

Exelon Funding Application

Introduction

Welcome to the Exelon application for corporate charitable giving.

As you proceed through the application, you may access Exelon's giving guidelines and our contact information by choosing the appropriate links at the top of each page.

You may email a draft copy of this application before submission by clicking the "Email Draft" link located in the upper right of the page.

Using the Electronic Application:

Be sure to use the "Next" button located at the bottom of the application or choose a "Page Number" located at the top of the application. Do NOT Use the Forward and Back arrows on your browser. If you do so accidentally, click the Refresh icon on your browser to return to the application. Remember to "Save and Finish Later" if you are not ready to submit.

Exelon Funding

Which Exelon company are you requesting funding from for this request?

ComEd

Details Regarding Prior Funding

Have you received prior funding from Exelon? If yes, please list the contact name, grant amount, and the year granted. (e.g. John Doe, \$1,000, 2014)

Paula Conrad, \$25,000, 2017

Organization Information

Organization Name

Imsa Fund For Advancement of Education

Also Known As Name

Please list any other names, acronyms, or aliases that your organization uses.

Address

1500 Sullivan Road

City

Aurora

State

IL

Zip Code

60506

Telephone

(###-###-####)

630-907-5040

Tax ID

36-3422778

Tax Status

501c(3)

Organization E-mail Address

For organization, not individual email address.

giving@imsa.edu

Website Address

www.imsa.edu/giving

Organization's mission, history, overall goals and/or objectives.

(500 words or less)

The IMSA Fund for Advancement of Education is a 501(c)(3) not-for-profit corporation organized under the Not-For-Profit Corporation Act of the State of Illinois. The Fund was established and is maintained as a separate corporate entity for the purpose of benefiting, performing the functions of, or carrying out certain charitable, educational, literary and scientific purposes of the Illinois Mathematics and Science Academy (IMSA), and to assist IMSA in achieving and furthering its education, research and service goals. The IMSA Fund receives and administers philanthropic gifts and grants in support of IMSA's work to develop talent and leadership in mathematics, science and technology.

Illinois Mathematics and Science Academy (IMSA) is internationally recognized for developing creative, ethical leaders in science, technology, engineering and mathematics. In August 2018, IMSA was ranked the number one public high school in America by niche.com.

As a teaching and learning laboratory created by the State of Illinois, IMSA enrolls academically talented Illinois students (grades 10th to 12th) in its advanced, residential college preparatory program. In addition, IMSA serves thousands of educators and students in Illinois and beyond through innovative instructional programs designed to foster imagination and inquiry. IMSA also advances education through research, groundbreaking ventures and strategic partnerships.

The IMSA Fund is governed by a Board of Directors who provide governance to the organization, represent it to the community, and accept the ultimate legal authority for it.

The IMSA Fund is comprised of three primary assets: (1) Restricted Grants and Gifts that have been designated to support specific programs and or activities; (2) Unrestricted Gifts that can be invested or used for any purpose consistent with the IMSA Fund by-laws; (3) Endowment Funds from which the net appreciation is available for expenditure.

Total Organizational Budget Amount

Total organization budget for the current year (e.g. \$50,000)

610000

Percent of Budget for Administrative and Overhead Costs

Please use a percent sign (e.g. 10%)

10%

BOARD OF DIRECTORS-Board Composition and Policy

We support diversity in all of its forms, encompassing but not limited to age, disability status, economic circumstance, ethnicity, gender, race, religion and sexual orientation. Exelon believes that the board composition of grant recipients should reflect the demographics of the community being served, and include diversity among its leadership at the board level so these perspectives are included at the decision-making level.

Please indicate the number of Board Members

8

Do you have a diversity strategy in place so that the governing board represents the demographics of the community served? Select one.

We have a strategy in progress and are working to achieve full diversity which represents the demographics of the community served

For each of the categories below, please indicate the categories for which your board has diverse representation. Select all that apply.

Age	Disability Status	Economic Circumstance	LGBT	Veterans
Yes	Yes	Yes	Yes	No

Please indicate the % make up of your board of directors for the following:

Race/Ethnicity :

For example (US population overall): 60% Caucasian, 20% Hispanic/Latino, 13% African American, 6% Asian American, 1% Native American

Gender :

For example (US population overall): Female 51%, Male 49%

African American	Percentage
Yes	25

Asian American **Percentage**

No

Caucasian **Percentage**

Yes 75

Hispanic/Latino **Percentage**

No

Native American **Percentage**

No

Female **Percentage**

No

Male **Percentage**

Yes 100

Contact Information**Executive Director/CEO****Prefix**

Ms.

First Name

Tami

Middle Initial

J

Last Name

Armstrong

Suffix

<None>

Title

Executive Director of Development

Telephone

(###-###-####)

630-907-5681

Extension

Office Fax

(###-###-####)

E-mail Address

tarmstrong@imsa.edu

Request Contact

If the Request Contact is the same as the Executive Director/CEO, please check the box below.

No

Prefix

Ms.

First Name

Kelly

Last Name

Page

Middle Initial

Suffix

<None>

Title

Chief Innovation Officer

Telephone

(###-###-####)

630-907-5685

Extension

Office Fax

(###-###-####)

E-mail Address

kpage@imsa.edu

Exelon Employee Involvement

Please list employees from our company who currently serve on your board.

Ross Hemphill Ph.D., ComEd, Retired

Kevin B. Brookins, ComEd, Retired

Michael C. Fountain, Director, External Affairs, ComEd

Please list employees from our company who currently volunteer at your organization.

Dara Randerson serves on the IN2 Advisory Committee

Program Request Information**Program Funding Area**

Please select the one area most closely aligned with your program.

Education-K-12-Science, Technology, Engineering & Math (STEM)

Please select the purpose of your requested grant.

Specific Program Support

Project Title

IN2@IMSA Innovation Center Programs

Project Description

A brief overall description of your project. (150 words or less)

The Steve and Jamie Chen Center for Innovation and Inquiry (IN2) features a state-of-the-art 6,400 square foot innovation center. The center programs and activities ignites collaboration among students, educators, businesses and communities to advance the human condition through innovation and entrepreneurship. The 2019 grant request includes IN2 ComEd Energy Seed Fund, sponsorship of the IN2 Idea Bar, ComEd Energy / United Nations (UN) Sustainable Development Goals (SDGs) Public Program, ComEd Energy Career Focused Youth Program and the ComEd Energy Focused Maker Program.

The IN2 ComEd Energy Seed Fund distributes funds to worthy energy related projects and research by IMSA faculty, staff, students and IN2 partners.

The IN2 Idea Bar sponsorship includes a highly visible check-in station at IN2 where community volunteer idea baristas and IN2 staff assist students and guests with questions and provide mentoring. The sponsorship includes the ComEd logo prominently displayed at the Idea Bar. The sponsorship also gives daily access to IN2, programs and Makerspace access for ComEd employees.

IMSA is committed to addressing the UN Sustainable Development Goals. The Center for Innovation and Inquiry will specifically address the goals of affordable and clean energy (UNSDG: 7) and sustainable cities and communities.

The ComEd Energy Career Focused Youth Program will feature "Powering a Diverse Workforce." The initiative will spotlight the importance of educating underserved minority student populations on the role energy plays in daily lives while inspiring students to pursue careers in energy and supporting their advancement into leadership positions. This program will be divided into two activities: Powering Up a Diverse Workforce and Girls IN2 STEM.

The ComEd Energy Focused Maker Program will feature an Inaugural Maker Fair to bring together the Chicagoland educational and making communities to celebrate and showcase making in the community. The goal of the IMSA Maker's Fair is to forge connections, envision the future of Making for engineering and education communities, and identify how Makerspaces can be designed to foster inclusiveness and broaden participation in the movement. ComEd will receive a table during the Fair, as well as speak at a panel on energy technology, and most importantly, to present and sponsor an award, The "ComEd Future of Energy" Award which will highlight the exciting work community maker's are doing in the field of energy and sustainable development. This project is more than a celebration of making, it is a vehicle to inspire young makers and ignite their passion for energy design into the future.

Recognition Opportunities for the Company

Please select in order of priority, how Exelon will be recognized. (Please choose all that apply)

Executive Leadership (event chair, honorary or award recipient, speaking opportunity)

Event Materials (Invitation, website, program ad, newsletter, etc.)

Signage

Request Amount

Must be a specific dollar amount. (e.g. \$25,000)

38,500

Total Project Budget

(e.g. \$50,000)

38,500

Population Targeted - Is this grant targeting a diverse or under-served population?

If yes, select only one from below that is the primary focus of your program's mission:

Youth

IMPORTANT INSTRUCTIONS

- For reporting purposes to determine the impact of our community investments, the below section requests details on the population served
- Please provide an ESTIMATED demographics breakout of your projects beneficiaries below

Projected - Please provide the total number of community members who will benefit from this grant.

1500

Age Breakout (enter %, must add up to 100%)

Elementary & Middle School (Grades K-8) (25%)

High School (Grades 9-12) (50%)

Adults (Ages 18-64, excluding college students) (25%)

Geographical Area Program/Request Serves

If more than one area applies, please select the primary area served.

Illinois (United States)

Ethnicity Breakout (enter %, must add up to 100%)

African American (7%)
Asian American (45%)
Caucasian (41%)
Hispanic/Latino (7%)
Native American (0%)

Gender Breakout (enter %, must add up to 100%)

Females (50%)
Males (50%)

Proposal Narrative

Community Issues and Needs: Please describe the community and/or agency needs or problems that this effort addresses. Include the population served through this program in your description. (500 words or less)

IN2 provides collaborative programming and events in STEM (Science, Technology, Engineering, and Mathematics), Makerspace and Entrepreneurship programs for middle and high school students as well as the Fox Valley community. IMSA and IN2 are committed to addressing the United Nations Sustainable Development Goals. IN2 will specifically address the goals of affordable and clean energy and sustainable cities and communities with Exelon/ComEd grant funds.

According to the United Nations website, one in seven people lack access to electricity, and as the demand continues to rise there needs to be a substantial increase in production of renewable energy across the world. And more than half of the world's population now live in urban areas. Making cities safe and sustainable means ensuring access to safe and affordable housing, investment in public transport, create green public spaces and improve urban planning and management that is both participatory and inclusive.

Provide detail about your current programs and activities, emphasizing major achievements for the past two years.

(750 words or less)

In March 2017, IN2 became fully operational. New programs include Girls IN2 STEM (a pipeline mentoring program which pairs middle school girls with high school girls and in turn pairs high girls with professional women in the STEM field), external student memberships, summer and winter camps at IMSA. IN2 also provides a one-day professional development experience design in innovation, entrepreneurship and makerspaces for educators and schools.

IN2's Makerspace is a place for students and adults to create rapid prototypes using the latest technology (3-D printing, computer aided design (CAD), etc.) and to prepare students for future careers. IN2 has contracted with Lemont School District and the Kane County Regional Office of Education to mentor schools in the design and startup of their Makerspaces.

IN2 was awarded a Chicago Innovation Award which celebrates, educates, and connects innovators across all industries in the Chicago region. IN2 was one of 25 winners from over 500 applicants.

Project Plan: Please provide strategies to implement the proposed project.

1. Goals and objectives
2. Project timeline
3. Program methodology
4. Project duration
5. How long the program has been in existence, if applicable

(750 words or less)

1. Goals and Objectives:

The goal of the Steve and Jamie Chen Center for Innovation and Inquiry (IN2) at the Illinois Mathematics and Science Academy (IMSA) is to "The design and delivery of collaborative, rigorous and culturally responsive experiences that foster innovative and entrepreneurial thinking among student, educators, and the wider community to solve real-world problems."

2. Project timeline:

January 2019-November 2019

3. Program methodology:

The Center for Innovation and Inquiry (IN2) is fully operational with a staff team of five (5) full-time staff from early 2017. The Center is focused on designing, piloting and scaling programs that inspire innovative and entrepreneurial thinking. The center team adopts the following methods in its programming: Design Thinking, Experience Design, Practice-based Participatory Learning and the Lean Startup methodology (build, measure, learn) and iterates program ideas through from ideation to growth.

4. Project duration:

Each of the projects vary in duration because of the school year delivery, but all funds will be expended by the end of 2019 (or earlier if possible).

Describe your criteria for success and outline how you will measure the effectiveness of your activities.

If this is for an existing program, please provide measures from the previous 1-2 years. (750 words or less)

IN2 has used a variety of tools to evaluate its programs. This year, IN2 is developing a more rigorous and expansive system for evaluating participant satisfaction, participation and narrative feedback on the impact of its events/programs. This evaluation system is being developed in collaboration with the IMSA Office of Institutional Research (OIR). With the feedback received, IN2 staff will actively implement suggestions.

By way of example:

The ComEd Energy Seed Fund grant program, (which ComEd has funded the past three years) awarded mini grants to IMSA energy and sustainability on-campus faculty/staff projects between \$1,000 and \$2,500 each in 2016. After the first year, IN2 staff learned the following and revised the program:

2016 grants were only open to IMSA faculty or staff. IMSA students wanted the opportunity to apply for a mini grant to fund their ideas as well. In 2017, IN2 staff opened up the ComEd seed fund grant to students who were paired with an IMSA faculty or staff member. The mini grants were awarded to the sponsoring faculty/staff member to use on the students' project(s).

In 2016, the amount of \$1,000 minimum for a mini grant was too high for some ideas that only needed a few hundred dollars to produce a prototype or launch. In 2017, the amount was lowered to \$250 and as a result, three of the seven projects were funded at \$500 or below, which was enough to fund their project(s).

One of the grant deliverables in 2017 was a short presentation by grantees to interested students and faculty/staff at IN2. Those in attendance were provided with grant guidelines and procedures. It advertised the grant opportunity and the presentation became an IN2 program of interest on energy and sustainability.

Idea Bar

Eight adult idea baristas participated during IN2's pilot year of 2017-2018. During 2018, two idea baristas were at IN2 on "I" days, when students do not have regular class hours and focus on independent research or working remotely on their Student Inquiry and Research (SIR) projects. The other six idea baristas were "on call" with appointments set

up by IN2's Director of Entrepreneurship. IN2's mechanized way to track appointments did not work properly during 2018. IN2 staff estimated sixty mentor meetings by the eight idea baristas this year.

Feedback from students and staff during 2018, has identified a need for a more structured mentoring and partner system to introduce students to mentors. During 2019, IN2 staff are developing a more structured mentoring system, matching students with mentors based on their interests and working on solutions to track appointments and evaluate the impact of the mentoring sessions into the future.

Describe formal and informal relationships with other organizations. If this is a collaboration, briefly describe the partners.

(500 words or less)

The Center for Innovation and Inquiry has an extensive network of partners and relationships with organizations locally and internationally; and schools across Illinois and the USA. These include technology, program and business partners such as:

zSpace, Ocient, Fox Valley Entrepreneur Center, Caterpillar, NIU, JJR Marketing, 1871, City of Aurora, Steve and Jamie Chen and a large number of start-up and small business organizations.

During the Summer, IMSA also hosted the International Student Science Fair (ISSF) of which the The Center for Innovation and Inquiry ran a Zero Hunger Design Sprint for over 150 attendees from 30 schools and 50 different countries. This strengthened our reach into the international STEM community.

Funding Information

Please list other private and public funding sources for this request.

Committed Funding Sources

Include amount and date received. (e.g. Acme Corp \$500 7/30/2014). Indicate n/a if this does not apply.

There are no committed funding sources for this request. However, there are committed funding sources for IN2.

Pending Funding Sources

Include amount and date expected. (e.g. Acme Corp \$500 7/30/2014). Indicate n/a if this does not apply.

Currently, there are no pending sources for this particular request.

Explain how this project will be supported after expiration of the grant.

(Standard grant term is 12 months)

The evolving fundraising plan after the expiration of this grant includes seeking funds from family and corporate foundations in order to meet the funding goals of IN2's programs.

Outcomes

IMPORTANT INSTRUCTIONS:

To better understand the impact of our community investments, we will collect outcomes data from grant recipients. For details on how the data will be used, please see below for an explanation of methods and examples.

Framework :

We will apply the following approach based on the data points provided (including Number of Community Members Benefiting, Program Budget, and/or Operating Budget):

--Formula for calculating impact of program support: Metric X (Exelon Grant/Total Project Budget)

--Formula for calculating impact of general operating and/or sponsorship support: Metric X (Exelon Grant/Total Operating Budget)

Examples :

--Exelon provides \$15,000 in **program support** for an educational program serving 2,500 students, with a total **program budget** of \$50,000.

Number of community members benefiting from Exelon Support = Metric X (Exelon Grant/Total Project Budget) =
 $2,500 \times (\$15,000/\$50,000) = 750$

--Exelon provides \$75,000 in **general operating support** for an educational program serving 100,000 students, with a **total organization budget** of \$15,000,000.

Number of community members benefiting from Exelon Support = Metric X (Exelon Grant/Total Operating Budget) =
 $100,000 \times (\$75,000/\$15,000,000) = 500$

Media Reach for Grant

Number of traditional media impressions (television, radio, print, outdoor and on-site signage)

5

Projected - Number of EXELON traditional media impressions (television, radio, print, outdoor and on-site signage)

5

Number of on-line and electronic impressions (website, social media, electronic newsletter, etc.)

15000

Projected - Number of EXELON online impressions (website, social media, electronic newsletter, etc)

6,000

Community Engagement

Number of community volunteers

350

Hours of volunteerism

3500

Stakeholder Engagement

Some programs provide opportunities for Exelon outreach to key external stakeholders. Key external stakeholders include but are not limited to customers, regulators, legislators, and community leaders. If the grant for which funding is requested provides this kind of outreach opportunity for Exelon or one of its subsidiaries (BGE, PECO, ComEd, Exelon Generation, Constellation), please provide:

Number of outreach events

3

Number of key stakeholders reached

100

Please describe (if applicable)**Educational Impact****Number of schools actively engaged with funded program**

15

Number of school-aged students actively engaged with funded program

NOTE: Please be sure that your number of students engaged is also included in the total number of people engaged above (i.e., the number of students engaged should not be greater than the number of people engaged)

1000

% of school-age students considered low income - Title 1

15

Number of teachers receiving professional development through funded program, including both specific teacher training and educator programs and events

115

Number of teacher guides, resources, books, or materials distributed through funded program

5

Education Outcomes**Percent change in measured student academic performance or student test scores (if applicable, select only one measure)**

Please provide details (i.e., 70% of 8th graders increased standardized Reading scores).

Number of Scholarships (if applicable)

0

Number of students with at least 90% attendance rate

600

Number of students increasing at least one letter grade in a core course (Math, English, Science)

0

Number of students achieving grade level promotion

0

Number of students graduating high school

200

Number of students entering college or university

200

Number of students participating in school-based enrichment activities

650

Number of students participating in community service activities

650

Attachments**W-9 Form**

W9 2018 Signed.pdf

List of Donors**Board of Trustees**

IMSA Fund Board & Staff Directory 8.14.18.pdf

O&M Budget

Copy of IMSA Fund Board Budget 2019 FINAL.xlsx

Project Budget

ComEd Budget 2019.pdf

Annual Report/Audited Financial Statement

2017 IMSA Fund Annual Report.pdf

Other**Other**

Other