project activity. The Budget narrative should provide the layperson, who possesses little knowledge of the elements of the proposed activity, with sufficient detail to determine if the cost estimate is reasonable and based on supportable facts rather than guesswork.

The key is to provide more information regarding items in the budget summary which may not be clearly understood simply by reading the budget narrative. Use the narrative to explain special circumstances, assumptions regarding need, and/or unit rates used.

#### **General Budget Guidelines & Restrictions**

Applicants should review federal rules for additional information on the allowability, reasonableness, and allocability of costs for federal grant awards:

- Section 4303(h) Local Uses of Funds - <https://oese.ed.gov/files/2019/11/Statute-for-website.pdf>

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

- [U.S. Department of Education \(ED\) Charter Schools Program \(CSP\) Nonregulatory Guidance Office of Management and Budget \(OMB\) Circular A-21, Cost Principles for Educational Institutions](#)
- **Uniform Guidance:** <https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>
- **Note:** When using Federal funds to purchase equipment or services, a charter school must comply with the procurement standards set forth in the Department's regulations at 34 CFR 74.40-74.48

#### D. Cover Page & Checklist

Recipients must complete a cover page and checklist in the application and upload to their Google folder. The cover page should include the following:

1. General information about the school including address and contacts, applicant type, UEI number in [SAM](#), areas of focus, board type, authorizer, management organization (if applicable), expansion years and grades, demographics, and enrollment.
2. A declaration of the type of subgrant for which the applicant is applying: (1) New Charter School, (2) Replication, or (3) Expansion.

#### E. Executive Summary

Recipients must upload an executive summary to the Google folder. The summary should include the following:

1. CSP subgrant goals aligned to INCS' CSP grant goals. These goals are:
  - a. Increase the number of high-quality charter schools in Illinois educating traditionally underserved students; and,
  - b. Improve the overall quality of Illinois' charter sector.
2. Budget Narrative using the provided outline template in the Google folder to describe proposed expenditures up to \$1,500,000 and the rationale. (See Section (I)(F) "Allowable Expenditures" for details on allowability.) A finalized budget will be prepared with the INCS CSP team should the applicant receive an award.
3. Expenses in the initial budget period can include expenses beginning as soon as July 1, 2023.
4. Other Eligibility Attachments

#### F. Application Narrative

Applicants must respond to each applicable question. Some questions ask for a required attachment, which will be submitted in a separate file. The application narrative is composed of the Executive Summary and the following scored sections:

1. Educational Program
2. Financial Plan
3. Operations Plan

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

4. Growth Plan
5. Needs Analysis
6. Competitive Preference Priorities, which include:
  - Serving rural schools
  - Serving high schools
  - Utilizing diverse school models
  - Partnering with traditional public schools
  - Serving at-risk populations
  - Opening / replicating charter schools in designated priority areas

#### G. Needs Analysis

Applicants must provide an analysis and description of the need for the proposed new schools, replication, or expansion; including how the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. The needs analysis, which may consist of information and documents previously submitted to an authorized public chartering agency to address need, must include, but is not necessarily limited to, the following:

1. Descriptions of the local community support, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections. Such information may include information on waiting lists for the proposed charter school or existing charter schools or traditional public schools; data on access to seats in high-quality public schools in the districts from which the charter school expects to draw students; and family interest in specialized instructional approaches proposed to be implemented at the charter school.
2. Information on the proposed charter school's projected student enrollment, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used.
3. An analysis of the proposed charter school's projected student demographics and a description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn to attend the charter school; a description of how the applicant plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. An applicant that is unlikely to establish and maintain a racially and socio-economically diverse student body at the proposed charter school because the charter school would be located in a racially or socio-economically segregated or isolated community, or due to the charter school's specific education mission, must describe-



## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

- a. Why it is unlikely to be able to establish and maintain a racially and socio-economically diverse student body at the proposed charter school;
  - b. How the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP to provide high-quality educational opportunities to all students, which may include a specialized educational program or mission; and
  - c. The anticipated impact of the proposed charter school on the racial and socio-economic diversity of the public schools and school districts from which students would be drawn to attend the charter school.
4. A robust family and community engagement plan designed to ensure the active participation of families and the community that includes the following:
- a. How families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families' and the community's input was, is, or is expected to be incorporated into the vision and design for the charter school.
  - b. A description of how the applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school
  - c. How the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships.
  - d. How the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring their ongoing input in school decision-making.
  - e. How the charter school's recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, including by holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually-impaired individuals) through widely available and transparent means (e.g., online and at community locations).
  - f. How the charter school has engaged or will engage families and the community to develop an instructional model to best serve the targeted student population and their families, including students with disabilities and English learners.
5. How the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population (e.g., access to public

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

transportation or other transportation options, the demographics of neighborhoods within walking distance of the school, and transportation plans and costs for students who are not able to walk or use public transportation to access the school).

6. A description of the steps the applicant has taken or will take to ensure that the proposed charter school:
  - a. Would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located and the public school districts from which students are, or would be, drawn to attend the charter school, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools; and,
  - b. Would ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school.

#### H. References and Additional Guidance

Additional information and guidance on budgeting, budget revision, and allowable expenses will be provided during pre-proposal webinars.

Applicants should also be aware of the following relevant provisions: 2 CFR 200 Uniform Administrative requirements, Cost Principles, and Audit Requirements for Federal Awards and Non-regulatory Guidance Student Support and Academic Achievement Programs.

Applicants should be aware that if you spend over \$750,000 of Federal funds in one fiscal year, you will be required to hire a CPA firm to complete a "Single Audit" of your Federal funds. This will be an audit of all federal funds: CSP, Title, Free-and-Reduced lunch reimbursements, etc. Should your school require a single audit, it is important to understand the requirements of a single audit ahead of time. Some guidance can be found here:

<https://www.councilofnonprofits.org/nonprofit-audit-guide/federal-law-audit-requirements>

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

#### I. Required Attachments

The following attachments are required as part of the application package:

Executive Summary:

- Attachment 1: Signed Certification and Assurances Document
- Attachment 2: Applicant's Proof of Application to Authorizer, if applicable
- Attachment 3: Proof of Notification to Authorizer of Application to CSP Competition
- Attachment 4: Evidence of Nonprofit Designation
- Attachment 5: Charter contract, if applicable

Narrative Sections:

- Attachment 1: Organizational Chart
- Attachment 2: List of Governing Board Members & Affiliations
- Attachment 3: Description of key staff responsible for administering and overseeing the subgrant, including their responsibilities and duties
- Attachment 4: Resumes of Leadership Team
- Attachment 5: Board Approved Financial Policies and Standard Operating Procedures (replication and expansion only)
- Attachment 6: RFA Budget Summary Template
- Attachment 7: Budget Narrative
- Attached 8: 5-year Budget
- Attachment 9: Needs Analysis & any additional supporting documents for the Needs Analysis
- Attachment 10: Student Discipline Policy & Plan
- Attachment 11: Governing Documents (Bylaws)
- Attachment 12: Conflict of Interest Questionnaire
- Attachment 13: Transportation plan for all students
- Attachment 14: Copy of Lease or Facilities contract, if applicable
- Attachment 15: A description of the roles and responsibilities of partner organizations and charter management organizations, including the administrative and contractual roles and responsibilities of such partners.

# ILLINOIS IMPACT INITIATIVE

## Illinois' CSP Grant - Subgrant Requests for Applications

### EXHIBIT A: APPLICATION

In the 2023 application cycle, applicants will submit their application to a specific Google folder. In future years, applications will be completed on INCS' online portal, available at [incschools.org/cspgrant](https://incschools.org/cspgrant).

### COVER PAGE & CHECKLIST

#### A. School Project Cover Page, signed

School Information	
School Name:	
Contact Person for Grant:	Title:
Expected Date School Will Open, Expand, or Replicate:	
Application type:	(Choose one)
New School	
Replicate	
Expand	
Charter Award Date:	Charter Expiration Date:
Date of Letter of Interest from Public Chartering Authorizing Agency, if applicable:	
Proposed Charter Address:	
Applicant Address (if different than proposed):	
Applicant Telephone:	Applicant Email:

**ILLINOIS IMPACT INITIATIVE**  
 Illinois' CSP Grant - Subgrant Requests for Applications

Fiscal Contact	
<b>Fiscal Manager:</b>	<b>Title:</b>
<b>Telephone:</b>	<b>Email:</b>
Charter Public School Board Contact	
<b>Board President:</b>	<b>Email:</b>
<b>Address:</b>	

Authorizer Contact Information	
<b>Authorizing Agency:</b>	<b>Authorizing agency contact person:</b>
<b>Telephone:</b>	<b>Email:</b>
<b>Address:</b>	
<p><b>ESEA § 4310 (6) requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant charter school has notified them of application submission. The signature by the designated official from the charter school authorizer signifies that this requirement has been met.</b></p>	
<b>Authorizer Official Printed Name</b>	<b>Title</b>
<b>Signature</b>	<b>Date</b>

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

Grade Levels to be Served		
Year of Grant Implementation	Grade Levels	Projected Student Enrollment
First Year		
Second Year		
Third Year		
Fourth Year		
Fifth Year		
Maximum		
<b>Student Demographics</b> <i>indicate if actual or expected percentage of the total student population</i> <div style="display: flex; justify-content: center; gap: 20px;"> <span>Actual</span> <span>Expected</span> </div>		
<b>Free/Reduced Price Lunch:</b>	<b>Special Education:</b>	<b>English Learners:</b>
<b>Black:</b>	<b>Native Hawaiian or Other Pacific Islander:</b>	<b>Hispanic:</b>
<b>American Indian:</b>	<b>Multiracial:</b>	<b>Asian:</b>
<b>White:</b>	<b>Male:</b>	<b>Female:</b>

**ILLINOIS IMPACT INITIATIVE**  
**Illinois' CSP Grant - Subgrant Requests for Applications**

Management Organization Information	
<p><b>Will the school work with a charter or educational management organization?</b>  <b>Yes                      No</b>  <b>If no, skip to the next section.</b></p>	
<p><b>If yes, name the management organization:  Employer Identification Number (EIN):</b></p>	
<p><b>Is the management organization:</b>      <b>For-Profit</b>                      <b>Not for Profit</b></p>	
<p><b>Employees of the school will be:</b>  <b>Employed by the school</b>                      <b>Employed by the management organization</b></p>	

**Note about management organizations:**

Charter School Program (CSP) grants are made to charter public schools, not any other entity. Regardless of the charter public school’s relationship with a management organization, the charter public school and board retain responsibility for all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization.

Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.

The full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) **must be included** with this application to ensure it meets the definition of arm’s length requirements.

In addition to the contract, the applicant must include:

- The cost (i.e., fixed costs and estimates of any ongoing costs or fees), including the amount of CSP funds proposed to be used toward such cost, and the percentage such cost represents of the school’s overall funding; the duration; roles and responsibilities of the management organization; and steps the applicant will take to ensure that it pays fair market value for any services or other items purchased or leased from the management

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

organization, makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701.

- A description of any business or financial relationship between the charter school developer and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school;
- The name and contact information for each member of the governing board of the charter school and a list of the management organization's officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c);
- A description of how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school's legal, accounting, and auditing services will be procured independently from the management organization;
- An explanation of how the applicant will ensure that the management contract is severable, severing the management contract will not cause the proposed charter school to close, the duration of the management contract will not extend beyond the expiration date of the school's charter, and renewal of the management contract will not occur without approval and affirmative action by the governing board of the charter school; and
- A description of the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA.

To be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

1. Whether the charter public school's governing board is selected by, or includes members who are employees of the CMO or EMO;
2. Whether the charter public school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
3. Whether the contract between the charter public school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
4. Whether the fee paid by the charter public school to the CMO or EMO is reasonable for the type of management services provided; and
5. Whether any other agreements (e.g., loans, leases, etc.) between the charter public school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.



## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal **CSP Nonregulatory Guidance**.

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

#### B. Certification and Assurances

##### Certifications & Assurances

\_\_\_ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.

\_\_\_ 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have an approved charter public school petition from an Illinois authorizer and plan to open within 18 months, or if they have a letter of interest signed by their public chartering agency authorizer and approved by INCS.

\_\_\_ 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, INCS, and the school's authorizer, including on-site and desktop monitoring conducted by INCS, annual independent audits required by the state that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state-funded charter public school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.

\_\_\_ 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter public school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Illinois laws and administrative rules regarding staff certification and licensure.

\_\_\_ 5. Subgrant Recipients will be aware of and comply with federal laws including, but not limited to, complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and part B of the Individuals with Disabilities Education Act, and federal regulations applicable to the federal Charter Schools Program, including the Education Department General Administrative Regulations in 34 CFR parts 75-77, 79, 81, 82, 84, 97, 98, and 99, the Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the U.S. Department of Education in 2 CFR part 3485, and The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended in 2 CFR part 3474.

\_\_\_ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to charter public schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

\_\_\_ 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the Nonregulatory Guidance for CSP funds.

\_\_\_ 8. Subgrant recipients ensure that the charter public school will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

\_\_\_ 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), enrollment criteria, and state report card results. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to INCS or its designator researcher in order to share through research and grant reports.

\_\_\_ 10. It is the responsibility of each charter public school that receives funds under this grant to comply with all required federal assurances. Any Charter public school that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with INCS in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to INCS. INCS may terminate a grant award upon thirty days' notice if it is deemed by INCS that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

\_\_\_ 11. It is the responsibility of each Charter School that receives funds under this grant to provide INCS with evidence of criminal background checks for board members and school staff.

\_\_\_ 12. For any school receiving E-rate, the recipient school's board certifies that the charter school is in compliance with the requirements of the federal Children's Internet Protection Act.

\_\_\_ 13. Recipient schools and their authorizer will be aware of and comply with Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009, by acknowledging that grant recipients and their personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government-supplied electronic equipment to text message or email when driving.

\_\_\_ 14. The recipient school and their authorizer certify that student achievement is the most important performance factor when considering renewal or revocation, and the authorizer reserves the right to revoke or not renew a school's charter based on financial, academic, or operational factors involving the management of the school.

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

\_\_15. Recipient schools and their authorizer certify that a high degree of autonomy, such as autonomy over operations, budget, and personnel, is built into its charter contract consistent with the requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), and that they have sought, or will seek, all the appropriate automatic and other waivers to support the level of autonomy negotiated in their charter contract.

\_\_16. The recipient school and their authorizer certify that any CSP subgrant deliverable created in whole, or part, with federal CSP funds will be openly and publicly licensed, unless otherwise excepted, per 2 CFR part 3474.20(c).

\_\_17. The recipient school is required to adhere to Executive Order 12549, Debarment and Suspension, as implemented as 2 CFR 180.200, which requires that recipients do not employ or use contractors that are indicated on the federal debarment listing.

\_\_18. The recipient school and their authorizer certify that, if applying under expansion, that the recipient school has not received a previous subgrant under this funding. If the recipient school has received funding under a previous subgrant, the recipient school and its authorizer certify that the school has at least three years of improved educational results, meets high-quality definition components ESEA § 4303 (8) A and D, and acknowledges that funds used cannot not be for the same activities.

#### **Financial Controls and Audits**

\_\_1. The recipient school shall maintain accounting records and procedures in accordance with state and federal requirements that ensure proper disbursement of, and accounting for, federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. The school agrees to submit upon request for audit, review, and inspection of its activities, books, documents, papers and other records relating to the expenditures of CSP subgrant proceeds.

\_\_2. Recipient schools will use an independent auditor for annual financial audits that is different from their authorizer's auditor.

\_\_3. The authorizer is required to review the independent annual audits of financial statements prepared in accordance with generally accepted accounting principles and ensure that such audits are publicly reported.

\_\_4. Recipient schools and their authorizer will be aware of and comply with ESEA, title V, part B [20 USC 7221c. section 5204, (e)(4)(B)], which states, "A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant unless the applicant enters voluntarily into a mutually agreed-upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay."

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

\_\_ 5. Recipient schools will ensure that the awarded grant funds will be spent or encumbered by the end of each grant period unless extenuating circumstances warrant an extension request. Recipients understand that any such extension request must be made to INCS no later than 30 days before the end of the respective grant year and that if an extension request is not approved by on the grounds that extenuating circumstance have not been established the recipient school will be held to the original deadline.

\_\_6. Recipient schools are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should the charter school close, the authorizer agrees to notify INCS of the reason for the closure and agrees to notify INCS regarding the appropriate disposition of assets purchased under this grant.

\_\_7. Recipient schools are required not to have expenditures that exceed the approved budget line items by more than a total of 10 percent of the total project period award. If they wish to deviate beyond 10 percent in any budget object core category, they must seek a revision of their budget prior to expenditure or legal obligation of those funds, or they should not be reimbursed for the excess amount.

*I have read the above and agree to all terms and assurances.*

---

**Signature of Project Contact, Subgrantee**

---

**Date Signed**

---

**Signature of Chair, School/Network Board of Directors**

---

**Date Signed**

---

**Signature, Subgrantee's Authorizer's Representative**

---

**Date Signed**

## **ILLINOIS IMPACT INITIATIVE**

### **Illinois' CSP Grant - Subgrant Requests for Applications**

#### **Narrative (105 Points)**

The rubric has criteria that will be used by reviewers to evaluate the application as a whole for a total of 105 points. Competitive Preference Priority points will be applied for applicants demonstrating they meet the criteria for each, allowing for a total possible score of 119 points. For the application to be recommended for funding, applicants must score at least 84 points out of the possible 119 points, and all required parts must be addressed.

If more schools meet the criteria to be funded than there are funds available, applications will be ranked to make final decisions about which schools are funded.

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

#### Rubric (105 Points, plus up to 14 Competitive Preference Priority Points)

<b>A. Grant Project Goals / Executive Summary</b> <i>Identify 3-5 grant project goals and justify each goal in terms of its value in supporting the planning and implementation of your proposed school or expansion. Be sure to align your budget to your project and ensure that all planned grant spending, including future revisions to your budget, fit clearly within one of your stated project goals.</i>			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Each grant project goal is a quality goal and the set of goals fulfill minimum content requirements, to include: <ul style="list-style-type: none"> <li>Grant project goals are specific, measurable, action-oriented, realistic, relevant, time-bound, and include targets.</li> <li>Goals may be similar or identical to the school's mission-specific goals; however, they must directly correspond to the proposed subgrant budget line items</li> </ul>	0	2	3
There is clear alignment among grant project goals, and the overall mission and goals of the school. <ul style="list-style-type: none"> <li>Each grant project goal aligns with the mission and vision for the school.</li> <li>Each grant project goal has a justified purpose that supports the school in reaching performance goals.</li> <li>All grant measures and metrics for targeted student populations are appropriately rigorous.</li> </ul>	0	1	2
<b>TOTAL POINTS</b>			<b>/5</b>
<b>Reviewer Comments – Grant Project Goals:</b>			

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

<b>B. Educational Philosophy, Key Design Elements, and School Culture</b> Fully <i>describe and justify</i> the design of the academic program in terms of the educational philosophy, key elements of the program, and how school culture is developed. Be sure to include key design elements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within. Describe how the applicant will use the autonomy and flexibility granted to it, and how that is consistent with the definition of a charter school in ESEA § 4310 (2).			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Explains key design elements for the educational model. <ul style="list-style-type: none"> <li>Identifies and clearly articulates the school's educational philosophy, school culture and classroom design, behavioral expectations, enrichment programs, electives, and other relevant factors that will impact classroom instruction.</li> <li>Research-based, and widely accepted best practices support the educational philosophy of the school and its outlined goals and student outcomes.</li> </ul>	0	2	4
Justifies how key elements and design have been chosen to utilize autonomies and flexibilities granted to charter schools under state statute to create programs that meet the unique needs of the school's anticipated demographics. Demonstrate innovations the school will employ due to this flexibility.	0	2	4
Explains how the school culture is developed to produce a high degree of student, parent and teacher satisfaction. Provides specific examples which demonstrate a positive school culture.	0	2	4
<b>TOTAL POINTS</b>			<b>/12</b>
<b>Reviewer Comments – Educational Philosophy, Key Design Elements and School Culture</b>			



## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

<b>C. Curriculum, Instructional Strategies, and Technology</b> Fully describe and justify the instructional practices and curriculum that will be utilized to meet the school's performance objectives, while also demonstrating alignment to state and Federal requirements. Be sure to include the use of technology and how it will assist with producing strong outcomes for the unique community and student population the school will be located within.			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Identifies key curriculum materials for each core subject or the school's approach to curriculum development. <ul style="list-style-type: none"> <li>• Justifies the choice by explaining how the plan for each content area meets or exceeds state and federal requirements in ELA and math (such as alignment with the Common Core Standards).</li> <li>• Explains how instructional methods complement curriculum decisions and design.</li> <li>• Justifies curricular choices through the use of published research or data-based anecdotal evidence about previous implementation within a similar student demographic.</li> <li>• Identifies correlations between research and projected school demographic information.</li> <li>• Demonstrates clear alignment between the curriculum and pedagogy.</li> </ul>	0	3	5
Identifies how technology will be utilized within the school's instructional delivery and assessment. <ul style="list-style-type: none"> <li>• Describes the plan for technology to be utilized by students and in classroom instruction</li> <li>• The technology plan sufficiently addresses assessment needs.</li> <li>• Justifies the technology plan in terms of suitability for the educational model, academic program, curricular choices and student demographic.</li> </ul>	0	3	5
<b>TOTAL POINTS</b>			<b>/10</b>
<b>Reviewer Comments – Curriculum, Instructional Strategies, and Technology:</b>			

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

<b>D. Assessment and Data</b> <i>Fully describe and justify how your school will have rigorous goals and adequate performance management to ensure students' academic success. Describe your assessment choices, data collection and analysis, and use of data to inform instruction, differentiate and evaluate the school as a whole.</i>			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>A broad and thorough performance management plan exists for monitoring and reporting progress toward performance goals that ensures successful student outcomes.</p> <ul style="list-style-type: none"> <li>● Identifies sound assessment choices that effectively monitor student and teacher performance.</li> <li>● Identifies what data or information is (or will be) collected, how it will be analyzed, and by whom.</li> <li>● Identifies interim benchmarks to ensure progress toward performance goals for all student subgroups, and a plan is presented to adjust these benchmarks annually.</li> </ul> <p>Describes how this data is (or will be) utilized to inform policy and management decisions. A culture of data-driven instruction exists.</p> <ul style="list-style-type: none"> <li>● Describes how a portfolio inclusive of formative, interim and summative assessment tools is consistently used and well understood by all staff.</li> <li>● Describes how a system for data analysis and reflection to inform instruction is in place.</li> </ul> <p>Explains how teachers will use a range of data and varied instructional strategies to support individual learners.</p> <ul style="list-style-type: none"> <li>● Explains how the school will use classroom and/or standardized assessments to determine the needs of individual students and to drive and differentiate instruction.</li> <li>● Identifies the range of differentiation and intervention structures (RTI and Multi-Tiered System of Supports), tools, and approaches in your design and explains how teachers will use these systems to respond to the needs of individual students.</li> </ul>	0	3	6

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

	<b>TOTAL POINTS</b>	/6
<b>Reviewer Comments – Assessment and Data:</b>		

#### E. Effectively Serving All Students

Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. *Fully describe and justify your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.*

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Justify the design of the school's programs, interventions, and/or plans to support your educationally disadvantaged (ELL, Economically Disadvantaged, etc.) student population. <ul style="list-style-type: none"> <li>• Shows how the needs of the school's current and/or prospective educationally disadvantaged students are evaluated and well understood.</li> <li>• Demonstrates high expectations are in place for all students.</li> <li>• Demonstrates that a comprehensive academic and behavioral intervention strategy is in place to identify and support students.</li> <li>• Describes how staff is appropriately trained on effective intervention strategies and corresponding support tools.</li> <li>• Demonstrates that the school has practices that promote student retention and reduction in the overuse of discipline practices that remove students from the classroom.</li> </ul>	0	2	4

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

<p>Justify the design of the school's programs, interventions, and/or plans to support your students with disabilities and gifted and talented students.</p> <ul style="list-style-type: none"> <li>● Demonstrates that the needs of the school's current and/or prospective students with disabilities are well understood.</li> <li>● Demonstrates that high expectations are in place for all students.</li> <li>● Demonstrates a comprehensive academic and behavioral strategy is in place to identify and support students.</li> <li>● Describes how the school has ensured (or will ensure) appropriately trained staff for special education students.</li> </ul>	0	2	4
<p>The school identifies a plan that meets the nutritional needs of its educationally disadvantaged and at-risk students.</p> <ul style="list-style-type: none"> <li>● The school outlines if and how it plans to provide meals at the school.</li> <li>● Describes how the food service plan identifies federal, state and local funding sources to sustain the program.</li> </ul>	0	1	2
<p>The school identifies a plan that meets the transportation needs of its current and/or projected student population.</p> <ul style="list-style-type: none"> <li>● The school outlines if and how it plans to provide transportation services to all or part of its student population.</li> <li>● Describes how the transportation plan addresses the needs of educationally disadvantaged students (including homeless, foster and students with disabilities), and addresses provision for participation in extracurricular activities.</li> </ul>	0	1	2
<b>TOTAL POINTS</b>			<b>/12</b>
<b>Reviewer Comments – Effectively Serving All Students:</b>			

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

<b>F. Staffing and Professional Development Plan</b> <i>Fully describe and justify your approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, describe the process in which all staff will be supported in their ongoing professional development.</i>			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Provide a summary of the school's approach to staffing and recruitment. Demonstrate how this approach: <ul style="list-style-type: none"> <li>● Outlines a feasible staffing structure that can reasonably deliver the educational model and associated support services.</li> <li>● Identifies steps that will be taken to ensure recruitment and selection of outstanding staff using autonomies granted to charter schools.</li> <li>● Is sufficient to achieve the school's opening and/or growth plan and a demonstrated ability to attract, recruit, develop, and retain top instructional talent.</li> </ul>	0	2	4
Provide a summary of the school's professional development plan and staff evaluation process/retention. Demonstrate that this summary shows that: <ul style="list-style-type: none"> <li>● The school provides sufficient support to all staff to ensure the educational model will be implemented with fidelity across all grade levels.</li> <li>● The school demonstrates how it will utilize coaching and feedback to develop staff.</li> <li>● The school has a sound plan for supporting and encouraging innovation and continuous improvement within the classroom.</li> </ul>	0	2	4
<b>TOTAL POINTS</b>			<b>/8</b>
<b>Reviewer Comments – Staffing and Professional Development Plan:</b>			

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

<b>G. Financial Management and Monitoring Plan</b> As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. <i>Fully describe</i> your school's plan to be compliant, strategic, and responsible with finances and business services.			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>The applicant has demonstrated through a clear and comprehensive plan the operational and financial capability to manage the successful and sustainable implementation of the proposed activities.</p> <ul style="list-style-type: none"> <li>The applicant provides a multi-year operating budget that demonstrates both financial viability, sustainability, and using autonomies granted to charter schools, through conservative and sound financial assumptions (revenue growth, inflation, compensation, positive cash flow, etc.).</li> <li>The completed CSP Budget Template and the grant project goals and expenditures in that budget align with what is presented in the budget narrative.</li> <li>The plan demonstrates a strong implementation that includes key personnel and target dates for completion of activities and purchasing has been presented through the budget narrative and CSP Budget Template detail.</li> <li>The budget explains if the applicant charter school is seeking or has received additional grant funding for implementation or operational costs through any other sources outside of the CSP grant.</li> </ul>	0	4	7

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

<p>Ensures a viable, well-conceived facilities plan.</p> <ul style="list-style-type: none"> <li>● Identifies the facility plan and associated timeline for acquiring, developing, and/or remodeling, as well as equipping, the new school or expansion facility.</li> <li>● Identifies a specific location for the school that provides an adequate learning environment sufficient to carry out the school's educational model and programmatic needs and is easily accessible to the intended student population. If a facility is not identified there is a viable plan for obtaining a facility to ensure timely opening/expansion of the school.</li> <li>● The facilities plan demonstrates the school's ability to meet the needs of students receiving special services.</li> <li>● Facility costs are feasible and below 20 percent of the school's annual budget.</li> </ul>	0	4	7
<p>The school's budget contains sufficient resources to successfully carry out strategies and programs for educationally disadvantaged and at-risk students.</p> <ul style="list-style-type: none"> <li>● The budget narrative demonstrates investment in value-added activity to accelerate learning for educationally disadvantaged and at-risk students.</li> <li>● -A plan is in place to mitigate risk associated with projected enrollment and the financial resources necessary to adequately serve the population of students enrolled.</li> </ul>	0	3	6
<b>TOTAL POINTS</b>	<b>/20</b>		
<b>Reviewer Comments – Financial Management and Monitoring Plan:</b>			

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

<b>H. Board Capacity and Governance Structure</b> A competent, trained governing board is essential to the success of a public charter school. <i>Fully describe</i> how your school has developed a strong governing board with a diverse set of skills. Be sure to include how board members understand their roles and responsibilities and have developed a transition plan and ongoing professional development to maintain board strength going forward.			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Justifies the composition (size, roles, committees) and selection process for the governing board. <ul style="list-style-type: none"> <li>● Explain how the composition and selection process ensures adequate expertise (including education, law, real estate, strategy, finance, management, and external relations) to perform board responsibilities. Any gaps in skills are identified and a plan exists to address them through recruiting additional board members or through acquiring board training in specific areas.</li> </ul>	0	2	4
The board has established clear policies and procedures that guide its oversight of the school. <ul style="list-style-type: none"> <li>● Outlines a comprehensive set of board roles and responsibilities, inclusive of ensuring compliance with Open Meetings and Open Records Law.</li> <li>● Outlines how the board's policies and procedures ensure monitoring of performance and academic, financial, operational, and legal compliance, including an annual review of policies, completion of a Conflict of Interest form, and annual principal/CEO evaluation.</li> </ul>	0	2	4



**ILLINOIS IMPACT INITIATIVE**  
**Illinois' CSP Grant - Subgrant Requests for Applications**

Justifies how the board has invested in its abilities and ongoing professional development.	0	1	2
<ul style="list-style-type: none"> <li>• The school has prioritized board training and ongoing professional development through a detailed plan. This plan includes regular self-evaluations that help identify areas for continuous improvement and ensures participation in ongoing development.</li> <li>• The board has thoughtfully outlined a transition plan for board turnover.</li> </ul>			
<b>TOTAL POINTS</b>	<b>/10</b>		
<b>Reviewer Comments – Board Capacity and Governance Structure:</b>			

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

<b>I. School Leadership and Management</b> <i>Fully describe and justify the intended leadership structure of your school and demonstrates a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.</i>			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>The leadership and administrative roles at the school are well-defined and comprehensively cover the broad set of responsibilities required of charter school leadership.</p> <ul style="list-style-type: none"> <li>Presents a complete organizational and management plan (including the administrative and contractual roles and responsibilities) for the school that includes clear division of roles and management responsibilities (including role of Educational Management, Charter Management Organization or Education Service Providers if applicable).</li> <li>Articulates a process that will be used by the board to evaluate the performance of the school leadership, including identification of appropriate protocol for addressing performance concerns.</li> <li>Demonstrates how the school has designed its leadership team to ensure sufficient expertise to manage charter school-specific compliance, operations, finance, and legal matters.</li> </ul>	0	3	6
<p>The school demonstrates sufficient leadership and governance capability to implement and sustain the new school or expansion project(s) outlined in this application.</p> <ul style="list-style-type: none"> <li>The school has sufficiently identified any material operational challenges and has developed an adequate response for each.</li> <li>The school is aware of the key risk factors they face and the school's leadership team demonstrates the ability to identify, address, and mitigate key risk factors.</li> <li>The school's leadership team demonstrates the ability to operate soundly, strategically and in ways that staff and stakeholders can understand and follow.</li> </ul>	0	3	6
<b>TOTAL POINTS</b>			<b>/12</b>
<b>Reviewer Comments – School Leadership and Management:</b>			

**ILLINOIS IMPACT INITIATIVE**  
**Illinois' CSP Grant - Subgrant Requests for Applications**

**J. Needs Analysis**

Provide a needs analysis and description of the need for the new school, replication, or expansion; including how the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. Applicants may submit information and documents previously submitted to an authorized public chartering agency to address needs as an attachment.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>Demonstrates local community support, including information that:</p> <ul style="list-style-type: none"> <li>● demonstrates interest in, and need for, the charter school;</li> <li>● benefits to the community; and</li> <li>● other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections.</li> </ul> <p>Such information may include information on waiting lists for the proposed charter school or existing charter schools or traditional public schools; data on access to seats in high-quality public schools in the districts from which the charter school expects to draw students; and family interest in specialized instructional approaches proposed to be implemented at the charter school.</p>	0	1	2
<p>Provides information on the proposed charter school's projected student enrollment, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used.</p>	0	1	2

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

<b>J. Needs Analysis</b>			
<p>Provides an analysis of the proposed charter school's:</p> <ul style="list-style-type: none"> <li>projected student demographics;</li> <li>a description of the demographics of students attending public schools in the local community in which the charter school would be located;</li> <li>the school districts from which the students are, or would be, drawn to attend the charter school, if a multi-district charter school;</li> <li>a description of how the applicant plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body.</li> </ul> <p>Applicants unlikely to establish and maintain a racially and socio-economically diverse student body at the proposed charter school because the charter school would be located in a racially or socio-economically segregated or isolated community, or due to the charter school's specific education mission, must describe-</p> <ul style="list-style-type: none"> <li>Why it is unlikely to be able to establish and maintain a racially and socio-economically diverse student body at the proposed charter school;</li> <li>How the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP to provide high-quality educational opportunities to all students, which may include a specialized educational program or mission; and</li> <li>The anticipated impact of the proposed charter school on the racial and socio-economic diversity of the public schools and school districts from which students would be drawn to attend the charter school.</li> </ul>	0	1	2

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

<b>J. Needs Analysis</b>			
<p>Demonstrates a robust family and community engagement plan designed to ensure the active participation of families and the community that includes:</p> <ul style="list-style-type: none"> <li>How families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families' and the community's input was, is, or is expected to be incorporated into the vision and design for the charter school.</li> <li>How the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships.</li> <li>How the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring their ongoing input in school decision-making.</li> <li>How the charter school's recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, including by holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats through widely available and transparent means (e.g., online and at community locations).</li> <li>How the charter school has engaged or will engage families and the community to develop an instructional model to best serve the targeted student population and their families, including students with disabilities and English learners.</li> </ul>	0	1	2

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

<b>J. Needs Analysis</b>			
<p>Demonstrates how the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including</p> <ul style="list-style-type: none"> <li>consideration of district or community assets</li> <li>how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population (e.g., access to public transportation or other transportation options, the demographics of neighborhoods within walking distance of the school, and transportation plans and costs for students who are not able to walk or use public transportation to access the school)</li> </ul>	0	1	2
<p>Provides a description of the steps the applicant has taken or will take to ensure that the proposed charter school</p> <ul style="list-style-type: none"> <li>would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located and the public school districts from which students are, or would be, drawn to attend the charter school, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools; and</li> <li>Would ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school.</li> </ul>	0	1	2
<b>TOTAL POINTS</b>			<b>/12</b>
<b>Reviewer Comments – Needs Analysis:</b>			

**ILLINOIS IMPACT INITIATIVE**  
**Illinois' CSP Grant - Subgrant Requests for Applications**

<b>K. Growth Plan</b> <i>Describe how the charter school will grow its enrollment and how it intends to implement its growth plan. The applicant will include current recruitment and enrollment practices.</i>			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
There is a clear growth plan for the applicant that is: <ul style="list-style-type: none"> <li>Is specific, measurable, and timebound.</li> <li>Contains specific targets for each of the years of the proposed grant period.</li> <li>Inclusive of community engagement.</li> </ul>	0	2	4
There is clear implementation plan that aligns with the projected growth plan that: <ul style="list-style-type: none"> <li>Aligns with the goals of this RFA</li> <li>Has a justified purpose that supports the school in reaching performance goals.</li> </ul>	<b>0</b>	<b>2</b>	<b>4</b>
<b>TOTAL POINTS</b>			<b>/8</b>
<b>Reviewer Comments – Growth Plan:</b>			

**ILLINOIS IMPACT INITIATIVE**  
**Illinois' CSP Grant - Subgrant Requests for Applications**

APPLICATION TOTAL POINTS			
Rubric Section	Application Element	Points Awarded	Points Possible
<b>A. Grant Project Goals / Executive Summary</b>	Executive Summary		<b>5</b>
<b>B. Educational Philosophy, Key Design Elements, &amp; School Culture</b>	Educational Program		<b>12</b>
<b>C. Curriculum, Instructional Strategies, and Technology</b>	Educational Program		<b>10</b>
<b>D. Assessment and Data</b>	Educational Program		<b>6</b>
<b>E. Effectively Serving All Students</b>	Educational Program		<b>12</b>
<b>F. Staffing and Professional Development Plan</b>	Operations Plan		<b>8</b>
<b>G. Financial Management and Monitoring Plan</b>	Financial Plan		<b>20</b>
<b>H. Board Capacity and Governance Structure</b>	Operations Plan		<b>10</b>
<b>I. School Leadership and Management</b>	Operations Plan		<b>12</b>
<b>J. Growth Plan</b>	Growth Plan		<b>8</b>
<b>K. Needs Analysis</b>	Needs Analysis		<b>12</b>



**ILLINOIS IMPACT INITIATIVE**  
**Illinois' CSP Grant - Subgrant Requests for Applications**

STANDARD POINTS AWARDED			105
<b>Competitive Preference Points</b>			
<p><b>1. Competitive Preference Priority Points: 2 Additional Points may be awarded for schools that recruit from rural or unincorporated regions.</b></p> <ul style="list-style-type: none"> <li>• In the application, the applicant must demonstrate that it intends to recruit in or near rural or unincorporated regions. The <a href="#">US Census</a> defines rural as anything not urban; therefore the applicant must demonstrate in their student recruitment plan that they plan to serve communities that:               <ul style="list-style-type: none"> <li>○ Have less than 50,000 people; or</li> <li>○ Are defined as <a href="#">unincorporated areas of Illinois</a></li> </ul> </li> </ul>	Competitive Preference Priority		<b>2</b>
<p><b>2. Competitive Preference Priority Points: 2 Additional Points may be awarded for schools that intend to serve high school students.</b></p> <ul style="list-style-type: none"> <li>• Applicant must demonstrate how its new, replicated, or expanded school will serve high school students (grades 9 through 12). This should be reflected in the Grade Levels to be Served chart on page 27.</li> </ul>	Competitive Preference Priority		<b>2</b>
<p><b>3. Competitive Preference Priority Points: 2 Additional Points may be awarded for schools that intend to use diverse school models.</b></p> <ul style="list-style-type: none"> <li>• Applicant must provide evidence for how its selected school model (curricula, programming, focus, services, etc.) is directly connected to the needs of the community they seek to serve. Evidence could include:               <ul style="list-style-type: none"> <li>○ Partnerships with community-based organizations</li> <li>○ Results of family focus groups</li> <li>○ Surveys</li> <li>○ Town hall meetings</li> <li>○ One-on-one meetings</li> </ul> </li> </ul>	Competitive Preference Priority		<b>3</b>
<p><b>4. Competitive Preference Priority Points: 2 Additional Points may be awarded for schools that intend to partner with traditional public schools.</b></p> <ul style="list-style-type: none"> <li>• Applicant must demonstrate how its partnership will benefit the traditional public schools, the charter school, and the students they serve.               <ul style="list-style-type: none"> <li>○ In the application, the applicant must include a memorandum of understanding with one or more traditional public schools detailing the planned partnership which should include one of these partnership areas: professional development,</li> </ul> </li> </ul>	Competitive Preference Priority		<b>2</b>

**ILLINOIS IMPACT INITIATIVE**  
**Illinois' CSP Grant - Subgrant Requests for Applications**

<p>communities of practice, family programming, after school programming, service learning projects, student partnerships or other partnership plans as approved by INCS staff.</p>				
<p><b>5. Competitive Preference Priority Points: 3 Additional Points may be awarded for schools that intend to serve at-risk populations.</b></p> <ul style="list-style-type: none"> <li>• Applicant must either: <ul style="list-style-type: none"> <li>○ Include a student recruitment strategy that seeks to recruit in neighborhoods with a large number of at-risk students, defined as communities that don't have a neighborhood school that meets the <i>commendable</i> or <i>exemplary</i> designation on ISBE's rating system; OR</li> <li>○ Intend to recruit at risk students, defined as students who are not attending school currently or are "overage, under-credited."</li> </ul> </li> </ul>	<p>Competitive Preference Priority</p>			
<p><b>6. Competitive Preference Priority Points: 3 Additional Points may be awarded for schools that intend to open or replicate charter schools in designated priority areas.</b></p> <ul style="list-style-type: none"> <li>• Applicant must demonstrate where it will open, replicate or expand a charter school in one of the following designated priority areas: Cahokia, Champaign, Decatur, DeKalb, East St. Louis, Kankakee, Peoria, Proviso Township, Rock Island, Rockford, Urbana, and Waukegan in greater Illinois and CPS Networks 3, 11, 12, 13, 15, 16, and 17.</li> </ul>	<p>Competitive Preference Priority</p>		<b>3</b>	
<b>TOTAL POINTS AWARDED</b>				<b>119</b>
<b>Reviewer Comments:</b>				

## ILLINOIS IMPACT INITIATIVE

Illinois' CSP Grant - Subgrant Requests for Applications

### EXHIBIT B: ALLOWABLE COSTS GUIDE

## Illinois Impact Initiative CSP Subgrant

## Allowable Costs Guide

June 2023

### PROGRAM, FISCAL, BUDGET & RFA QUESTIONS:

Allison Jack, Project Director | [CSPgrant@incschools.org](mailto:CSPgrant@incschools.org)

<b>Federal Program Title:</b>	Expanding Opportunities Through Quality Charter Schools Program (CSP) to State Entities
<b>Federal Agency</b>	U.S. Department of Education
<b>State Entity / RFA Issuing Office:</b>	The Illinois Network of Charter Schools
<b>CFDA Number</b>	84.282A
<b>Award Name</b>	Illinois Impact Initiative
<b>Contract Administrator</b>	Allison Jack, <a href="mailto:mspgrant@incschools.org">mspgrant@incschools.org</a>

**ILLINOIS IMPACT INITIATIVE**  
Illinois' CSP Grant - Subgrant Requests for Applications

**TABLE OF CONTENTS**

<b>ALLOWABLE EXPENDITURES</b>	61
ALLOWABLE PLANNING EXPENDITURES	
ALLOWABLE IMPLEMENTATION EXPENDITURES	62
<b>NON-ALLOWABLE EXPENDITURES</b>	63
<b>FEDERAL RULES</b>	64
<b>SPENDING &amp; SINGLE AUDIT REQUIREMENT</b>	64

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

#### ALLOWABLE EXPENDITURES

Expenditures in the green categories (Allowable Planning Expenditures and Allowable Implementation Expenditures) are always approvable, (provided they are allowable, reasonable, and allocable to meet the objects of the grant) and will ensure an expedited budget approval process.

#### ALLOWABLE PLANNING EXPENDITURES

Grant funds are intended to support planning activities associated with opening, replicating or expanding a charter school. Planning activities end when the school opens. These activities typically include:

- Recruiting staff / board of trustees / students, including procuring recruitment materials and services
  - This may include costs associated with announcements on social media or in professional publications, newspapers, or broadcasts over radio and television, or cost associated with purchasing materials for recruiting and community engagement
- Hiring and compensating teachers, school leaders, and specialized instructional support personnel
- Preparing teachers, school leaders, and specialized instructional support personnel including professional development
- Providing professional development for board of trustees
- Carrying out necessary renovations to ensure that a school building complies with applicable statutes and regulations and minor facilities repairs
- Preparing a space for learning (new paint, etc.)
- Acquiring supplies, training, equipment (including technology)
- Acquiring educational materials, including developing and acquiring instructional materials
  - This may include textbooks, workbooks, reference books, textbook binding or repairs, or cost associated with curriculum activities
- Providing one-time, startup costs associated with providing transportation to students to and from the school
  - This may include procuring a school bus
- Costs of professionals/consultants/contract services used for startup/expansion/replication work in operational areas.
- Obtaining legal services

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

- Other initial, non-sustained operational costs that cannot be met from State or local sources. Please consult with INCS regarding this.

#### ALLOWABLE IMPLEMENTATION EXPENDITURES

**The implementation period begins no sooner than the first day of school. For Expansion grants, implementation begins the first day for students under the school's expansion.** Schools may, however, purchase supplies and materials, technology, furniture etc. designated for implementation up to 90 days before the first day of school. All items must be clearly designated in the school's implementation budget.

Grant funds are intended to provide support for the program design and initial implementation of charter schools. These activities typically include:

- Professional development, including providing mentors for teachers
- Dues and fees
- Technology support, including software licenses
- Procure equipment / supplies / materials (furniture, technology, curriculum)
- Purchased professional & technical services
- Other purchased services
- Travel, registration, and entrance
- One-time transportation costs
- Supplies
- Salaries and benefits – under specific circumstances.
  - Subgrantees may use CSP funds to cover essential staff (teachers, school leaders, and specialized instructional support personnel) during the Planning period.
  - Salaries or related fringe benefits after the school opens are not allowable under CSP unless they can be classified as other non-sustained costs that cannot be met from other sources and are necessary for the purpose of the subgrant.
  - Note: If personnel split their time between ongoing operational activities and initial implementation activities, only that portion of the time associated with initial implementation of the charter school is allowable as an initial operational cost. The charter school must maintain accurate time and effort records to document the amount of time each employee works on tasks related to the initial implementation of the charter school.

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

#### NON-ALLOWABLE EXPENDITURES

Expenditures in the red category are never approvable.

#### NON-ALLOWABLE EXPENDITURES

- Normal operating costs, unless written approval from INCS staff is given. Expenditures of this nature may be claimed for one year only (e.g. unexpected services due to the influx of numerous special education or ESL students.)
- Ongoing salaries or benefits, unless they can be classified as other non-sustained costs that cannot be met from other sources and are necessary for the purpose of the subgrant.
- Postage costs
- Utility costs
- Ongoing student transportation costs
- Costs associated with field trips that are part of the regular academic program
- Ongoing facilities costs, such as rent payments, property or liability insurance, mortgage interest, real estate taxes
- Food and beverages
- Promotional items meant as giveaway gifts, such as t-shirts, keychains, mugs, hats, etc.

## ILLINOIS IMPACT INITIATIVE

### Illinois' CSP Grant - Subgrant Requests for Applications

#### FEDERAL RULES

Please review federal rules for additional information on the allowability, reasonableness, and allocability of costs for federal grant awards:

- Section 4303(h) Local Uses of Funds - <https://oese.ed.gov/files/2019/11/Statute-for-website.pdf>
- [U.S. Department of Education \(ED\) Charter Schools Program \(CSP\) Nonregulatory Guidance Office of Management and Budget \(OMB\) Circular A-21, Cost Principles for Educational Institutions](#)
- **Uniform Guidance:** <https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>
- **Note:** When using Federal funds to purchase equipment or services, a charter school must comply with the procurement standards set forth in the Department's regulations at 34 CFR 74.40-74.48

#### SPENDING & SINGLE AUDIT REQUIREMENT

It is important to note that any school that spends over \$750,000 in federal funds in one fiscal year, will be required to complete a single audit of your federal funds. This will be an audit of all federal funds: CSP, Title, Free-and-Reduced lunch reimbursements, etc. Should your school require a single audit, it is important to understand the requirements of a single audit ahead of time.

Some guidance can be found here: <https://www.councilofnonprofits.org/nonprofit-audit-guide/federal-law-audit-requirements>



## **ILLINOIS IMPACT INITIATIVE**

### **Illinois' CSP Grant - Subgrant Requests for Applications**

[Page left intentionally blank]