

**Tier 2 Proposal Updates**

**For**

**New Life Academy Charter School**

**Submitted To:**

Chicago Public Schools

**Submitted By:**

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EXECUTIVE SUMMARY

The New Life Academy Charter School (NLAC) design team has partnered with EdisonLearning to apply for a Chicago Public Schools (CPS) charter to create New Life Academy Charter School, a performing arts high school in the Grand Crossing community. Design team members from New Life Academy Charter School have strong ties to the community and understand the academic, social, and emotional needs of the students who reside there. EdisonLearning has the experience and ability to provide for New Life Academy Charter School a full range of management services to ensure that every enrolled student will graduate high school prepared for postsecondary education and the 21st century workforce.

EdisonLearning is an education management organization with nearly twenty-five years of experience developing and successfully delivering world-class educational solutions to schools and districts throughout the United States and the United Kingdom. As one of the pioneers of the charter school movement, our tradition of innovation and education reform will bring a wealth of knowledge and experience to Chicago Public Schools.

The New Life Academy Charter School design team and EdisonLearning believe that New Life Academy Charter School will give students the best chance of a successful school career. We also believe that school systems that can effectively educate their children in partnership with parents and community members greatly contribute to the well-being of all aspects of their communities. Therefore, New Life Academy Charter will not only lead to educated students, it will also enhance each student’s social, emotional and physical growth, enabling them to be a positive, contributing member of society.

This Tier 2 proposal is designed to provide CPS with allowable updates to our earlier Tier I proposal. All accompanying appendices have also been submitted.

**Domain 1: Parent and Community Engagement and Support**

**Dimension 1.1: Understanding the Community**

**Section 1.1a**

*Question #1: Boundaries*

**Q.**What are the possible location(s) of the proposed school(s)? What is the student recruitment boundary for each of the proposed school(s) and the targeted communit(ies) within it?

The proposed New Life Academy Charter School location will be a shared space with Hirsch Metropolitan High School, a Chicago Public High School. Hirsch is located in the Greater Grand Crossing neighborhood on the south side of Chicago. The specific address is:

7740 S. Ingleside Ave

Chicago, IL 60619

The recruitment boundaries will be:

74th Street North to 83rd Street South

State Street West to Stony Island Street East

*Question #2: Profile*

Q. Please provide the following information about the neighborhood(s) within the recruitment boundary:

Total number of residents

Number of school-aged children

Demographics

Average level of educational attainment

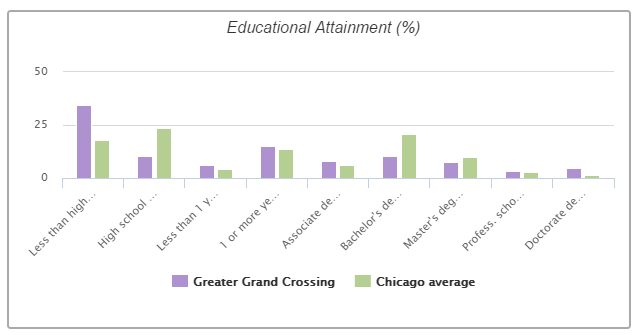
Median or average family income

Median or average housing cost

Unemployment rate

Grand Crossing has a population of 41,337. 33.3% of residents do not have a high school degree. Only 10.9% have a bachelor’s degree. The median household income in 2011 was $29,659. A total of 2,893 residents are high school student age and 99.3% of the residents are African American. Additionally, the unemployment rate is 13.4%.

The average educational attainment in Grand Crossing is identified in the chart below:



Source: http://www.city-data.com/neighborhood/Greater-Grand-Crossing-Chicago-IL.html

The following chart shows average housing costs in Grand Crossing and comparison data for Chicago and the State of Illinois.



Source: <http://www.realtor.com/local/Grand-Crossing_Chicago_IL/home-prices>

*Question #3: History*

Q. Please provide a brief historical overview of the neighborhood(s) within the proposed recruitment boundary. Include information that your design team believes is important to understand when seeking to serve the targeted student population and community residents. Please cite the key sources of information consulted, both formal and informal.

Community Area 69, 8 miles S of the Loop. As the name implies, Greater Grand Crossing encompasses several neighborhoods: Grand Crossing, Park Manor, Brookline, Brookdale, and Essex. The original Grand Crossing community consisted of the southeast corner of the present community areas. The entire area was annexed to Chicago in 1889 as part of Hyde Park Township.

Development began after a train accident in 1853 that killed 18 people and injured 40 others. The accident occurred at what is now 75th Street and South Chicago Avenue when Roswell B. Mason, who was to become a Chicago [mayor](http://www.encyclopedia.chicagohistory.org/pages/795.html), secretly had intersecting tracks built for the Illinois Central across the rail lines of the Lake Shore & Michigan Southern [Railroad](http://www.encyclopedia.chicagohistory.org/pages/1039.html). The intersection remained dangerous for many years after the 1853 accident, but industry developed around it as it became required for all trains to make a complete stop there.

Chicago [real-estate](http://www.encyclopedia.chicagohistory.org/pages/1045.html) developer Paul Cornell thought that the area surrounding the intersection, although it was mostly prairie and swampland, would be ideal for suburban development because transportation to Chicago was assured via the railroads. Cornell began buying large tracts of land in 1855. Through the early 1870s he subdivided the area and offered lots for sale. Initially calling the subdivision Cornell, he changed the name to Grand Crossing after learning of an existing village named Cornell.

The early residents were of [Irish](http://www.encyclopedia.chicagohistory.org/pages/652.html), [English](http://www.encyclopedia.chicagohistory.org/pages/427.html), and [Scottish](http://www.encyclopedia.chicagohistory.org/pages/1126.html) descent and developed railroad settlements in the southeast portion of Greater Grand Crossing, just south of Oakwoods [Cemetery](http://www.encyclopedia.chicagohistory.org/pages/223.html). Factory workers, farmers, and craft workers of [German](http://www.encyclopedia.chicagohistory.org/pages/512.html) origin followed in the 1890s, building frame cottages in what was the Brookline section of Greater Grand Crossing.

The [World's Columbian Exposition of 1893](http://www.encyclopedia.chicagohistory.org/pages/1386.html) further stimulated growth. Single-family frame and brick homes, two-flats, and [apartments](http://www.encyclopedia.chicagohistory.org/pages/57.html) began to appear in the area to accommodate the steady population increase between 1895 and 1912. There were improvements to [infrastructure](http://www.encyclopedia.chicagohistory.org/pages/641.html) as well. The Calumet electric [street railway](http://www.encyclopedia.chicagohistory.org/pages/1207.html) at 63rd and Grand Boulevard (now Dr. Martin Luther King Jr. Drive) was extended to Cottage Grove and 93rd, and in 1912 the dangerous train intersection which had originally given rise to the community was elevated. White City, an [amusement park](http://www.encyclopedia.chicagohistory.org/pages/48.html) which opened in 1904, towered over the northern part of Greater Grand Crossing from Grand Boulevard, to Calumet Avenue and from 63rd to 67th Streets until it was closed in 1933. The structure was finally torn down in 1950 to make way for the Parkway Gardens, a [public housing](http://www.encyclopedia.chicagohistory.org/pages/2423.html) project.

Though there had been some industry in the area since the mid-nineteenth century, by 1920 the community, with a population of 44,538, was largely residential. By the 1930s people of Swedish and [Italian](http://www.encyclopedia.chicagohistory.org/pages/658.html) descent joined those of Irish and German origin. By this time, however, as African Americans came to the community in larger numbers, these ethnic groups along with native whites began to move out. During the decade of the 1950s, the black population of Greater Grand Crossing increased from 6 percent to 86 percent. Since 1980, the community has been 99 percent African American.

Apart from Parkway Gardens, there has been little construction in Greater Grand Crossing since the 1930s, and the community has undergone significant depopulation since the 1960s. In 1960 the population stood at 63,169. Between 1980 and 1990 the population dropped from 45,218 to 38,644. Although as of 1990 a fifth of the population, 56 percent of which were African American women, lived at or below poverty level, a third of the residents of Greater Grand Crossing were second- and third-generation property owners.

Reference:

<http://www.encyclopedia.chicagohistory.org/pages/547.html>

*Question #4: Community Network*

Q. Which members of the design team and/or proposed founding Board members have ties to the targeted communit(ies) within the recruitment boundary? When first planning to conduct outreach in the targeted communit(ies), with whom did the design team connect to enhance its understanding of the communit(ies) and develop an outreach plan? What existing community meetings, events, or volunteer opportunities have members of the design team attended to make additional connections and enhance members’ understanding of the targeted communit(ies)?

The following members of the proposed founding Board have ties to the Grand Crossing community within the proposed school’s recruitment boundary:

* Charles Johnson: Mr. Johnson is the CFO of New Life Covenant Church in the Grand Crossing Community
* Dr. Karen Ratliff: Dr. Ratliff is the Senior Executive of Ministry Development at New Life Covenant Church in Grand Crossing Community
* Dr. Elijah Brewer: Dr. Brewer is a Professor Finance at DePaul University and a resident of the Grand Crossing Community
* Eddie Meeks: Mr. Meeks is a parent and a resident of the Grand Crossing Community

When first planning to conduct outreach in the Grand Crossing community, the design team connected with the 1700+ members of New Life Covenant Church, all of whom are also members of the targeted community. The design team also manned a table at an event sponsored by the 79th Street Business Corridor Association called the March & Rally on June 27th, 2015, where the Team spoke with many residents of the community about the proposed school. The event is part of the Safe Summer on 79th Street event series and draws hundreds of residents in the targeted community.

On July 18th, from noon to 5pm at the Grand Crossing Family Day Picnic, members of the Design Team manned a table to speak with community members about the school and garner support. During the event, more than 300 community members signed a sheet in support of the school.

Moreover, the Design Team has attended all of the following monthly community meetings, during which they gave presentations and held a Q&A with community members in attendance:

* The 3rd District Clergy Sub-Committee meeting, every 1st Thursday of the month from 1pm – 2pm at the 3rd District-Grand Crossing Police Station located at 7040 South Cottage Grove Avenue
* The Grand Crossing Neighborhood Network meeting, every 2nd Tuesday of the month from 6pm – 8pm at St. Mark Manor located at 840 East 76th Street
* The 6th District Clergy Meeting, every 2nd Thursday of the month from 10am – 11am. The location changes every month.

*Question #5: Assets and Needs*

***Q.*** What are some of the existing assets within the targeted communit(ies)? What do community members identify as educational and support needs in the community? What methods and sources did your design team use to identify existing assets and educational and support needs in the community?

New Life Covenant Church is one of the community’s greatest assets. The Church provides several community services free of charge, including a legal clinic, a food pantry, and several social activities for area youths.

The Grand Crossing community has many children of middle and high school age who would benefit from New Life Academy Charter School, and their families are tremendously supportive of this school. Indeed, many community members identified the performing arts as an educational need in the community. Moreover, community members have identified a parent-friendly, community-supporting school as a great need in their neighborhood.

The Design Team received community members’ input by distributing a survey to 1700 members of New Life Covenant Church, a religious institution that serves the Grand Crossing community. 166 members (10%) responded. When asked if they are supportive of a performing arts charter school being opened in the Grand Crossing community, 98.1% of survey respondents answered “yes.” When asked if they had or knew of middle or high-school aged children that would benefit from New Life Academy Charter School, 68.29% of respondents answered “yes.” When asked if they believed that children’s exposure to the performing arts in Grand Crossing is very limited, 63.5% of respondents answered “strongly agree” and 27.78” answered “agree,” thereby suggesting a strong need and desire for more access to the performing arts in the community.

The Design Team also consulted several websites to determine whether a performing arts high school exists in South Chicago. The team’s research show that there is not currently a performing arts high school operating in this area.

**Section 1.1.b. Community Fit**

*Question #1: Approach to Developing an Educational Vision:*

***Q.*** How did your design team seek to connect with existing institutions, key community advisors, parents, and residents to get their feedback on the educational vision for the proposed school and/or how to adapt an existing model to the unique community?

The design team has engaged in a number of outreach activities to connect with key community members and institutions to get their feedback on the proposed school. As mentioned in section 1.1a, question 5, the design team conducted a survey of 1700 New Life Church members to receive feedback on the proposed school. In addition, at the July 18th Grand Crossing Family Picnic Day, the design team collected more than 300 signatures of area residents (who were not Church members) who are in support of the School (please see Appendix 1.2.a). Moreover, the design team presented at the monthly community meetings outlined in Question #1 of Section 1.1a.

Every business and organization in the Grand Crossing community was contacted via email with information about the school and dates for open public meetings to discuss the school, and many of them have offered their support. At these meetings, Dr. Ratliff presented a PowerPoint that addressed the educational vision of the school and how it will benefit the Grand Crossing community. The presentations included ample time for a Q&A period so community members in attendance could ask questions and voice any concerns.

*Question #2: Community Fit*

***Q***. Based on the outreach and research that your design team has conducted, why does your team believe that the proposed school(s) are a good fit for the targeted communit(ies)? How will the proposed school(s) contribute to the existing assets in the targeted communit(ies) and help meet educational and support needs?

After conducting community outreach and online research, the design team determined that there are no comprehensive performing arts high schools in the South Chicago area and that the Grand Crossing community would greatly welcome one. Indeed, the majority of Grand Crossing residents surveyed (please see 1.1a, question #5) said that they would support a performing arts high school in their community. In addition, several influential members of the community, including leaders of community organizations and local businesses, believe that New Life Academy Charter would greatly benefit the community’s youth.

The high-school age youth of Grand Crossing face a lack of school resources and low morale. The teen pregnancy rate is high, and the community as a whole is experiencing a 13% unemployment rate. Research shows that these factors contribute to high drop-out rates. The goals of New Life Academy Charter are to bridge any achievement gaps experienced by its students and ensure that all enrolled students graduate with a high-school diploma. The proposed school’s performing-arts curriculum will contribute to the school’s success in meeting these goals.

Research shows that a performing-arts curriculum caters to students with different styles of learning, engaging those who might not otherwise take an interest in academics. A study published in *Champions of Change* shows that students who participate in the performing arts “gain in reading proficiency, gain in self-concept and motivation, and [have] higher levels of empathy and tolerance toward others.” This holds particularly true for youth from low-income families and who are considered to be “at risk.”

Given the large population of at-risk students in Grand Crossing, New Life Academy Charter will be a good fit for the community, providing a much needed curriculum and approach to learning that’s tailored to meet the specific needs of Grand Crossing youth.

Reference:

James S. Catterall, Richard Chapleau, and John Iwanaga, "Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts,” *Champions of Change: The Impact of the Arts on Learning*, ed. Edward B. Fiske (Washington, DC: Arts Education Partnership and the President’s Committee on the Arts and the Humanities, 1999) 1-18.

**Dimension 1.2: Notifying the Community**

**Section 1.2a**

*Question #1: Parents and Community Members*

***Q***. Please provide quantifiable evidence of having notified at least 10 percent of the individuals residing in the intended recruitment boundary of the proposed new school, as well as 50 percent of residents, organizations, and businesses located within a four-block radius of the proposed facilit(ies).

To notify residents, organizations, and businesses within a four-block radius of the proposed facilities, the design team conducted surveys, distributed door hangers, and held multiple community meetings. The details of these outreach activities are described in the table below. Evidence of these activities is included in Appendix 1.2a.

|  |  |  |
| --- | --- | --- |
| **Method of Notification** | **Number of Individuals Notified** | **Evidence** |
| Dated survey via Survey Monkey | New Life Church’s database contains 1700 email addresses | Dated survey results |
| Door hangers | Door hangers were distributed to 2,000+ residents who live between South Norms Avenue, East 62nd Street, South Dorchester Avenue, and East 79th Street | Copy of door hangers |
| Community meetings | Presented at community meetings on the 1st and 2nd Thursdays of the month at on the 2nd Tuesday of the month. Each meeting was attended by roughly 30-40 people | Sign-in sheets |
| Table event and flyers | Manned a table at March & Rally event on June 27th. Roughly 300 flyers were distributed; Manned a table at Family Picnic Day on July 18th. More than 300 community members gave their signature in support of the school | Copy of flyer; Community members’ signatures |

*Question #2: Elected Officials*

***Q***. Please provide evidence of having conducted (or describe plans to conduct) three methods of outreach to all of the aldermen, state representatives, and state senators within the proposed recruitment boundary:

* Requesting a meeting (if meeting(s) have already taken place, please list the dates, times, and individual(s) with whom the design team met)
* Attending the elected officials’ Ward or district nights
* Sending formal notification of the proposed school either by email or letter

The design team emailed all elected officials within the proposed recruitment boundary on June 24th, 2015 to request a meeting to discuss the school. The meeting took place the week of July 6th, 2015. Moreover, the design team invited elected officials to all community meetings that they attended (please see Section 1.1a, question #4 for a list of monthly meetings attended by the design team in the months of March and April of 2015.)

Evidence of having contacted these elected officials can be found in Appendix 1.2a. Alderman Harris and State Rep Dunkin both support the school. Their letters of support can be found in Appendix 1.3a.

*Question #3: Community Organizations, Businesses, and Leaders*

***Q.*** List the community leaders, businesses, or organizations with whom your design team has met to discuss the educational vision for the proposed new school/campus.

The following list is comprised of community leaders and organizations with whom the design team has met and who have offered their support for the proposed school:

Stann Champion-Higgins – President, Community Pride Association

John F. Hannah – Senior Pastor, New Life Covenant Church

Darlene F. Tribue – President, Park Manor Neighbors’ Community Council

Micheal Cherry – Vice President, 79th Street Corridor Business Association

Carlos Nelson – Executive Director, Greater Auburn-Gresham Development

Brad O. Redrick – Chairman, Grand Crossing Neighborhood Network

You can find letters of support from each of these individuals in Appendix 1.3a.

**Section 1.2b**

*Question #1: Community Meetings*

***Q.*** Please describe the structure of the community meetings that your design team has held to discuss the school model and seek residents’ feedback on the educational vision for the proposed school.

The community meetings were held during after work hours, usually starting at 6:30pm. The meetings began with a warm welcome and thank you to all in attendance and a reminder to sign the sign-in sheets. The facilitator (usually Dr. Karen Ratliff) then gave a brief introduction and overview of the purpose of the meeting. Following these introductory remarks, Dr. Ratliff gave a PowerPoint presentation that described the proposed school’s educational vision and how it will benefit the Grand Crossing community. Dr. Ratliff then left ample time for a Q&A period, during which community members in attendance were given the opportunity to ask questions, voice any concerns, and provide feedback.

Evidence that community members attended meetings held by the applicant can be found in Appendix 1.2b. A copy of the design team’s presentation can also be found in Appendix 1.2b.

*Question #2: On the Ground Outreach*

***Q.*** Please discuss the various on the ground, outreach activities that your design team has conducted. In which geographic areas within the recruitment boundary did your team‘s outreach activities take place? Which members of your design team participated in outreach activities? Who else did your design team enlist to help conduct outreach in the neighborhoods (e.g. advisors, collaborators, supporters, community members, paid staff, etc.)? What materials and information did representatives of your team share with community members to discuss the educational vision for the proposed school? What questions did your team ask community residents?

The design team engaged in several outreach activities. The team left door hangings on the homes of over 2,000 Grand Crossing residents, held open public meetings on May 14th and June 20th (during which they passed out flyers, gave a PowerPoint presentation, and conducted a Q&A with community members so that community members could offer feedback), and manned an information table on July 18th, during which the design team collected more than 300 community members’ signatures of support. A flyer with contact information was distributed at the table, and several lively conversations with community members were held.

The meetings took place in Grand Crossing at Simeon Career Academy, a local public high school, located at 8147 South Vinbennes Avenue, and at a local community center at 7757 South Greenwood Avenue.

Dr. Karen Ratliff facilitated the outreach activities. Mr. Eddie Meeks, a parent and resident of Grand Crossing, helped her conduct outreach in the neighborhood. Mr. Meeks will also sit on the board of the proposed school. Dr. Ratliff and Mr. Meeks distributed flyers and presented a PowerPoint at the open public meetings. Questions that Dr. Ratliff and Mr. Meeks asked community residents during these meetings include: Is this a school that you will support? Are you aware of what a charter school is? Is a performing arts high school needed in this community?

*Question #3: Feedback*

***Q.*** In your design team‘s interactions with elected officials, community organizations, businesses, parents, and community members, what were some of the reactions to the proposed school? What suggestions or feedback did community members have for the proposed school? Which pieces of feedback did the design team incorporate into the proposal and why?

The majority of people consulted – residents, community leaders, parents, elected officials – are supportive of this school, largely because of their familiarity with the design team’s ties to the community and their efforts to positively transform it. Supporters of the school are also thrilled that the proposed school will focus on the performing arts, will be parent friendly, and will engage with the community at large.

One piece of feedback that the design team took into consideration was that a shared location between the proposed school and an existing school might prove stressful for New Life Academy Charter students and teachers. To help alleviate this stress, New Life Academy Charter is seeking out partnerships with the existing school that will benefit both schools. These partnerships will complement the schools’ current partnerships. For example, some members on the design team attend New Life Covenant Church, which was responsible for a $100,000 grant that was used to renovate the current school’s computer lab.

Please see Appendix 1.2b for a record of feedback that the design team received from a range of stakeholders.

**Dimension 1.3: Parent and Community Support**

**Section 1.3.a. Evidence of Support from Key Community Stakeholders**

*Question #1: Key Community Supporters*

***Q.*** Who are some of the champions of the proposed school in the targeted communit(ies)? Please provide any personalized letters of support from parents and/or community members outlining why they believe the proposed school will be an asset to the community.

Community Leaders:

Stann Champion-Higgins – President, Community Pride Association

John F. Hannah – Senior Pastor, New Life Covenant Church

Darlene F. Tribue – President, Park Manor Neighbors’ Community Council

Micheal Cherry – Vice President, 79th Street Corridor Business Association

Carlos Nelson – Executive Director, Greater Auburn-Gresham Development

Brad O. Redrick – Chairman, Grand Crossing Neighborhood Network

Resident/Parent:

Eddie Meeks, III

Tonika Mathews

Robert Rainge

Sakia Beamon

Monique Rose

David Holmes

Jermaine Guy

Diane Wilson

Please see letters of support in Appendix 1.3a.

*Question #2: Student Demand*

***Q.*** Please provide evidence that parents of age-eligible children would consider sending their children to the proposed school in the fall of 2016 or the proposed opening year.

You will find several letters of support and with intent to enroll from parents in Appendix 1.3a.

*Question #3: Elected Officials*

***Q.*** List any elected officials who support the proposed school. *Note: if the applicant included a table in Dimension 2.1.b., the applicant may choose to add a “letter of support” column to check if the elected official supports the proposed school.*

Alderman Michelle Harris and State Representative Kenneth Dunkin fully support the school. Their letters of support are attached as Appendix 1.3a.

*Question #4: Community Organizations, Businesses, and Leaders*

***Q.*** List organizations, businesses, or leaders in the targeted communit(ies) (required) or city-wide organizations, businesses, or leaders (optional) that support the proposed school. Attach letters of support that explain the basis for their support of the proposed school. *Note: if the applicant included a table in Dimension 2.1.c., the applicant may choose to add a “letter of support” column to check if the community organizations or stakeholders support the proposed school.*

Many organizations, businesses, and leaders in the Grand Crossing community support the proposed school. Please see their letters of support in Appendix 1.3a.

**Section1.3.b. Risk Factors**

***Q.*** Based on your design team‘s interactions with parents, community members, elected officials, community organizations, leaders, and businesses, who in the community is opposed to the proposed school? What is your understanding of why they are opposed to the proposed school?

The majority of people, organizations, and businesses contacted are in support of the school. A small minority of community members were initially opposed. These community members work for Hirsch Metro High School, which is located in the same facility that will house New Life Academy Charter. Their opposition was rooted in fear of Hirsch Metro High School being shut down to make room for New Life Academy Charter. Once these community members were informed that Hirsch Metro High School will not be closed and that partnerships will be forged between the schools, their fears were greatly diminished.

**Dimension 1.4: Continued Parent and Community Engagement**

**Section 1.4.a. Continued Outreach Prior to School Opening**

Q. What is your design team‘s continued community engagement plan from proposal submission leading up to the opening of the school?

The design team will implement EdisonLearning’s enrollment marketing plan leading up to the opening of the school. EdisonLearning will provide strategy, creative services and a full range of marketing recruitment expertise for New Life Academy Charter. The School Operation Manager (SOM), principal and staff will have access to EdisonLearning marketing professionals with extensive expertise promoting enrollment and programs at various types of schools—local, district, charter, statewide, and virtual-for grades K-12.

The enrollment marketing plan will be developed collaboratively, driven by target market research and demographics, school contacts and community networking, branding, recommended tactics, marketing budget building.

Our current plan includes the following outreach events:

Launch Community Engagement Strategy 10/1/15 – school opening

NLAC Community Celebration 11/06/15

Establish Committee for Grand Opening Ceremony 3/1/16 – 8/27/16

Grand Opening Ceremony 8/27/16

Open House Fall 10/09/15

Open House Spring 03/04/16

Open House Summer 06/10/16

The marketing plan will evolve in concert with predicted enrollment needs, and other forms of support may include:

* Strategic enrollment planning meetings; routinely or on a per project or as-needed basis
* Enrollment Marketing Materials development –writing and design of (brochures, flyers, Ads, Scripts, Digital ads, Landing Pages, internet advertising, social media, etc)
* Pricing and Creative for advertising placements – transit, digital, print, radio, tv, web promotions
* Email and direct mail list purchases (expensed), based on target demographics
* Vendor quotes and ordering oversight for materials, giveaways, printing, etc. if desired
* Enrollment and Retention campaign templates and best practices
* Event recommendations and guidance
* Call Center support for enrollment offering trained call center personnel for enrollment lead capturing, survey assistance, audio dialer service with recorded messages, data reporting

The marketing plan will be customized to meet the needs of the Grand Crossing community, its budget, and its goals. In essence, EdisonLearning will work collaboratively with members of the design team who reside in the community, utilizing their knowledge and relationships in the community to form meaningful partnerships.

*Current FY15 enrollment for all of EdisonLearning’s Brick and Mortar schools is 99.4%*

**Section 1.4.b. Vision for Long-Term Collaboration with Parents and the Community**

*Question #1: Continued Parent and Community Involvement*

***Q.*** What formalized mechanism(s) will the proposed school have in place for parents and the community to be involved in the governance of the school and/or provide regular feedback to the Board of Directors? If the proposed governance structure does not require parent and community representatives on the Board, please explain why not. What policies and/or procedures will be in place for parents to share an objection or concern regarding a governing board policy or decision, administrative procedure, or practice at the school?

New Life Academy Charter will implement several formalized mechanisms for parents and the community to be involved in the governance of the school, provide feedback to the Board, and share objections or concern regarding any policy, procedure, or Board decision related to the school. Parents and members of the community will be encouraged to attend all publicly noticed Board of Directors meetings. Those who desire to address the Board concerning an item on the agenda or simply to make a comment or provide feedback will be afforded opportunities to do so. They will be asked to submit written requests prior to the start of each meeting by giving the parliamentarian a card on which they write their name and the subject they wish to address. If they wish to discuss an item not identified on the agenda, they will be able to do so during non-agenda comment time.

Moreover, parent and student satisfaction surveys will be conducted annually. A compilation of the results and the raw data collected from the surveys will be reviewed by the Board upon their completion.

*Question #2: Partnerships*

***Q.*** Describe the coalition of partners and collaborators that your design team has formed in the targeted communit(ies) who can provide support services for the school‘s students and families once in operation. Please describe any community-based partnerships you are proposing for the new school (required) and partnerships with city-wide organizations (optional). Please provide letters of support from these organizations. Explain whose responsibility it will be leading up to school opening and once the school is in operation to oversee these partnerships.

The design team has partnered with Columbia College, a performing arts college in Chicago. Professors at Columbia College will provide performing-arts instruction at New Life Academy Charter. A letter of support is provided in Appendix 1.4.b.

New Life Covenant Church will also be a partner. The Church provides a range of services at no cost to the community. The services are tailored to fit the specific needs of the residents of Grand Crossing. Among the services the Church will provide are:

* A legal clinic. This clinic, located at 7752 S. Greenwood Avenue, will provide legal service and advice to the community on the topics of family, probate, criminal, landlord/tenant, foreclosure, consumer issues, contracts, employment, and civil law. The clinic is open every first Saturday of the month from 9am to 1pm.
* A food pantry. The food pantry is open every Thursday from 12pm – 2pm at the same location as the legal clinic. Each household in designated boundaries within the Grand Crossing community (and within the recruitment boundaries of the proposed school) can be served once per month.
* Two teen support groups: “Boys 2 Men” for male teens and “Young Ladies of Light” for female teens. Both groups focus on building leadership abilities, developing relationships with others, and finding a purpose, and both are held on the 2nd and 4th Thursdays of each month from 7-9pm.
* Teen-focused social events. Among the activities the Church currently and will continue to offer include poetry slams focused on important topics such as difficult parent relationships and dealing with anger; physical fitness activities; “theme” nights, such as their social evening designed around the Hunger Games.

The Church will distribute flyers to the community to ensure that all enrolled students in New Life Academy Charter and their families are aware of these events. A letter that outlines these resources in more detail is provided in Appendix 1.4.b.

*Question #3: Community Supports*

***Q.*** How will the proposed school contribute to the broader community? What services will it provide to families of students and/or community residents?

Recent education research shows that students who drop out of high school experience a negative rippling effect throughout their lives. They face obstacles in the work force and in their social lives, and they experience detriments to their mental and physical health. These negative effects are particularly troubling when considering how likely they are to impact the youths of Chicago. According to one report, “nearly 42,000 or 15 percent of 19-to-24 year old youth in the city of Chicago did not have a regular high school diploma” as of 2010. Moreover, African-American youth are less likely than their white peers to have a regular high school diploma. This statistic also unfortunately holds true for Chicago: 20% of Chicago black youths do not have high-school diplomas, compared to 4% of white youths.

Sadly, generational poverty also negatively impacts whether students obtain a high-school degree.

The Grand Crossing community has one of the highest at-risk youth populations in the Chicago area: 99.3% of high-school age youths are African American, and the community is experiencing a 13.4% unemployment rate. 40.4% of Grand Crossing residents live at or below the poverty line. It is perhaps unsurprising, then, that recent city-data figures also show that only 37.3% of Grand Crossing residents have a high-school diploma.

High drop-out rates affect not only individual students—they also affect communities. In communities with higher drop-out rates, fewer jobs are created, less state tax revenue is collected, the real-estate and car-sales industries falter, and the area’s economy slumps. Drop-out rates also correspond to higher incarceration rates. In 2010 in Illinois, high-school dropouts accounted for 51% of the incarcerated population.

By providing an engaging curriculum and family-friendly environment tailored to meet the specific needs of at-risk youth, New Life Academy Charter seeks to make a positive difference in the Grand Crossing community. The school will contribute to greater high-school graduation rates, thereby ensuring brighter futures for all attending students. The school’s performing-arts curriculum will be particularly engaging.

Research shows that a performing-arts curriculum improves school attendance and significantly reduces drop-out rates. Moreover, a report by the College Exam Entrance Board shows that students involved in the performing arts outscore non-arts students on the SAT in both the verbal and math components: an average of 65 points higher in verbal, and 34 points higher in math.

In essence, students who attend New Life Academy Charter will have a greater chance of succeeding academically and graduating with a high-school diploma, making for a brighter future in the Grand Crossing community at large.

References:

N. Barry, J. Taylor, and Kwalls, "The Role of the Fine and Performing Arts in High School Dropout Prevention,” *Critical Links: Learning in the Arts and Student Achievement and Social Development*, ed. Richard Deasy (Washington, DC: Arts Education Partnership, 2002) 74-75.

Sum A., Khatiwada I., McLaughlin J., and Palma S. “High School Dropouts in Chicago and Illinois: The Growing Labor Market, Income, Civic, Social and Fiscal Costs of Dropping Out of High School.” *Chicago Alternative Schools Network* (2011): 1-8.

<http://www.menc.org/information/advocate/sat.html>

<http://www.city-data.com/neighborhood/Greater-Grand-Crossing-Chicago-IL.html>

http://www.targetarea.org/researchdoc/Parent-Perceptions-vs-Student-Realities.pdf

**Domain 2: Academic Capacity**

**Section 2.2.a. Experience and Track Record**

*Question #1: Experience and Roles*

***Q.*** Briefly describe the qualifications and experience of members of the design team and/or (founding or existing) Board of Directors in all areas that are key to successfully opening, managing, and sustaining a new school, including education, school leadership/administration, operations, finance, development, law, and ties to the proposed community. Describe how the design team was formed, each member‘s contributions to the proposal, and each member‘s proposed role in the school. Please cite any advisors or consultants external to the founding group and define their contributions to the development of the proposal, including their relevant experience and qualifications.

While the EdisonLearning organizational structure is divided into distinct departments, individual members from each department work cross-functionally and form the education design team. The following team members support the implementation and successful management of and EdisonLearning partnership school (full bios are provided in appendix 2.2.a).

* Karen Ratliff, Professor at American College of Education – responsible for initial community outreach and engagement programs
* Charles Johnson, COO for New Life Covenant Church – oversees the work of the design team and is responsible for facilitating potential partnerships between NLAC and other institutions and individuals
* Natalie Williams, EL Chief of Staff - responsible for the product development team and strategic partnerships
* Maureen Ryan, EL Chief Finance Officer - responsible for all budget oversight and monitoring
* Mike Williams, EL Chief Information Officer - responsible for school technology infrastructure and design to support the academic and operation success of our partner schools
* Doug Mesecar, EL SVP Blended Learning - responsible for creating, enhancing and monitoring the design and implementation of the blended learning model
* Laura Hayes, EL Chief Academic Officer - responsible for ensuring the academic success of everyone on campus and monitoring the fidelity of our design implementation

Consulting for the design team is Sashai Jasper. She is responsible for designing the performing arts curriculum. (Jasper’s resume is provided in appendix 2.2.a.)

**Section 2.2.b. School Leadership**

*Question #1: Structure*

***Q.*** Briefly describe the proposed instructional leadership structure. *(Note: the structure should align with the school-level organizational chart provided in* Section 2.4.a. Recruitment and Staffing*).*

The Director of Achievement (DOA) will oversee all of the school’s operations. The DOA will work closely with the school’s principal to promote, maintain, and assess curriculum, students’ academic achievement, the school’s culture, and other key aspects. The Academy Director will oversee the School Counselor, Social Worker, and Teachers, and the Site Operation’s Manager will oversee the Facilities Manager, Nurse, Data Owner, Registrar, and Manager of Technology Services (MTS). The MTS will oversee the User Support Technician and the Library Media Specialist.

This description aligns with the school-level organizational chart provided in Section 2.5a Recruitment and Staffing. Job descriptions for each of the job titles mentioned can be found in appendix 2.2.a/appendix 2.5.a.

*Question #2: Selecting Instructional Leaders*

***Q.*** If school leader(s) have been identified, provide the criteria that were used to select the proposed leader(s), including skills, qualifications and characteristics. If school leadership has not been identified, describe the criteria that will be used to select the proposed leader(s), provide a timeline for identifying school leader(s), and specify whether past leadership experience is a requirement.

A school leader has been identified. In the EdisonLearning model, the instructional leader is the Student Success Director (SSD). Ernest Williams will serve as the SSD for NLAC.

The Student Success Director drives student achievement by providing direct support to leaders and teachers and implementing EdisonLearning’s blended learning model for advancing student achievement. The SSD provides training prior to the start of the academic year and ongoing training to staff at both national conferences and at their assigned schools. They conduct site visits in schools and academies approximately 4 days a week, every week, during the school calendar year. The Student Success Director works closely with site-based staff and assists in monitoring the implementation of the EdisonLearning blended learning and educational design in schools and academies. They work closely with the product development team to evaluate product success, provide input on new product development, and implement the education design to fidelity in all of our schools and academies.

The Student Success Director has a strong belief that all students can and will succeed.  The Student Success Director accepts responsibility for student achievement outcomes for the schools and academies they support.

The process of finding and hiring highly talented and qualified employees begin with clearly defined job responsibilities, including the identification of the requisite skills, experiences and competencies as well as performance expectations. The full-cycle talent methodology used by the Human Resources department integrates best practices and tools to empower the selection and management of exceptional staff. We establish effective employment practices that empower our employees, advance organizational effectiveness and success, resulting in superior service.

**Criteria for Hiring SSD, Teachers, Administrators, and Other School Staff**

EdisonLearning’s Human Resources department will manage recruitment, selection, hiring and

development of school personnel. The schools will benefit from a single point of contact of a professional Human Resources Business Partner that will work closely with a group of expert Human

Resources professionals and leaders of functional centers of excellence at EdisonLearning for all Human Resources services and support. The EdisonLearning Human Resources department has been recruiting and retaining professional instructional and non-instructional staff for charter schools across the country with a concentration in more than 15 different states, and in some of the most challenging urban areas (i.e., Gary, Indiana). The department is extremely familiar with the needs and challenges of staffing urban schools and school districts.

All candidates will be screened and qualified using the EdisonLearning competency-based methodology which facilitates the selection of “highly qualified” staff. A key component of the process includes the appraisal of each candidate’s background. Candidates are further assessed for retention-risk and predictability of success by their individual performance on and review of the capabilities using the Haberman Star Teacher Pre-Screener. Research has shown a strong correlation between performance on this scenario-based interview assessment tool and effective instructional and behavioral teaching performance of children, particularly of youth at risk. All candidates will be interviewed by a team of interviewers comprised of charter school and EdisonLearning administration and staff. The interviewing process includes a required demonstration classroom lesson which allows the interview team to evaluate the candidate’s interaction, communication and interpersonal skills with a sample of the specific student population. Candidates will provide complete writing samples, prior performance evaluations and student achievement data to demonstrate a track record of increasing student achievement. Upon selection for hire, a rigorous and comprehensive background check will be performed on each candidate.

EdisonLearning will seek to employ Highly Qualified Teachers as defined by the No Child Left Behind

(NCLB) law. EdisonLearning will require teachers to comply with federal and state licensure and

Certification requirements. Paraprofessionals with instructional support duties will also be required to meet federal and state NCLB qualifications.

*Question #3: Experience*

***Q.*** If school leadership has been identified, please provide evidence of each proposed leader‘s success driving achievement with a similar student population in a school setting. If any of the proposed school leader(s) do not have leadership experience in a school, please cite any school leadership programs or fellowships that they have completed or will complete prior to school opening. (*For existing operators only*) If a proposed leader has not been identified, describe key partnerships, leadership pipelines, networks, and/or sources that the operator will rely upon to recruit the school leader(s).

Prior to joining EdisonLearning as the Student Success Director (SSD), Ernest Williams was a principal for Chicago Public Schools for nearly three years. Under his leadership, student attainment in reading according to the Northwestern Evaluation Association grew from 45.3% of students on grade level to 51% of students on grade level by the end of the 2014 school year. Student attainment in math according to the Northwestern Evaluation Association grew from 36.8% of students on grade level to 51% of students on grade level by the end of the 2014 school year. Williams transitioned his school to Common Core standards, overhauled its technology resources, and developed and maintained partnerships with Music Net, UCAN 360 Degree Program, Project Syncere, Alpha Phi Alpha Fraternity’s Iota Delta Lambda Chapter, DePaul University, Shakila’s Dream Works, and Urban Gateways to provide students with enrichment and college and career readiness programs.

Williams was an Assistant Principal for three years at George Rogers Clark Elementary School in Chicago prior to becoming Principal. As Assistant Principal, Williams had many achievements. The school’s performance rating increased from Good Standing (Level 2) to Excellent Standing (Level 1) as of September of 2012. Students meeting and exceeding on the Illinois Standard Achievement Test (ISAT) increased from 75.9% in 2009 to 86.8% in 2012. Students meeting and exceeding on the Illinois Standard Achievement Reading Test (ISAT) increased from 74.4% in 2009 to 82.9% in 2012. Students meeting and exceeding on the Illinois Standard Achievement Math Test (ISAT) increased from 76.1% in 2009 to 93.9% in 2012. There was a decrease in student behavioral problems by 70% from 2009 to 2012. Moreover, there was an 80% increase in student participation in extra-curricular activities (school clubs and programs) from 2009 to 2012.

**Ernest Williams’ Table of Scores**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2008** | **2009** | **2010** | **2011** | **2012** |
| **Reading** | 69.8 | 74.4 | 69.7 | 76.7 | 82.2 |
| **Math** | 74 | 76.1 | 81.5 | 85.5 | 93.9 |
| **Science** | 51.4 | 80.9 | 63.4 | 81.1 | 77.8 |
| **Composite** | 68.9 | 75.9 | 73.6 | 81.2 | 86.8 |
| **\* School Leader from 2009 - 2012\*** | | |  |  |  |
|  |  |  |  |  |  |
|  | ***% Students Meeting and Exceeding State Standards*** | | | | |
|  | **2011** | **2012** | **2013** |  |  |
| **Reading** | 17.9 | 14.5 | 25.8 |  |  |
| **Math** | 26.6 | 26.4 | 37.8 |  |  |
| **Science** | 31.6 | 35.1 | 80 |  |  |
| **Composite** | 23.6 | 22.4 | 38.4 |  |  |
| **\* School Leader in 2013\*** | | |  |  |  |
|  |  |  |  |  |  |
| **State: Illinois** | | | | | |
| **Test: NWEA (Northwestern Evaluation Association)** | | | | | |
|  |  |  |  |  |  |
| **National Growth Percentile** | | | | |  |
|  | **2014** | **2015** |  |  |  |
| **Reading** | 22 | 60 |  |  |  |
| **Math** | 12 | 39 |  |  |  |
| **\* School Leader from 2014 to 2015 \*** | | |  |  |  |

The following gives a brief synopsis of the end-of-year data along with the specific initiatives and programs that Williams implemented, led, or managed as a building administrator:

|  |  |
| --- | --- |
| **Data** | **Programs/ Initiatives** |
| **EOY Reading Data**  ***2012 - Clark***  ISAT*:* 82.2% (meets and exceeds)  *Growth of 12.4 points*  ***2013 -Bethune***  ISAT: 25.8% (meets and exceeds)  *Growth of 11.3 points*  NWEA: 91% (National Growth)  *Growth of 25.1 points*  **2015 -Dodge**  NWEA: 60% (National Growth)  *Growth of 38 points*  **EOY Math Data:**  ***2012 -Clark***  ISAT*:* 93.9% (meets and exceeds)  *Growth of 19.9 points*  ***2013 - Bethune***  ISAT: 37.8% (meets and exceeds)  *Growth of 11.4 points*  NWEA: 100% (National Growth)  *Growth of 29.1 points*  **2015 -Dodge**  NWEA: 39% (National Growth)  *Growth of 27 points* | * Before and after school academic enrichment and intervention programs * Saturday academic enrichment and intervention programs * Additional Learning Opportunities (blended learning extended day) * Focus on data-driven instruction through data analysis and data meetings * Developed teacher professional learning collaboratives * Increased focus on Common Core State Standards professional development * Facilitated school based performance management sessions * Increased focus on Rigor and Relevance Framework * Coaching and mentoring teachers via classroom observations, walkthroughs, and feedback * Providing professional development on data driven teaching and learning, & technology integrated instruction   (Achieve 3000, Study Island, Study Dog, Compass Learning, Think Through Math Software Programs)   * Integrating arts and visual literacy across Curriculum via instruction and arts partnerships * Leveled Literacy Intervention * Response to Intervention (reading and math) * Math Plus intervention program * Math coaching and professional development through National Training Network * Achievement Network interim assessments * Achievement Network Teaching and Learning Cycles * Differentiated learning * Small group instruction * Balanced Literacy * Incorporation of math performance tasks * Collegial visits |
| **Daily Student Attendance: 95%**  **(EOY 2012 & 2015)**  *Growth of 2 points* | * End of the year raffles for students with perfect attendance * Weekly incentives for students with perfect attendance * Classroom attendance incentives * Additional gym time for students with perfect attendance * Action planning and individualized plans for students with chronic attendance issues * Data meetings * Home visits |
| **Teacher Attendance: 97%**  **(yearly from 2009-2015)** | * Recognition of teachers with monthly perfect attendance * Teacher appreciation breakfast & luncheons * Perfect attendance raffles |
| **Student Misconducts:**  **Reduction of Out of School Time by 75% (EOY 2015)** | * After school Programs (sports, extracurricular, and academic programs) * Incentive field trips * Partnership with DePaul University Male Initiative Project * Implementation of Foundations, In School Suspension, and Restorative Justice practices * Regular contact and partnering with parents/guardians * Partnership with Hartgrove Hospital and other community organizations * Parent workshops * Partnership with UCAN to provide counseling for students * Implementation of Second Step Social Emotional Learning Curriculum * Implementation of gradual release programs * Implementation of Response to Intervention * College Day * Career Day * High school readiness workshops * High school campus visits * College tours * After school and Saturday programs * Mentoring programs |

**Candidate Sourcing Process**

EdisonLearning’s Talent Acquisition team is comprised of veteran Recruiting professionals experienced in hiring Instructional Leaders, Teachers, Administrators and other School Support Staff.  This in-sourced structure allows the team to focus on establishing relationships with candidates who demonstrate the core competencies (e.g.  Teachers experienced in developing blended learning curriculum solutions), develop diverse candidate sources, leverage social media, networking and other innovative sourcing techniques. Candidate sourcing is the process of identifying resources that meet and exceed recruitment specifications. Candidate sourcing is a complex and time-consuming process which includes telephone calls, individual and broadcast e-mailing, Internet job board postings, advertising and networking.

Each staffing requirement goes through the following cycle:

* The development and execution of Sourcing Strategies (developed by partnering with site Hiring Managers) using various sourcing techniques and candidate channels as appropriate.
* Prioritization of roles for sourcing and developing  pre-screening questions specific to each requisition
* The building and maintenance of a network/pipeline of potential candidates through pro-active market research and on-going relationship management
* Identification of active and passive candidates, applying appropriate screening efforts to gauge chemistry of candidates for fit, understanding of their motivation in relation to our mission, and qualification of their compensation expectation.

*Question #4: Evaluation*

***Q.*** How will school leaders be evaluated?

In high performing schools, effective principals relentlessly pursue an ambitious school vision of high academic achievement and strong character development for all students. EdisonLearning principals assume five key roles to achieve this vision: Learning Leader, Organizational Leader, Culture Builder, Site Manager, and Collaborative Partner. Each role comes with specific responsibilities that research shows are correlated to increased student achievement.

The New Life Academy principal will be supported and evaluated using EdisonLearning’s Performance Management System for principals. The Performance Management System is designed to support the principal as he or she executes the five leadership roles and measures their progress and success in achieving their annual achievement and professional growth goals.

Performance management begins before the start of each school year with a review of the previous year’s performance results including the extent to which achievement and professional goals were reached, the results from the Director of Achievement (DOA) and Principal performance assessment using the EdisonLearning Leadership Rubric, and the results from the Vanderbilt Assessment of Leadership in Education (VAL-ED), a research-based 360-degree tool that measures the effectiveness of observed principal behaviors. From these findings, performance and professional growth goals for the coming year are set, and strategies to achieve these are identified.

Throughout the year, the principal is actively involved in ongoing professional development, peer group activities and action research activities that are aligned with his/her performance and professional growth goals. These may include attending conferences, such as the EdisonLearning Leadership Development Academy, participating in leadership development webinars, or receiving on-site training from the DOA or curriculum specialist.

Every other month, the principal meets with the DOA to specifically review progress being made towards goal achievement. Both the principal and DOA complete the Bi-monthly Leadership Review form and discuss their individual results. Discussion also focuses on what the principal has done since the last meeting to move forward in meeting goals, what challenges s/he has faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving those goals. Ongoing monitoring and feedback is critical to supporting the principal’s success. If necessary, the goals are adjusted at the time of the January bi-monthly review.

Towards the end of each academic year, a summative review between the DOA and principal takes place. This formal review, completed by the DOA, provides a final snapshot of the extent to which the principal has accomplished the goals that were laid out and becomes the basis for the next year’s goal setting, assuming the principal is returning to the position.

**Leadership Development**

High-achieving schools have strong leaders who promote accountability, teamwork and academic excellence. Leading the way, there must be a principal who is an effective instructional leader and a good manager of people and resources. Doing the job well is an enormous challenge, requiring an individual who possesses a deep understanding of the school‘s curriculum and the aptitude to recognize high-quality instruction, while having the managerial skills necessary to develop a highly effective staff and a safe, positive school culture that is focused on achievement. EdisonLearning provides school leaders with the resources and customized support they need to grow professionally and develop the skills they to need to become strong instructional leaders of high-achieving schools. Research by Marzano, Waters and McNulty (2005) exemplifies the dramatic influence highly effective leaders can have on the academic achievement of students. Support from EdisonLearning includes:

* Providing continuous training to the Leadership Team to assist the school in meeting its objectives related to exemplary implementation of school organization, student management and student achievement. Including protocols and program materials to run effective achievement and leadership team meetings, including daily and weekly agendas and topics to address at meetings to focus on student and teacher progress.
* Participation in the VAL-ED, a conceptually and theoretically grounded assessment for evaluating learning-centered leadership. The VAL-ED uses 360-degree feedback from teachers, supervisors and principals’ self-assessments. Content focuses on learning-centered leadership behaviors that influence teachers and staff, and in turn are related to increases in student achievement. This assessment is of leadership behaviors, not knowledge, dispositions, or personal characteristics of leadership.
* Guidance to the school leadership to ensure that educational resources for Special Education, English Language Learners, Gifted Education, Title I and tiered interventions are allocated efficiently and students receive access to services and supports in a timely manner.
* Attendance at the EdisonLearning Leadership Development Academy(s) (ELDA), a two-day national conference designed to support growth of principals in characteristics of effective leadership through training sessions and opportunities to share best practices and network with other principals.
* Attendance at in-person regional and virtual meetings of EdisonLearning principals to follow-up and support professional development from ELDA, ILC and other achievement-focused initiatives

**Domain 3: Operational Capacity**

**Section 3.2.b. Board Composition, Development, and Evaluation**

*Question #1: Board Experience*

***Q.*** CPS expects that by the time of Tier 1 proposal submission, design teams will have identified at a minimum the proposed Board Chair and at least two other directors.CPS strongly encourages applicants to have identified at least one founding Board member with close ties to the proposed community.CPS highly encourages design teams to have identified at least a sufficient number of Board members to comprise a quorum of the Founding Board by the time of submission. Please identify who will fill these roles, as well as any other founding Board members already identified, and discuss their qualifications to serve on a public charter school Board.

Advisory Board:

Jan Mosely-Events/Fundraising

Ken Daly-Marketing/Promotions

Darlene Morris-Real Estate

Alexis McDowell-Attorney

John Hill-Board Chairman

Jose Wilson-Community

Darlene Nichols-Secretary

Charlene Beasly-Finance

Lewis Courts-Law Enforcement

Governing Board:

Dr. Brewer-Finance/Professor

Maurice Gue- Attorney

Daphne Alice-Education

Eddie Meeks – Parent

Ronald Banks, Principal, Genesis Integrative Solutions

Joyce H. Chou - Associate at Holabird and Root

Terrence Bey - Sr. Director TTS Pre-Sales & Sales Support, NAM

Sean Cannon- CEO of Event One, Venue One, and Venue One North Shore

Please see appendix 3.2b for resumes that outline the qualifications of each member of the Governance Board and the Advisory Board.

**Domain 4: Economic Soundness**

**Section 4.1.a. Financial Forms and Budget Narrative**

***Q.*** Complete the budget workbook. Instructions are provided on the first tab of the budget workbook.

As a privately held company, EdisonLearning does not release financial information, such as annual audit reports, to the general public. Please see the end of this domain in our Tier 1 Proposal for a financial condition letter outlining the Company’s financial performance for the last three years. As mentioned in the letter, the Company will make audited financial statements available to the RFP review team in a secured viewing should this response move forward in the review process.

Please also find in our Tier 1 Proposal EdisonLearning’s Federal Tax Return form 1120 for the period July 1, 2013 to January 29, 2014. This is the most recent period for which the completed 1120 is available. It is not a full year due to the sale of the company effective January 2014.

The budget submitted with this Tier 2 proposal contains the following updates:

* FY 16 Added Private Fundraising Revenue of $133,108 to cover startup costs
* FY16 Reduced “Incubation Staffing” from $122,000 to $68,108.  $68k covers Principal, SOM and Secretary for 3 months (April 1, 2016 start)
* FY16 Added “Start up and Expansion Services” of $35k to cover startup/incubation expenses
* FY17 Increased Private Fundraising Revenue from $29,612 to $100,689
* FY17 Reduced “Start up and Expansion Services” from $115,000 to $50,000.  Please note, that the $65k reduction was essentially moved to FY16 to cover $30,000 for student recruitment and $35,000 for startup/incubation expenses
* FY17 Removed two teacher aides
* FY17 Removed 5% salary increase over FY16 estimates
* FY17 Reduced Contracted Substitute expense from $5,000 per employee to $2,000, which is a more realistic estimate.
* FY2020 and FY2021 – increased staffing by 2 specials teachers in each year based on staffing recommendations received by Ann Hedge subsequent to previous budget submission.

The changes listed above provide for a balanced budget in year 1 and increase surpluses in outbound years.

The budget also includes the following changes to reflect the performing arts components of NLAC:

* FY16 Facility costs – Building improvements added at $300,000 based on preliminary estimate provided by architect
* FY17+ Personnel – added two department leads for Theatre and Visual Arts at $70k salary each + benefits, based on online research of current CPS positions as well as review of special and lead teacher salaries at EdisonLearning schools TRCCA (FY16) and CICS-Longwood(FY12)
* FY17+ Transportation – added $2 per student \* 125% to allow for lost cards for the Ventra Student Cards for the Chicago Public Transit system
* All years – Private fundraising – moved all amounts erroneously listed under “student fees” to private fundraising line (revenue section).  Added amounts to cover 100% of the costs associated with the changes listed above.

**Section 4.1.b. Development Plan**

***Q.*** Discuss additional revenue needed to maintain financial viability over the five-year contract, including assumptions behind the calculation of need. Please identify existing relationships with potential funders, indicate current levels of interest, and articulate contingency plans in the event that development goals are not realized.

Additional revenue needed to maintain financial viability will consist of funds expected to be received through private fundraising.  The need for private funding is primarily predicated by CPS’ discontinuation of startup and incubation funding.   Costs to be covered include building improvements, student and staff recruitment and initial instructional material purchases.  Private fundraising will also support efforts to establish and maintain Theatre and Visual Arts programs by insuring that school’s ability hire specialized personnel, make necessary building improvements to accommodate the programs and to purchase related materials.

New Life Covenant Church is committed to revitalizing the Grand Crossing Community and dedicated to serving Grand Crossing’s residents and parents. New Life Covenant church will commit to providing free services to the Grand Crossing Community, and the students and parents of New Life Academy: School of Performing Arts.

New Life Covenant Church is excited to support the partnership between Lighthouse Youth Center Board of Directors (New Life Academy: School of Performing Arts) and EdisonLearning. This partnership will bridge the gap between academic excellence and community revitalization. If additional information is needed to confirm the partnership, please feel free to contact the church office.

New Life Church is committed to providing financial contribution towards the start-up cost ($380,000).

This number was calculated based on the Architect’s Inspection Report and the funding Sources & Uses Report.

**Section 4.3.a. Facility Option(s)**

*Question #1: Space Requirements*

***Q.*** Provide an overview of the space requirements needed to successfully implement the proposed school model, including a description of how the proposed site will need to evolve to support the school as it grows.

The proposed site is already being used as a high school, and as such, as the space requirements needed to successfully implement New Life Academy Charter School. The architect’s report outlines in detail the recommended renovations.

*Question #2: School Site(s)*

*Provide an overview of each proposed site and include the following supporting materials:*

The proposed New Life Academy Charter School location will be a shared space with Hirsch Metropolitan High School, a CPS high school. The budget does reflect the per pupil allocation for co-locating in a CPS facility.  The design team has inspected the facility along with an architect and have addressed their findings in the attached Architect Inspection Report.  EdisonLearning does have experience with operating a school in a co-located model with CPS.  This model was used when EdisonLearning was operating schools with Chicago International Charter Schools.

*The address and a general description of the property, including its current owner and previous use:*

The facility is located at 7740 S. Ingleside Ave, Chicago, IL 60619. It is currently the home of CPS’s Hirsch High School.

*An Inspecting Architect‘s Report completed by a CPS-approved architect.*

Please see attached as Appendix 4.3.a.

*An ADA Compliance Report completed by a CPS-approved architect. If the property is not currently ADA compliant, a plan for bringing the building into compliance.*

a. all 30 classrooms will be fully accessible for wheelchair and H&I,

     b. one entrance to the building will be accessible.

    c. both bathrooms will be assessable,

     d. 2 accessible parking stall will be provide,

     e. Route to the accessible entrance will be provided.

     f. 5% of the seating in Auditorium and Stage will be accessible,

     g. Dance room will be accessible

     h. Hallway and 5% of the lockers will be accessible

*Evidence that the site is or will be secured (Letter of Intent or Memorandum of Understanding) and a description of your design team‘s plan to meet lease or purchase requirements.*

The design team is still in discussion with CPS to secure a Letter of Intent.

*A plan detailing how rehabilitation work will address issues raised by the architect, meet applicable building codes, and support the proposed school‘s educational program, including:*

*The scope of work to be completed; A description of persons/managing parties responsible for project management and related qualifications; A project timeline for any necessary renovations:*

Renovations will start during Hirsch’s breaks in the winter, spring and summer. They will be completed by 8/12/2016.

*A completed Sources and Uses of Funds Report for facility development and the planned funding mechanism to cover projected costs.*

A completed Sources and Uses of Funds Report is attached.

*Question #3: Facility Plan*

***Q.*** Describe the plan to secure and update (if applicable) an appropriate facility in time for school opening.

The Lighthouse Youth Center Board of Directors (New Life Academy Chart Board) is currently discussing access and facility use terms with CPS officials. Renovations will be start during Hirsch High School’s breaks in the winter, spring and summer. They will be completed on 8/12/2016