Section 1: Family and Community Engagement and Support

1.1 Targeted Community Research, Feedback, and Fit
a. Background of the Targeted Communit(ies)
What are the targeted communit(ies) within the intended recruitment boundary of the proposed school or program? 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*

UCAN has chosen Austin, West Garfield Park, and Little Village/South Lawndale as the targeted communities within the intended recruitment boundary of the proposed school. Statistics for each community were pulled from Chicago Health Atlas (www.chicagohealthatlas.org) and the US Census. Average housing costs came from Trulia (www.trulia.com).

Austin
- Total number of residents: 98,514
- Number of school-aged children: 37,634 under the age of 24
- Demographics: 85.1% African American, 8.85% Hispanic, 4.43% Caucasian, 1.03% Other, 0.58% Asian.
- Average level of educational attainment: 40% of the population lacks a high school diploma. Fewer than 20% hold a university degree, a rate less than 50% the city average.
- Median or average family income: $32,358
- Median or average housing cost: the median sales price for homes in Austin for December 14 to March 15 was $70,000. This represents a decline of 25.9%, or $24,500, compared to the prior quarter and an increase of 14.8% compared to the prior year.
- Unemployment rate: 21%

West Garfield Park
- Total number of residents: 18,001
- Number of school-aged children: 7,711 under the age of 24
- Demographics: 96.19% African American, 1.93% Hispanic, 1.09% Other, 0.74% Caucasian, 0.04% Asian.
- Average level of educational attainment: 40% of the population lacks a high school diploma. Fewer than 20% hold a university degree, a rate less than 50% the city average.
- Median or average family income: $23,033

- Median or average housing cost: the median sales price for homes in West Garfield Park for December 14 to March 15 was $44,000. This represents a decline of 2.2%, or $1,000, compared to the prior quarter and a decrease of 1.1% compared to the prior year.
- Unemployment rate: 25.2%

Little Village/South Lawndale
- Total number of residents: 79,288
- Number of school-aged children: 34,660 under the age of 24
- Demographics: 82.56% Hispanic, 13.08% African American, 3.85% Caucasian, 0.36% Other, 0.14% Asian.
- Average level of educational attainment: the average resident of Little Village has not completed high school, with 58.7% lacking a high school diploma. Only 12% of residents have completed a university degree, a rate less than 25% of the city average.
- Median or average family income: $32,320
- Median or average housing cost: the median sales price for homes in Little Village, Chicago for December 14 to March 15 was $65,000 based on 11 sales. Compared to the same period one year ago, the median sales price increased 51.2%, or $22,000, and the number of sales decreased 21.4%.
- Unemployment rate: 11.5%

Provide a brief historical context of the neighborhood(s) within the proposed recruitment boundary. Include information that your design team believes is important to understand in order to serve the targeted student population and community residents.

Austin is the largest (by population) of the city's 77 community areas, and is also one of the largest in terms of land area. The community was created in 1865. It was a predominantly white neighborhood until the late 1960s, when riots prompted many residents to leave. The community has faced declining infrastructure and fewer jobs since this time. Austin Coming Together, a prominent community organization, describes the history of their community in this way: "Henry Austin bought 470 acres of marshland in 1865, and between 1870 and 1920, "Austinville" became "Austin". An extension of the Lake Street train line made Austin reachable from downtown Chicago, and it began to thrive. Thus began Austin's heyday, and for the next 50 years, it experienced a social and economic evolution from small town to bustling borough of Chicago. During this time Columbus Park, Austin Town Hall, and mansions of west-central Austin were envisioned, planned, and built. Austin continued to grow and flourish for the next 45 years. The prosperity began to attract families of all ethnicities and races, including middle class black families looking for better neighborhoods than those segregation had sequestered them to. As these families moved to Austin, a dramatic change occurred that reflected the struggles of America, and changed Austin in the eyes of many residents, practically overnight. As racial tensions reached a new climax in the mid-1960's, whites flew at the sight of upwardly mobile black families moving into their neighborhoods. Austin became a victim of the times, a fate that Austin is still struggling to escape today. Racist and predatory housing speculators, banks, and elected officials used such practices as "blockbusting" and "red lining" to drive down real estate

value and systematically turn Austin from a thriving social and industrial hub to a depressed economic area." (https://austincomingtogether.org/history/)

West Garfield Park was also settled in the late 1800s. During the 1950s, the new Eisenhower Expressway displaced residents from the neighborhood. In the 1960s, West Garfield Park was increasingly stigmatized as poor and unorganized. Like Austin, the community was deeply affected by the 1960s riots, and the economic base in this community has deteriorated.

The Little Village/South Lawndale neighborhood is located on the West Side of Chicago. It was originally settled by Eastern European and Irish immigrants in the late 1800s, after the Great Chicago Fire. Now, the community is predominantly inhabited by Mexican immigrants and is referred to as the "Mexico of the Midwest" by many of its residents.

b. Community Research
Do any members of the design team 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 targeted communit(ies), and develop and 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)?

UCAN has provided services to the Austin, West Garfield Park, and Little Village/South Lawndale communities for more than 25 years. Those services have included foster care, counseling/mental health, violence prevention, school based programs (in schools such as Clark, Marshall, the East/West Garfield Park and Pilsen/Little Village SOAR Centers), youth mentoring and most recently housing and workforce development, which reaches across 22 zip codes, including the proposed areas of service.

In addition, UCAN's new program headquarters and state of the art therapeutic youth home will be located in the nearby Homan Square area. The therapeutic youth home will be opening in August 2015, with the program headquarters to follow in late 2015. This building will house Quality Improvement, Finance, Information Technology, Development, Human Resources, and Facilities staff, as well as program teams for Foster Care, the Teen Parenting Service Network, 360° Community, 360° Schools, Transitional Teen Services, and Counseling and Youth Development Services.

Focusing our program headquarters on the West Side has led us to consider other programming for neighborhoods outside of North Lawndale. When we were planning our new campus, Representative LaShawn Ford was eager to have UCAN services in Austin. While we ultimately decided to house our program headquarters in North Lawndale, the proposed communities are geographically near our new campus, and students and their families would benefit from additional programming that will be offered in this new space. The design team carefully considered the CPS identified needs and identified the communities closest to the new campus who could benefit from a new school.

Members of the design team met with Phil Hampton at CPS to narrow down the proposed communities. His input helped the design team understand which communities would benefit most from a new ALOP. We know that Austin students often travel to Clemente on the North Side of the city for services, and that Austin and the target communities need additional, local education options.

UCAN works with many partners in the proposed target communities, including Austin Coming Together, the Austin Chamber of Commerce, BUILD, Enlace, Mabel Manning Public Library, Hispanic Housing Scattered Sites, Gate Gourmet, Park Douglas, JLM Center, Phoenix Military Academy, Mount Vernon Baptist Church, and the Humboldt Park District.

What are the 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?

Elected officials and community members shared that many students are traveling outside of Austin to attend a school that fits their needs. Given the educational attainment rates and unemployment levels in the targeted communities, residents see a need for education that is strongly linked to a career path.

c. Community Fit
Based on the outreach and research that your design team has conducted, why does your team believe that the proposed school or program is a good fit for the targeted communit(ies)?   How will the proposed school or program contribute to the existing assets in the targeted communities and help meet educational and support needs?

Beginning with certification of UCAN Academy in 1998, the Chicago Board and UCAN have worked closely together around academic issues. The Chicago Board was a complete partner in UCAN's work to relocate and expand UCAN Academy in 2001, encouraging UCAN to expand the elementary school and to begin a high school. The Board was consulted for building location and size and was pleased with the location chosen, the current 3110 West Grand Avenue facility. UCAN Academy has always held a zero rejection rate for intake. When asked by CPS to develop transitional, vocational, cooking, and weight loss programs, we responded with educational, quality programs.

The Chicago Board has been instrumental in approving UCAN's curriculum-based violence prevention program to conduct workshops within many CPS schools. The workshops began in the schools in 1999 and have met with overwhelmingly positive response. Each school year, a new set of schools requests that the workshops be presented in one of the grades in their school. In November 2002, UCAN began talks with the Office of Specialized Services (OSS) to address the low reintegration rate of students from therapeutic day schools back to their home schools. Based on the Academy's success at a rate higher than the state average, talks turned to using the methods in place at the Academy to benefit more CPS students. Additionally, it was felt that the cadre of supportive services that UCAN offers would also help more students to stabilize in school and at home, because so often a student's struggles are not only based in academic performance but are also impacted by instability at home. After extensive work with the OSS, a

contract and work plan was developed and the first students were received into the pilot program in March 2004.

UCAN was an approved provider of Social-Emotional Learning services through the Office of Specialized Services during the 2004/05, 2005/06, 2006/07, 2012/13, 2013/14, and 2014/15 school years. UCAN's violence prevention services were the primary program engaged by the approved schools.

Based on our history working with CPS, we are confident that we can continue to work together to provide students in the target communities with quality education and support services. The area is in need of additional high school options, and students would benefit from a school that focuses on pathways to careers. The target community, which includes residents who are low-income and overwhelmingly African American, would benefit from UCAN's culturally sensitive and inclusive, positive youth development driven programming.

1.2 Notification to the Community of Proposed New School or Program
a. Elected Officials
Provide evidence of having conducted (or describe plans to conduct) 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, list the dates, times, and person(s) with whom the design team met)*
- *Attending the elected officials' Ward or District nights*
- *Sending formal notification of the proposed school or program either by email or letter*

Requesting a meeting:

Elected Official	Meeting	Meeting Request Sent:	Letter of Support?
Senator Kimberly Lightford	March 24, 2015 2:00 with India Hammos (Springfield Legislative Assistant)	March 30, 2015	Not yet requested
Senator Dan Harmon		April 1, 2015	Not yet requested
Representative LaShawn Ford		April 1, 2015	Not yet requested
Representative Camille Lilly		April 1, 2015	Not yet requested
Alderman Deborah Graham (meeting request pending Aldermanic election)		April 1, 2015	Not yet requested
Alderman Jason Ervin		April 1, 2015	Not yet requested
Alderman Ricardo Munoz		April 1, 2015	Not yet requested

Additional meetings will be scheduled after elections, per the request of elected officials.

Attending Ward or District Nights:

Senators Harmon and Lightford Community Meeting	April 6, 2015
Senator Kimberly Lightford	To be determined
Senator Dan Harmon	To be determined
Representative LaShawn Ford	To be determined
Representative Camille Lilly	To be determined
Alderman Deborah Graham	To be determined
Alderman Jason Ervin	To be determined
Alderman Ricardo Munoz	To be determined

Formal notification of the proposed ALOP was submitted with meeting requests, see 1st table above.

b. Community Organizations and Stakeholders
List the key individuals or organizations in the neighborhood with whom your design team has met to discuss the educational vision for the proposed new school/campus.

Meetings with key individuals will take place April – July.

Describe the structure of the community forums that your design team has held to discuss the school model with residents and seek their feedback on the educational vision for the proposed school.

Community forums will begin in April and May. Forums will follow a Meet and Eat format, with the agenda to include:
- Welcome & Why We're Here
- Introductions
- UCAN Tech: What You Should Know
- Who Are The Students?
- The Curriculum
- What's Next?
- Questions & Answers

Discuss the various on-the-ground research activities that your design team conducted. In which geographic areas in 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, paid staff)? What materials and information did representatives of your team share with community members to discuss the educational vision for the proposed school or program? What questions did your team ask community residents?

Research and outreach will be conducted from April – July.

Activities will include:

Method of Notification	Individuals Notified	Evidence
Introductory meetings with new and known representatives of selected: • non-profit organizations • community groups • small businesses in the Austin and North Lawndale communities	TBD; dependent upon final count of engaged population	Meeting minutes, dated e-mails, business cards
ALOP Fact Sheet	TBD; distribution will be made via multiple community locations, including elected officials' offices, community groups' headquarters, local businesses, individual supporters/partners and area churches	Copy of fact sheet; list of distribution sites and names of individual distributor-partners
"Let's Meet & Eat" – up to six small group meetings hosted in Austin and Lawndale communities by UCAN staff for area residents; primary focus on parents and prospective students ages 17-19	TBD	Sign-in sheets and related contact information

Internet/social media	Scheduled and repeated Facebook postings that area immediately available to more than 1,200 UCAN followers	Number of Facebook "likes", followers and comments
Meetings with elected officials representative of Austin and Lawndale communities, including: • aldermen • Cook County Board of Commissioners • Illinois legislators (Senate and House)	TBD; dependent upon size of target audiences	Meeting minutes, dated e-mails
Multiple on-the-street introductions to area families, parents, guardians and students (individually and collectively); distribution to include ALOP fact sheet, UCAN annual report, premiums and staff business cards	TBD; dependent on various factors, including residents' interest	Contact information (name, address, phone, e-mail) secured from engaged residents
Partial page print advertisement in community newspapers to request community feedback on ALOP proposal	TBD; dependent on newspapers' circulation and subsequent posting on papers' web sites	Dated tear sheets from selected community newspapers
Petitions	TBD after distribution and final count of community residents' signatures	Date copies of petitions
Phone calls to selected community residents by UCAN staff who live in Austin and Lawndale communities	TBD; dependent on number of contacts identified by UCAN staff and successful telephone contacts made	Telephone logs with date and time of calls placed and connections made
Pitch to community newspapers press release announcing ongoing community engagement and request for residents' input to UCAN	TBD; dependent on publication of press release and/or story and newspapers' circulation	Dated newspaper clippings

c. Community Feedback
In your design team's various interactions with elected officials, community organizations, and stakeholders, what were some of the reactions to the proposed school or program? What suggestions did community members have for the proposed school or program?

In brief introductory conversations, Representative Ford indicated that he would welcome UCAN's services in the proposed communities. He was particularly interested in learning more about our target population. Likewise, Alderman Deborah Graham expressed a need for additional youth opportunities in Austin and a desire to continue conversations.

1.3 Community Support
a. Elected Officials
List any elected officials who support the proposed school or program.

As requested by elected officials, letters of support will be sought after April 7.

b. Community Organizations and Stakeholders
List community-based organizations or stakeholders (required), or citywide organizations (optional) that support the proposed school or program.

Community-based organizations and stakeholders, as well as citywide organizations, will be discussed in the Tier 2 proposal.

c. Partnerships
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. Describe any community-based partnerships you are proposing for the new school (required) and partnerships with citywide organizations (optional). Provide letters of support from these organizations. Explain whose responsibility it will be leading up to school/program opening and once the school or program is in operation to oversee these partnerships.

TEC Services will provide significant services for the school. Please see in-depth discussions in the curriculum section of the proposal, as well as their letter of support.

City Colleges of Chicago is also being engaged as a partner. Meetings began in October 2014 and will continue through the application process.

d. Family and Community Members
Please provide signatures of support from individuals residing within proximity to the school site.

Due to the uncertainty of the outcome of the upcoming elections, UCAN has held off on holding community forums or canvassing neighborhoods. It is important to the design team that we have the support of the elected officials before engaging communities.

Who are some of the champions of the proposed school or program in the targeted communit(ies)? Provide any personalized letters of support from families and/or community members, outlining why they believe the proposed school or program will be an asset to the community.

At this time, we have not identified prospective champions in the proposed communities. We will work with elected officials and community partners to identify these community members over time.

e. Risk Factors
Based on your design team's interactions with elected officials, community organizations, and stakeholders, families, and community members, who in the community is opposed to the proposed school or program? What is your understanding of why they are opposed to the proposed school or program?

At this stage in the process, we have had no opposition to the proposed school. As we increase our community engagement activities, we know that we will encounter opposition, and we look forward to gaining a deeper understanding of the opposition and how we can educate our opposition and learn from their disagreement with our approach.

1.4 Continued Family and Community Engagement
a. Continued Outreach
What is your design team's continued community engagement plan from the time of submission of proposal materials leading up to the opening of the school?

UCAN intends to continue its efforts to engage the communities and its members through monthly and mobile informational meetings. Such meetings will incorporate fun games which lead community members to understand who UCAN is and the school project. We intend to identify community members who would be willing to join or give recommendation for parents and youth to sit on a school advisory board and explore this possibility further.

UCAN will participate in Open Forums provided by the area Alderman's offices giving updates and news about the school as well as collecting a list for potential students who would be interested in enrolling. Once approved, UCAN will work swiftly to get the school ready for tours

for continued purpose of engagement and soliciting opinions for activity that will take place in the school.

UCAN Tech will also pursue intensive marketing and recruitment strategies with the following: school principals in the targeted communities, reintegration centers, youth centers, homeless shelters, juvenile centers and partnering faith based and community based organizations.

b. Community Support
How will the proposed school or program contribute to the community? What services will it provide to families of students and/or community residents more broadly?

The school model incorporates engaging each youth in a work learning experience. Our goal is to ensure all youth leaving the project graduate with the tools needed to enter college or a gainful work experience. With this said, we intend to place youth in summer internships or work learning projects while enrolled in the school. UCAN has multiple years of experience facilitating these types of projects ranging from One Summer Chicago and Green Corps (funded through DFSS) to Illinois Department of Human Services (DHS) summer and community youth work projects and others. In a "rap session" conducted with more than 200 youth in our DHS funded project in 2013, participants were asked what was most important to them as it related to their livelihood and there was an overwhelming response for the ability to work and/or attend schools with a flexible schedule and curriculum.

UCAN Tech will provide both day and early evening classes. Evening classes will be structured for those youth with parental or working obligations. We intend utilize Skype technology to provide digital mentoring. This model has been proven successful to link youth to accomplished professionals who look like them on a larger scale. The most difficult aspect of volunteers who mentor our youth is time. With this model, a professional can join a classroom through technology reaching and sharing his/her knowledge and expertise with twenty youth at one time on a weekly or monthly basis.

UCAN has invested governance board members who will donate their time to coming on-site to teach youth how to operate their own board for success.

UCAN Tech will look for qualified professionals from the community to apply for the various positions needed in the school. UCAN is committed to hiring individuals with a personal mission and commitment to serving youth in their home communities.

In addition, UCAN Tech intends to invite professional speakers to the school year round to discuss economic and career opportunities inclusive of three job fairs per year; not just for youth but other members of the family as well. We will explore financial literacy opportunities which will assist families to maintain stability (savings, home ownership, investing in one's future), etc.

c. Community Input
What formalized mechanism(s) will the proposed school or program have for families/guardians and the community to be involved in the governance of the school and/or to provide regular feedback to the Board of Directors?

We are open to exploring the potential of an advisory council for the school. This does not currently exist but we will explore the idea with the community and CPS to learn how it has been structured in the other programs. Annual surveys will be gathered from the families of enrolled students and family engagement activities will provide a chance for families to share their feedback.

UCAN has a system where program Vice Presidents make formal reports to the board throughout the course of each year. In addition, Vice Presidents must provide written reports of program successes, challenges and planning activities in documents such as dashboards and monthly quality reviews. These documents are rated and analyzed for purpose of ensuring compliance and to identify and correct risks at early stages of program development.

Section 2: Academic Capacity
2.1 Mission, Vision, and Culture
a. Mission and Vision
State the mission and vision of the proposed school or program. The mission and vision statements should provide the foundation for the entire proposal and be reflected throughout all sections.

Mission: UCAN strives to build strong youth and families through compassionate healing, education and empowerment.

Vision: Youth who have suffered trauma can become our future leaders.

b. Educational Philosophy
Briefly describe the educational philosophy of the proposed school or program. Identify the design team's core beliefs and values about education, and explain how these priorities inform the school or program's key program and design components. Provide a clear rationale for these design components, and cite research that demonstrates these components are successful with similar student populations.

Philosophy: UCAN Tech will provide students a concrete and intentional pathway to careers (technology) and continued education. Our philosophy is rooted in the realism and experimentalism educational philosophies. UCAN Tech's focus is to prepare students for the Technology field. This will require teaching for mastery of information and demonstration. Nevertheless, employing the pathway to careers approach demands that UCAN Tech provide an environment for students to experience the technology field. Internships and projects provide problem solving opportunities and moves the role of teacher from traditional to a consultant. As

technology changes, we will believe having a strong partnership with a technology company is necessary to effectively adjust our curriculum and expectations.

Our belief is that all students, regardless of gender, race or socio-economic status, have the right to a high quality education. As instructional leaders, we must hold every academic department accountable for instructing students, take responsibility for creating a shared commitment to that vision with all stakeholders and engage the entire community to build greater ownership for the work of the school. Effective schools have a shared leadership and decision-making culture. The stakeholders have to become meaningfully involved in the school.

 High expectations and standards must be set for the academic and social development of all students. A culture of continuous learning for adults must be viewed as the catalyst to achieving high academic outcomes. When teachers learn, students learn as well! Lastly, the best way to make informed, data based decisions is to understand and implement a data collection and analysis system. A data driven decision is an informed, transformative decision.

Continued curriculum development is a major task and assessing the school's curriculum is of great importance. The curriculum cannot be discussed and administered in isolation. It is imperative that stakeholders have a role to play when developing curricula. The stakeholders should be invited to assist in a needs assessment of the school's curriculum. During the needs assessment, they would identify whether the component is simply a need or a priority.   From this list, groups of goals will be developed based on priority. A long term plan must be developed to achieve the goals for the curriculum committee.

John Dewey believed that education was more than learning a pre-determined set of facts. His philosophy states that schools are places where children learn how to live and that the curriculum should evolve around the goal of making the student live his or her best life. According to Dewey, education should be interactive and social. Successful schools follow this theory. Students learn best by interacting with each other and when they are given opportunities to work and learn together. UCAN Tech will work diligently to achieve this goal.

c. Description of Culture
Describe the culture of the proposed school or program. What are the systems, traditions, and policies that the school or program will implement to achieve this culture? Who is responsible for overseeing the implementation of these systems, traditions, and policies? Any responsibilities assigned to staff members with regard to promoting and monitoring positive school culture should be cited in the attached comprehensive organizational chart and job descriptions.

UCAN is guided by the following Core Values:
- We hold true the belief that healing is possible and providing care with compassion is essential to our work.
- We challenge all individuals to become advocates for justice.
- We believe that integrity and honesty are the cornerstones of our work.
- We honor the intrinsic value of all people and believe inclusiveness is a strength.

- Providing youth a voice is a personal healing experience as well as a chance to advocate for others.
- Excellence derives from knowledge, hard work and innovation.
- We strive for fairness and equality for our clients and in our workplace.
- Financial viability is necessary and requires control and individual responsibility.

UCAN Tech will establish and maintain a culture of student achievement, continuous learning and program accountability. Academic achievement will be gained through intensive skill remediation, effective and innovative teaching strategies to attain new skills. Staff and students will be held to highest standards and required to actively participate in their professional development and education respectively. UCAN Tech believes that all students have the right to a meaningful and rigorous education. UCAN Tech will only employ staff that holds this same view. Graduation and successful post-secondary plans are the primary focus for UCAN Tech (please see Homework, Promotion and Graduation Policies appendix).

It is imperative to note that aforementioned goals and expectations can only exist in a calm, safe and harmonious environment. UCAN Tech will be a safe haven for all students. We believe that our program will provide an environment where students will learn and thrive. UCAN Tech will employ the principles of positive youth development, such as promoting bonding; fostering resilience, self-determination, self-efficacy, and positive identity; promoting social, emotional, behavioral, moral, and cognitive competence; and providing recognition for positive behavior. Students will engage in activities that improve their social emotional and independent functioning through social emotional groups and meaningful community service projects. Along with scheduled School Improvement Days, UCAN Tech will hold Student Improvement Days. Student Improvement Days will focus on developing leadership skills (See Diermeier Future Leaders Now narrative throughout this document) and health and wellness programming. We will create a culture of student accountability through activities like Know Your Rank (KYR). KYR is a quarterly activity where students evaluate their transcripts, Student Achievement Plans, and Post-Secondary Plans.

At UCAN Tech, every single staff member will be responsible for modeling UCAN's core values and brining the culture of the school to life. The Vice President of Educational Services and the School Principal will be responsible for overseeing implementation of these systems, traditions, and policies.

d. Post-Secondary Opportunity Readiness:
Describe the specific programs and supports, beyond academic curricula, that the proposed school or program will provide to expose students to college. Describe how you will ensure students are successful in college, both academically and emotionally. Describe how the school will work with students to apply, enroll, and persist in college after high school graduation. Who is responsible for overseeing the implementation of college readiness supports? Which staff members will support these efforts? Any responsibilities assigned to staff members with regard to promoting college readiness should be cited in the attached comprehensive organizational chart and job descriptions.

Students are charged with making many decisions as it relates to postsecondary education. Deciding which type of education to pursue (traditional 2-year & 4-year colleges versus vocational institutions) is a very important factor in the decision-making process. Selecting a course of study is another important factor. Post-secondary Counselors will assist each student in determining the "right" path to postsecondary education based on the student's education history and interest.

The type of supportive services available to students can be a major factor in determining their postsecondary path. Financial aid, housing, employment and availability of internships and other resources are just a few of the supportive services students must consider when plotting a course to a successful postsecondary education or career. Post-secondary Counselors will also assist students while applying for student loans, grants and scholarships to help offset the financial burden on the student and his/her family.

Experienced and dedicated staff will assist the student in all facets of the postsecondary planning path. Dedicated staff will include the Social Worker and Post- Secondary Counselor (these two positions will take the lead in programming around this area) and will be supported by Professional Mentors, Student Support Specialists and Teachers. Students will also enroll and complete College/Post-secondary activities (such as Career and School fairs, resume building, developing a professional portfolio, mock interview to develop presentation skills, etc.) and a series Job Readiness Workshops. Each student will participate in development of their individual success plans with the guidance of the staff listed above. These staffs will work diligently with the student on a consistent basis to achieve the goals of his/her plans.

Additionally, UCAN Tech will partner with Tec Services. Course facilitators teach classes around post-secondary education options. Students may share what they may already know about these options but trained facilitators will fill in the gaps in the following educational options: Community College, Tech/Trade school, and 4-year College or Universities.

UCAN has had a strong partnership with City Colleges of Chicago (CCC) for many years. CCC offers over 25 degree and certification programs including:
- High – Tech Manufacturing: 6,000 Jobs (Daley College)
- Public Safety: 15,000 Jobs (Malcolm X)
- Business & Professional Services: 117,000 Jobs (Harold Washington)
- HealthCare: 84,000 Jobs (Malcolm X)
- Transportation, Distribution & Logistics: 110,000 Jobs (Olive Harvey)
- Hospitality& Culinary Arts: 47,000 Jobs (Kennedy King)
- Construction Technology: 14,000 Jobs (Kennedy King & Dawson Tech)
- Information Technology: 10,000 Jobs (Wright)
- Education & Human Services: 73,000 Jobs (Kennedy King, Malcolm X & Harold Washington)

CCC also partners with four year universities to provide the student with a seamless transition into a 4-year degree program. The partnering universities include: Chicago State University, DePaul, Governor's State University and Illinois Institute of Technology. Students will have access to these learning institutions during the school year, breaks and internship opportunities. Teachers, Academic Counselors and Post- Secondary Counselors will work in conjunction with CCC as well as partner universities to bridge opportunities with the student's ability, goals and interests.

Attending college and/or a vocational/trade school will be a huge component of our culture and will be ingrained into every aspect of UCAN Tech. All students will attend college/trade school fairs, tours, etc. Students' ability to have a productive and meaningful life after high school is extremely important.

UCAN Tech's Senior Seminar. Senior Seminar is a program that prepares students for life beyond high school. Participation in Senior Seminar is mandatory once a student has achieved 12th grade credits. Senior Seminar is scheduled bi-weekly. The Post-Secondary Counselor and Social Worker will design the structure and is responsible for facilitating the seminar.

Seniors will work directly with Post-Secondary Counselor to complete all college entrance activities. The Post-Secondary Counselor will track each student's progress towards completion of college entrance activities. This post-secondary map will be included in each student's success plan.

Information shared during Senior Seminar
1. Important dates for
   a. ACT testing, COMPASS assessment schedules, FASA, application due dates, etc.
2. College/trade school information
   a. Admission office, Registrar, Financial aid, Counselors, et
3. Resume writing, mock interviews, letters of recommendation
4. Expungement process (if necessary)
5. Other information
   a. Child care options, housing supports, mental health supports, etc.
6. Internship overview and expectations

After graduation, the Post-Secondary Counselor will follow up with students to determine their progress towards their post-secondary plans. Graduates will be invited to meet quarterly to discuss successes and barriers in their post-secondary plan. The information will be reported to the Social Worker to assist students with a plan to address barriers and supports to continue successes. All outcomes will be tracked and included in the school wide outcomes data.

Describe the specific programs and supports, beyond academic curricula, that the proposed school will provide to expose and prepare students for various post-secondary careers. Describe the process that will be implemented for students to develop a plan to graduation and postsecondary readiness. Who is responsible for overseeing the implementation of post-secondary career readiness supports? Which staff members will support these efforts? Any

responsibilities assigned to staff members with regard to promoting post-secondary career readiness should be cited in the attached comprehensive organizational chart and job descriptions.

Students will be take part in services such as: tutoring, computer skills training, academic guidance and counseling, pre-employment and vocational skills training, internships, job referral & placement services, and incentive services. Strategies and supports for successful completion are described below and will be introduced during the intake and assessment phase during the student's enrollment. Primary responsibility for these activities will come from the Post-Secondary Counselor, School Social Worker, and Tec Services. Further observation will continue during classroom instruction and the multidisciplinary staffing process while planning each student's education plan.

Job Readiness Workshops/Classes – Job Readiness Workshops are classes that students receive to prepare them to seek and obtain employment, and then to retain their jobs once they are hired. Training/instruction will be inclusive but not limited to:
- Preparing a resume or job application
- Preparing a cover and thank you letters
- Work focused career exploration
- Training in interviewing skills
- Training in effective job seeking
- Instruction in work place expectations
- Behavior on the job
- Conflict Resolution
- Appropriate attire

Postsecondary Preparation Strategies		
Strategy	**Description**	**Timeframe**
Tutoring	Every student will have access to tutors in their core and major courses. Tutors will include instructors, mentors and volunteers.	Ongoing Support
Computer Skills Training	Students will use the Microsoft Learning Digital Literacy online program from Computer Basics to Microsoft Suite.	Fast Track Graduation Year 1
Academic Guidance & Counseling	A variety of approaches exist to academic advising, each of which is informed by the goals of the advisor-student interaction. Three principle models of advising include developmental advising, prescriptive advising, and intrusive advising. Advisors/Counselors will assist	Fast Track Graduation Year 1

	students completing postsecondary applications including college and FASFA.	
Job Readiness Training (JRT)	Post-Secondary Counselors will conduct continuous workshops during the Year 1 and 2 of instruction. Workshops will cover resume writing to job retention.	Fast Track Graduation Year 1 and 2
Vocation Education	Students and Post-Secondary Counselors will work hand in hand to develop a plan for successful vocation education and placement. Students will attend JRT and Job Fairs with Counselors and staff in order to learn about postsecondary opportunities related to military, union trades, culinary arts etc.	Fast Track Graduation Year 2
Internship	Students will be provided the opportunity to become interns in their field of interest. Post-Secondary Counselors will work with employers and students in order to provide the best possible match of need and ability.	Fast Track Graduation Year 2
Job Referral & Placement	Students and Post-Secondary Counselors (PSC) will work hand in hand to develop a plan for successful job placement and retention. Students will attend JRT's and Job Fairs with PSC's in order to learn about postsecondary opportunities in their field of interest.	Fast Track Graduation Year 2 / Ongoing Support

The follow staff and volunteers will support efforts to expose and prepare students for post-secondary careers:

Professional Mentors (PM) – Volunteer Professional Mentors will teach the students about specific issues that arise in the workplace. This professional will also coach students on a particular skill set while sharing resources and networks. Professional Mentors will challenge the student to move beyond their comfort zone while creating a safe learning environment for taking risks. Then finally, the Professional Mentors will assist the student with focusing on their

own mental and social development. Methods of mentoring will be Individual (one-on-one); Group and Skype.

A successful mentoring program will benefit all parties by enhancing professional development, supporting the creation of multicultural relationships, encouraging student success and breaking down the "silo" mentality that hinders cooperation between student and instructor.

Post-Secondary Counselor (PSC) – The Post-Secondary Counselor will take the lead in identifying permanent job placement and internship opportunities for the student. The PSC will partner with public and private employers in order to develop on-the-job training and/or direct job placement sites for students; will maintain cooperative relationships with employers, academic and vocational training institutions, and support service and community resource agencies. This position will maintain an awareness of the local high-demand job market and opportunities to assist in providing guidance to students. The PSC will also assist with employment interviews, facilitate and attend job fairs with youth, conduct special workshops, presentations, group orientations, as well as other career-focused training.

Lastly, the PSC will monitor and evaluate the students' progress through program components; work with students to resolve problems; conduct field visits to examine students' progress in various activities designed to assist students in obtaining and maintaining employment.

Student Support Specialists (SSS) – The Student Support Specialists will connect to partners and resources within the community to better service the student population. The SSS will support our student's efforts when scheduling appointments with community based organizations that are supplying program services. This position will also be responsible for establishing and maintaining contact with students' families, and they may also coordinate any transportation or childcare services necessary to allow students to participate in UCAN Tech's education program. In addition, the SSS will distribute informational material to students to describe what, where, and when program services are available to them.

Social Worker (SW) – The Social Worker will be responsible for the content of counseling programs for both individual students and groups of students. The Social Worker will perform short term counseling and crisis intervention as necessary within our student population. The Social Worker will assist in the implementation of social programs as a professional counselor. In addition and not exclusive, UCAN Tech's school SW will conduct scheduled report writing on the observations and outcomes of all student interactions and/or treatment. The SW will prepare educational materials as needed and required. This position will coordinate with other clinical, health education, community health and staff members in the provision of services to students, as well as providing referrals for services as needed.

Specify the methods that the school or program will employ to track student/alumni college acceptance and persistence rates, as well as student/alumni employment post-graduation from your school or program. Identify who is responsible for monitoring and overseeing tracking efforts.

UCAN Tech will keep a tracking log for students who graduate from the program. The school will also develop a social media page for alumni students to share where they are and what they are doing in their education and careers. The Post-Secondary Counselor will oversee this tracking effort. In addition, UCAN Tech will recruit other alumni to participate in speaking engagements, mentoring and special events that the school plans.

### e. Social, Emotional, and Physical Health:
Describe the anticipated social, emotional and physical health needs of the targeted student population. Provide research and/or evidence to support these anticipated needs.

In a study conducted by Barbara Cervone and Kathleen Cushman and supported by the NoVo Foundation, researchers found that high schools which cultivated Social, Emotional and Learning (SEL) into their environments increased attendance rates, demonstrated low drop-out rates and had good proficiency results on state assessments with a high percentage of students going to college.

Structural supports from the integration of SEL ensured that adults could know students well and support their development. It supports student needs helping them to deal with chronic stressors like worries linked to family, health (mental and physical), safety and sometimes food and shelter. UCAN Tech anticipates some of these similar stressors and intends to leverage resources throughout the agency to assist students with these types of resources by linking to the appropriate services and partners in their community.

Explain how the school or program will identify and monitor individual students' social, emotional, and physical health needs on an ongoing basis at the school or program. Describe the management and data collection systems the school or program will implement for the purposes of screening, diagnosing, and progress monitoring students' non-academic needs. Describe any non-academic goals that the school or program may set for students, how they will be measured, and by whom. Who will be responsible for overseeing the implementation of these efforts? Any responsibilities assigned to staff members with regard to identifying, monitoring, and supporting the anticipated social, emotional, and physical health needs of students, should be cited in the attached comprehensive organizational chart and job descriptions.

The ultimate goal of the school is to achieve school and life success through positive social emotional learning. The foundation of this process is a comprehensive assessment of strengths and needs and the development of a plan to address the educational, vocational, and social-emotional needs. The assessment plan will be youth driven, therefore, each youth will take an active role in the process. The youth will utilize strengths to help address needs/barriers to goal achievement. The plan will identify action steps and time frames. On a consistent schedule, staffings will be held which will include: teaching staff, school social worker, support staff, family members, as well as other concerned stakeholders that the student would like to have present. This will be a time to look at the plan, the student's progress and make any necessary adjustments which will promote the student's success. Please view the process map below:
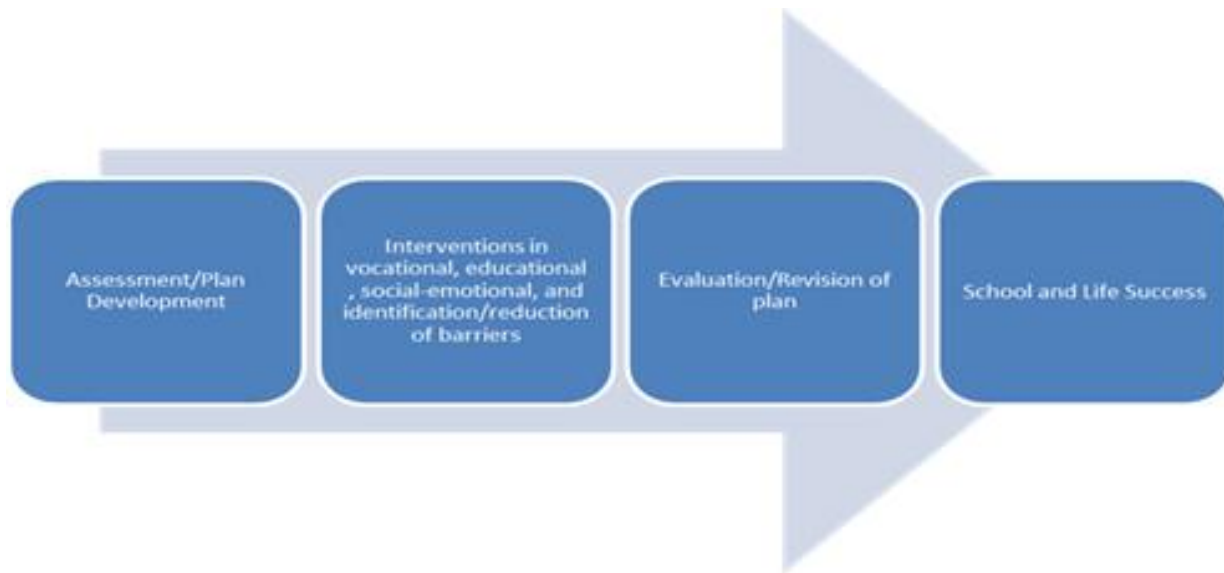
The School Social Worker will facilitate this process with the assistance of the Post-Secondary Counselor. Assessments will be entered into a confidential data system with limited access to key staff for purpose of aggregating information to develop strength-based working plans and monitor the progress of such plans. The school's Data Support staff will enter information into the computer system daily for the purpose of collective reporting and analysis of such reporting.

A sampling of non-academic goals would be:
1. 80% of the students will have fewer than 12 absences a year
2. 80% of the students will spend a minimum of 30 hours a year in community service projects
3. 90% of the parents will attend student-parent-teacher conferences
4. At least 30 community residents will volunteer in the school each year

Describe the programs, resources, and services (internal and external) that the proposed school or program will provide in order to promote students' social, emotional, and physical health. Describe how your school or program will help students develop the capacity required to succeed, such as learning to advocate for themselves, taking responsibility for their learning, and developing resilience in the face of challenges. Describe how one-on-one counseling will be used to support youth development and students' social, emotional, and physical health needs. How will this fit into the school day to minimize interference with time in the classroom? Explain how the proposed school or program will meet the needs of students in at-risk situations, including (but not limited to), homelessness, low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.

Diermeier Future Leaders Now is a comprehensive leadership curriculum that is rooted in the four cornerstones of leadership: achievement, intention, empowerment and motivation. Students learn that effective leaders not only learn skills to necessary to influence and inspire other, but also work to develop his/her own character. Self-advocacy is a key component in the curriculum.

UCAN Youth Leadership Cornerstones: A.I.M.E. to Lead
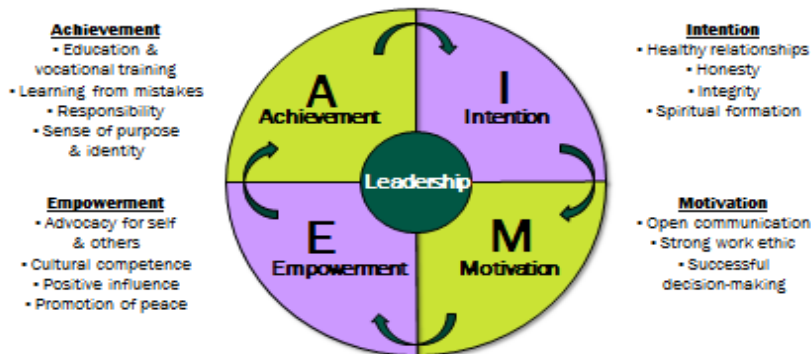
An effective leader not only learns the skills necessary to *influence and inspire others*, but also works to *develop his/her own character*. Each principle above is important on both of these levels.

According to the systems perspective, when one part of the system is dysfunctional, other parts of a system are negatively impacted. Therefore, one-on-one counseling is a critical component of this model. The one-on-one counseling will be provided by a Master's level professional with a LCSW (Licensed Clinical Social Worker) certification. It is important that the youth's social-emotional functioning is stable, so that the youth can focus on their educational and career goals. These meetings will address the needs of the student from a strengths based approach. Supportive incentives will be used to encourage the youth's participation in one-on-one counseling either before classroom instruction begins for the day, after classroom instruction is completed, or at their home/in the community. This eliminates the interference of one-on-one counseling in classroom instruction.

Evidence based SEL programs participate in ecology, integrating them into daily instruction in a systemic approach. Some practices include curriculum that connects to life lessons, students as teachers, and service learning (Taken from an essay report in 2014 entitled "Learning by Heart: The Power of Social-Emotional Learning in Secondary Schools"). UCAN Tech intends to utilize these practices into our own school curriculum.

These staff will support improving the social emotional functioning of the students in a number of ways:
1. Through individual and group mentoring that supports building the students strengths and improving social-emotional learning
2. Providing concrete supportive services, as needed by the student, which may include reduction of barriers such as homelessness, court/legal procedures, family outreach/support, etc.
3. Workshops to help students lean and practice core skills such as decision-making, self-regulating, apologies, etc.
4. Youth participation in Advisory Groups, Youth-Led Projects and Community Building

Unique among social service organizations, UCAN offers a full continuum of services including but not limited to a therapeutic youth home, a therapeutic day school, counseling services, transitional/independent living programs, support for pregnant or parenting teens, foster care placement, workforce development, youth leadership development, and violence prevention programming. This array of services enables UCAN to move clients from one program to another as their needs change. Annually, over 10,000 children, youth and families participate in UCAN's programs in a nurturing environment that can promote healing, provide education, and help to prevent violence. In addition to our own programs, UCAN maintains a robust network of referral agencies to provide services to our clients who are at-risk.

Describe the programs, resources, and services (internal and external) that the proposed school or program will provide in order to help students develop 21st century skills. Describe the instructional strategies that will be used and how all classroom instructors will incorporate teaching these skills into their lesson plans. Describe how you will train teachers to incorporate these skills into their instructional strategies, and lesson plans. Indicate how you will hold teachers accountable for addressing these skills. If implementing a specific curriculum, describe how students will learn new skill concepts and how to apply them across settings.

Please refer to 2.4.A. to learn how students will learn new skill concepts and apply them across settings. 21st Century Learning Skill Category (Social, Emotional, Cognitive Competencies): Core to 21st Century learning and human achievement are the 6 skill building blocks. These building blocks are:
- Personal Mindset
- Planning for Success
- Social Awareness
- Verbal Communication
- Collaboration
- Problem Solving

Teachers will incorporate skill building into their lesson plans by ensuring that two or more of the six building blocks are highlighted in all subject matter. This will include general studies courses, majors/minors, and electives as well as aspects of extra-curricular activities.

Teachers will be required to demonstrate proficiency in delivering the fundamentals of the skill building blocks in all of their lessons. This will be monitored and evaluated closely by the

School Principal. Teachers will be provided with initial and ongoing training to ensure their understanding of the 21st Century learning model as well as their aptitude in presenting the information to the students in a manner which will promote and encourage overall success.

Teachers will be informed of the expectations of their adequately addressing the skills with students through involvement in professional development training which will focus on replacing punitive discipline with restorative practices that heal rather than harm and individual sessions with the School Principal. These staff will be held accountable through performance evaluations with specified goals related to the model and periodic direct observation.

Students will have an opportunity to apply their new skill sets acquired during their participation in activities which include group projects, individual presentations, involvement in community activities, organizing and awareness of global initiatives which can impact their lives.

f. Behavior Management and Safety
What is the proposed school or program's approach to student discipline and classroom management? If an ALOP program or contract school, how will the school or program integrate and implement the CPS Student Code of Conduct into its behavior and discipline plan, including an emphasis on restorative practices? If a charter school, what behavioral system will the school use? Outline the system of incremental consequences for both positive and negative behavior, as well as the school's plan for supporting positive behavior, and responding to inappropriate behavior when it occurs. Explain how accommodations and modifications to the discipline system will be made to meet the needs of diverse learners.

UCAN Tech will utilize a Progressive Discipline Model. This comprehensive behavior management tools will be instrumental in helping our school maintain a therapeutic and supportive environment for our students. The intervention strategies are structured from the least restrictive to the most restrictive. They include:
1. Managing the Environment which entails being aware of and using the environment to prevent and de-escalate crises in a non-aversive and unobtrusive manner.
2. Prompting which signals to the young person to either begin a desired behavior or to stop an inappropriate action.
3. Caring Gesture is utilized to help the young person calm themselves and to help them regulate their emotions.
4. Hurdle Help is utilized to assist the young person with a difficult task at hand and limiting the risk of roadblocks.
5. Redirections and Distractions is utilized to divert or redirect a young person's energy and attention to a substitute activity which would hopefully de-escalate the situation and help the young person maintain control.

6. Proximity is a method used to calm a young person and to keep them on task. The nearness of a supportive adult is helpful in calming a young person.

7. Directive Statements are used when a young person's ability to make rational decisions are decreased due to a stressful situation , at this point it is necessary to give a young person clear guidance.

The UCAN Tech Progressive Discipline Model reflects our commitment to a safe and supportive program. The model consists of four tiers and a behavior watch level. The model is incentive based as well as consequence based. A major portion of the Progressive Discipline Model is the incentive based component that rewards students for displaying positive and constructive social behaviors. Each tier will allow students to be rewarded with a variety of privileges during Friday activities. Students will be rewarded with outings such as bowling, arcade, and restaurant field trips. Every effort is made to develop and/or revise plans in such a way that the student can be successful and can receive incentives or acknowledgment for positive behaviors and/or behavior changes. Students that displays maladaptive or acting out behaviors are given behavior intervention class (BIC). The behavior intervention classes are scheduled during six periods of the day. No students are given more than three periods of behavior intervention class in one day. Students assigned to the behavior intervention class are encouraged to have written assignments as well as group discussions that encourage pro-social behaviors. As a last resort students are given out of school suspensions if they display severely violent and aggressive behaviors.

The Behavior Management Plan includes a discipline report tracking system, a school-wide tier structure and, Therapeutic Crisis Intervention methods, individual clinical staffing for every student and flexibility to devise individual behavior plans. The discipline report tracking system will enable UCAN Tech to make data-driven decisions regarding individual behavior plans. The Progressive Discipline Model's tier system is an effective measure of how well a student is progressing toward their IEP goals. Therapeutic Crisis Intervention methods allow the student to process through difficult issues resulting in "teachable moments," learning coping skills to use during future instances of challenge and ensure social-emotional progress and success in UCAN Tech. The individual clinical staffing for each student is an opportunity to discuss specific strengths, obstacles and the students' academic and social-emotional progress. An individual clinical staffing is also a forum to evaluate and/or edit individual behavior plans for every student. In-school suspensions, parent-teacher conferences, administration-student conferences, weekly staff meetings and assemblies will also be included in UCAN Tech's repertoire of interventions.

The UCAN Tech Progressive Discipline Model has a component that requires all discipline reports be recorded in the Progressive Discipline log. The date of a student's offence, the particular offence, and the consequences, if any, are recorded daily in the Progressive Discipline log. The Progressive Discipline Model labels offences that range from minor to moderate to severe. Severe behaviors will earn the students more restrictive consequences. The number of days that students receive disciplinary reports will determine which tier a student will be assigned. Tier 1 is the tier with the least amount of infractions (4 or fewer days), tier 2 (5-8 days), tier 3 (9-12 days), and tier 4 (13-16 days). The behavior watch level (17 or more days or an out-of-school suspension) is the most restrictive. A student is automatically placed on

behavior watch upon returning from an out of school suspension. A student on behavior watch is not eligible to participate in weekly assemblies, out of school activities, or any extracurricular activities. Students are to serve behavior watch for a minimum of two weeks. However if a student has served the two week minimum, they may return to tier 1 at the beginning of a new quarter. Upon completing their two weeks on behavior watch they are given the opportunity to return to a lower tier. Students must complete a behavior watch essay that entails what led to their maladaptive behavior and encourages students to promote new or existing pro-social behaviors. Their behavior watch essay will be presented to the school administration team. School administrators will then determine if the student has displayed pro-social behaviors during their time on behavior watch.

Additionally, The UCAN Tech Frequency of Behavior Log (FBL) is designed to collect data necessary to ensure accurate goal setting and evaluation of targeted inappropriate behaviors. The system allows the tracking of behaviors and earned consequences for each student. The FBL systematically records the date of the incident, the student's behavior, the behavior management strategy used, the antecedent and the consequence earned. The information can identify the trends in a student's behavior and the various precipitating factors that may cause the inappropriate behavior. This information is useful because it is objective. It also allows UCAN Tech staff to make data-driven decisions for students and to evaluate the effectiveness of our behavior management plan. In addition, weekly staff meetings address the issues that pertain to our behavior management plan. Representatives from the behavior intervention, social work, and teaching teams come together in weekly clinical meetings that address an individual student's behavior, and discuss possible methods to modify the behavior. The overall evaluation of the Behavior Management Plan's effectiveness is the positive change in the student's behavior.

Behavior Intervention Class (BIC) and out-of-school suspensions are a systematic approach that parallels the CPS Student Code of Conduct and are clear responses to student violations. However, we will use these interventions sparingly. It is important to note that Progressive Discipline provides students with tiered interventions and privileges. Other methods of addressing negative behaviors will include: loss of privileges in individual classrooms; parent-teacher conferences to address a student's reoccurring maladaptive behaviors; and development of an individual behavior plan for the student, reaffirming the school's expectations while setting achievable goals for the student to assist in modifying their behavior.

UCAN Tech will also use group therapy to modify student behavior and provide social emotional learning. Every student will be assigned to a social worker who will meet with them weekly. During the student's session, issues regarding school, home, community and other topics are addressed. Students also participate in group based on needs and/or interests. The social work team at UCAN's existing school, UCAN Academy, has offered the following groups to address different issues:

Freshman Group: formed to help the freshman successfully adjust to being a high school student. The group discussed how credits are obtained, the differences between elementary and high school, different expectations, changing classes, having multiple teachers and whatever other issues would arise.

Walking Group: focuses on exercise and healthy eating. The group meets weekly to discuss how to eat healthy and enjoy it, the purpose of exercise, hygiene and they exercised. The group walked to the park, planned healthy meals, worked out in the gym, learned what to put in your gym bag and demonstrated good hygiene practices before and after group.

Project Visible Man (PVM): Facilitated by UCAN staff, group met weekly and addressed different issues related to being a young male. The group addressed different stereotypes about young men, how young men should carry themselves, how to self-advocate, peer pressure, dressing for success, violence, relationships, etc.

Phenomenal Woman: this group is the female version of Project Visible Man.

Expressive Therapy: this group focuses on teaching the students to express themselves using non-traditional therapy. In expressive therapy, the students express themselves through art, dance, music and drama.

Sit Stay Read: this group is for our younger students in grades K-4. Each week the students listen to a story about how to interact appropriately with dogs and then they write their own story. The students then each get a turn to appropriately interact with the dog (Zooey). The students enjoy the interactions with Zooey and are exposed to a small dose of pet therapy.

Student Council: the students meet weekly to organize different events for the school i.e. spirit week, discuss issues that affect them, meet with school administrators to propose different changes that they would like made, and advocate for the student body.

Hands without Guns: anti-violence prevention group that is facilitated by UCAN staff. This group addresses violence in the community, how it affects young people, what young people can do to decrease the violence, how to speak with aldermen and members of congress, and how to appropriately advocate for their communities.

Panther Parent: this group meets monthly and is for the parents. This group focuses on different topics of the parents choosing. It is facilitated by the social work team and some of the topics addressed have been anger management, ADHD and bi-polar disorder. The group has also done lighter topics like how to plan for winter break or discussing what they are thankful for. The group is 90 minutes long. Each group starts with a topic for the parents, then the students join the group and lunch is served, and then the parents complete an activity with their children. This gives the parents a reason to interact with staff for reasons other than their child's behavior and allows them to interact positively with their child while at the school.

Guitars over Guns (GOGO): provides mentoring to at-risk youth through music education and performance as an alternative to negative and harmful influences. The program pairs professional musicians with students to learn teamwork and patience. GOGO is based on the three pillars of mentoring, instrument training and ensemble instruction.

Staff trainings: the social work team provides trainings on the different disorders that affect the youth at UCAN Academy. The team provides an overview of the disorder, which students have the diagnosis, what the disorder tends to look like in the classroom, and effective intervention to employ in the therapeutic milieu.

How will the school identify students in need of targeted behavioral supports? Describe the multi-tiered system of prevention and intervention for behavioral supports that the school will implement for all students, including students in need of targeted supports.

UCAN's Progressive Discipline model and the accompanying tracking system will identify students in need of targeted behavioral supports. Please see attached Progressive Discipline infraction list and scheduled tiered interventions and rewards below.

How will the school or program monitor the progress of behavioral interventions and determine whether they are succeeding in promoting positive student behavior? Who will be responsible for overseeing student discipline and behavioral interventions? Any responsibilities assigned to staff members with regard to overseeing student discipline and behavioral interventions should be cited in the attached comprehensive organizational chart and job descriptions.

The Student Support Specialists, Social Worker, and Principal will be responsible for overseeing student discipline, behavioral interventions and incentives.

Progressive Discipline Tracking Procedure

- ❖ Student behaviors and the corresponding interventions will be tracked including the following information:

    - o Student name and homeroom

    - o Date and level of infraction

    - o Intervention/consequence used

- ❖ There are four escalating steps (1st-4th) included in each Progressive Discipline Cycle.

    - o Example: If it is determined that an intervention/consequence is warranted, the student will receive an intervention/consequence for each offense (1st through Behavior Watch) see *Scheduled Interventions* section.

❖ Students will be categorized based on the severity and frequency of their behaviors.

- o **Tier 1**: A student who **has not** gone through one full cycle of the Progressive Discipline Model.

- o **Tier 2**: A student who **has gone** through one full cycle of the Progressive Discipline Model and is beginning/on the 2nd cycle.

- o **Tier 3**: A student who has **gone through both the 1st and 2nd cycle** of the Progressive Discipline Model and is on the 3rd cycle.

- o **Tier 4**: A student who has gone through the 1st, 2nd and 3rd cycle of the Progressive Discipline Model and is on the 4th cycle.

- o **Behavior Watch**: A student who has gone through four full cycles of the Progressive Discipline Model or after OSS. A student on Behavior Watch will not be eligible to attend any off campus field trips, activities, etc.

How will the school or program communicate behavior expectations to students and families? How will you communicate the corresponding consequences and rewards that accompany the behavior expectations?

The complete behavior management will be communicated with all key stakeholders during the intake process/registration, orientation, assemblies and visual aids throughout the school building. Reminders of weekly incentives will be advertised during the morning announcements.

Please provide a preliminary list and definitions of the offenses for which students in the school may be suspended or expelled. If an ALOP program or contract school, this must comply with CPS policies. What corrective, instructive, and/or restorative responses to misbehavior will the school implement prior to the use of exclusionary discipline?

Please note that expulsion will only be used as a last resort and for behaviors that are deemed severe and frequent. i.e., multiple assaults on staff, severe gang activity and/or possession and intent to distribute drugs, etc.

Behavior	Minor	Moderate	Severe
Object Aggression	Not directed toward a person (pounding, hitting, slamming, etc.)	Directed at someone without contact	Directed at someone with contact

Physical Aggression	None	Physical attempt to get to another person	Contact made.
Verbal Aggression	Use of profanity		Continuously, directed at a person Continuously threatening others
Horseplay		Minor horseplay, classroom disruption	Extreme horseplay, throwing objects between peers, eminent safety concern
Provoking/Bullying	Facial expressions (rolling eyes, obscene hand gestures) interfering with learning	Verbal taunting	Escalated verbal taunting/invasion of personal space Cyber-bullying
Property Destruction		Under $100	Over $100 or any electronic devices
Not Following Directions		Continuous non-compliance with directions, usually accompanied by another behavior	
Inappropriate use of technology	1. Picking up phone/not dialing 2. Getting on computer without permission but responding to redirection	1. Making a phone call home without permission 2. Talking on staff radios 3. Refusing to get off the computer when redirected	1. Touching the Smart board 2. Making a call to a friend/family member to incite violence 3. Cyber-bullying 4. Damaging phone/computer/radio 5. Visiting inappropriate web sites 6. Calling 911
Sexual Harassment			1. Inappropriate touching 2. Sexual language that interferes with learning 3. Sexual assault or rape or attempts 4. Unwanted sexual

			advances 5. Commenting on someone's sexual nature 6. Requests for sexual favors
Safety/Security Breach			1. Interfering with a Crisis situation. 2. Opening exterior doors (opening any door for unauthorized individuals, including classroom door) 3. AWOL via side exterior doors.
Out of Area	In the doorway of their classroom	In the hall, classroom or office without permission	
AWOL		AWOL with return	AWOL without return
Disruptive Behavior	Not following staff directions, but not interfering with learning of others	Not following directions, engaging in other peers being off task	Not following directions, preventing the class from being taught
Theft			Theft will not be tolerated at any level. Theft of any personal items/school property will be considered severe
Contraband		Phone/MP3, etc.	Illegal substances, alcohol, tobacco, "rat tail" combs, weapons, etc.
Suspicion of Drug or Alcohol Use			When students appear to be "glassy eyed," or have the scent of an illegal controlled substance. Any student that exhibits chemically altered behavior which may result in slurred speech, or a staggered

			walk.

Scheduled Interventions:

1st Tier:
- call home,
- mediation between peers or staff if requested or Administration discretion,
- and Behavior Intervention Class: core subject instruction, social skills group, and behavior packet
- conference with the Principal for moderate or minor infractions & 1 BIC for severe infractions

2nd Tier:
- Mediation,
- call home at the end of 2nd Tier
- 1 BIC for 2 minor infractions or 1 moderate & 2 BIC for severe infractions

3rd Tier:
- Temporary behavior plan (SW, Teacher, T.A, Crisis)
- 1 BIC for minor infractions, 2 BIC for moderate infractions, 3 BIC for severe infractions

4th Tier:
- Parent Conference scheduled
- 3 BIC for all infractions

Behavior Watch:
After 4th Tier or after OSS all infractions receive 3 BIC

Object (w/Contact) or Physical (w/Contact) Aggression toward staff – Out of School Suspension, possible police involvement.

Students who damage property in excess of $200, a window, a glass door, a Smartboard, a vehicle in the lot may receive a bill for the amount of the damage and / or have a restitution plan put in place if their family is unable to pay. Restitution will consist of doing service at school to "pay" for the damage caused for an agreed upon time frame.

Explain how the school will protect the rights of diverse learners in disciplinary actions and proceedings and afford due process for all students. Describe the appeals process that the school

will employ for students facing expulsion. If an ALOP program or contract school, this must comply with CPS policies.

UCAN will work diligently to guarantee that the rights of diverse learners are not violated in the disciplinary actions and proceedings. The Progressive Discipline model is designed to address maladaptive behaviors students may exhibit and provides meaningful interventions that will help all students achieve pro-social behavior. Students with disabilities will not be suspended more than 10 days during the school year to ensure that they are able to have access to their education and related services.

Expulsion is very serious and will not be taken lightly. A UCAN Tech student can be expelled in the event that a student engages in Group Five or Six behaviors in the Code of Conduct including possession, concealment and/or use of a weapon, arson or bomb threat, robbery, possession/sale or delivery of alcohol or drugs, sex violations, aggravated battery, murder, attempted murder and kidnapping .

An expulsion will only take place after the parents/guardians have been requested to appearing at a meeting of the board and/or a hearing officer to discuss student's behavior. The request to appear at the expulsion hearing will sent via certified mail and will give meeting time, location and purpose of the expulsion meeting.

 UCAN Tech will ensure transparency during the expulsion process. UCAN Tech will share /make copies of student's school records if requested. At the hearing, UCAN Tech will provide the student and parent an opportunity to share their version of events. If expulsion is determined, the parent has the right to challenge the decision. Their concerns must be received in writing no more than 5 days after the expulsion hearing. UCAN Tech, parents/students and hearing officer will reconvene and all parties will be able to share/update any new developments/information that may change the expulsion outcome. However, if the expulsion is still upheld after the appeals process, UCAN Tech will remove the school from the roster.

g. Family Involvement
Discuss strategies to provide clear and consistent communication to families about their students' progress, including families who do not speak English. How will the school engage families and caretakers in their child(ren)s' education? Describe the steps the school will take to promote family involvement in the event family engagement is difficult to acquire. Outline any requirements for families' involvement in their students' education.

Due to UCAN's diverse programs, we hire staff who are bilingual and we also contract with services that translate for client services. UCAN Tech intends to utilize this same service to provide communication to families who have students attending the school. In addition, UCAN Tech intends to seek candidates who are Latino/a and bilingual to provide key professional services in the school. An effort to engage family members to volunteer in the school with this skillset will also be a designated path to clear communications. We intend to share communication with families through the following processes: progress reports, parent-

family/teacher meetings, newsletters and school events. Literature will be sent to families in Spanish where applicable.

Efforts to promote family involvement will come through creative incentives such as raffles with a family support theme at the end of an event, earning points for each expected activity (e.g. report card pick up) for a gift card at the end of the semester or school year, reminders via mail and phone call alerts.

Describe any programs or resources that the school will provide specifically for families and caretakers. Will school staff or external organizations provide these services? How will the school or program cover the costs of services?

UCAN has a dynamic Volunteer Department engaging professionals and donors throughout the city of Chicago. Through this service we have been able to leverage specialty services to our existing programs. UCAN Tech would also benefit from these services. The first step would be to send a short survey to each youth's home to determine the types of services needed that would be considered useful to the families. Afterwards, we would work to implement such requests. For example in an existing program, adults of youth whom we serve requested financial literacy services (savings, banking, home ownership workshops). UCAN has partnerships with banks and specific board members with this expertise so we leverage the service with these resources. We have an existing school (the UCAN Academy) with Teachers who would like to volunteer tutoring services to youth. Staff can assist students and their family members with FAFSA documents and additional College Preparation& Planning Workshops. Finally, UCAN has a wealth of Social Workers with resources for daycare, social security and employment that is shared across the organization. An example is our FamilyWorks program which hosts Job Fairs on a monthly basis. Employers come on-site ready to hire so we share this resource across the organization. Several clients have been hired through the process.

2.2 Design Team Experience and Demonstrated Track Record in Driving Academic Success
a. Roles and Demonstrated Experience
Briefly describe the qualifications and experience of members of the design team in all areas that are key to successfully opening, managing, and sustaining a new school. This includes education, school leadership/administration, operations, finance, development, law, and ties to the proposed community.

The design team includes:
Zack Schrantz, President and Chief Operating Officer: Zack has been at UCAN since 1990. He has his BA in Economics and Computer Applications from the University of Notre Dame, and his Master's degree in Social Work from the University of Illinois at Chicago.

Laura Angelucci, Executive Vice President of Human Resources & Administration: Laura has her Master's in Social Work from the University of Illinois Chicago. She has been with UCAN since 1990.

Claude Robinson, Executive Vice President, External Affairs & Diversity: Claude has his BA in Psychology from the University of Wisconsin – Whitewater and his Master's in Counseling from Chicago State University. He has been with UCAN since 1995.

Cherilyn Thomas, Vice President of Educational Services: Cherilyn has been at UCAN since August 2005. Beginning as a teacher at the UCAN's therapeutic day school, she has experience working with a very challenging population as a Teacher, Dean of Students, Principal and now Vice President of Educational Services. She graduated from Northern Illinois University in 2000 with a BA in History, and in 2004 with a MS ED in Special Education. In 2011, she received a second Masters in Educational Administration from Chicago State University. Cherilyn has a Type 10 certificate and a Type 75 from the Illinois State Board of Education.

Renita White, Vice President of Employment and Community Development: Renita has been with UCAN for 5 years and brings more than 25 years of social services experience. She holds a Master's degree in Public Policy and Administration from the University of Chicago's School of Social Service Administration and a professional license in social work from the State of Illinois. She has extensive experience working with youth and since 2010 has helped to facilitate an array of social service programming in child welfare, senior services, case management (traditional and non-traditional), clinical services, youth development and independent living/transitional housing for youth. She provided monitoring and administrative oversight for a day treatment school for over 100 grade school students at a previous position. Renita has also served in executive leadership roles for agencies in the areas of quality assurance, risk management and strategic planning. She is currently a Certified Team Leader and Reviewer for the Council on Accreditation, a national and international accrediting body that approves social service organizations in compliance with best practice standards for child, youth, family and senior services.

Scot McCormick, Chief Financial Officer: A Certified Public Accountant with more than 30 years financial and operating management, Scot joined UCAN in 2008. He has his BS in accounting from Michigan State University.

Patricia Wynn, Controller: Patricia joined UCAN in 2012. She has a MBA from Northern Illinois University. She is also a Certified Public Accountant.

Derrick Baker, Vice President of Marketing Communications: Derrick earned a master's degree in journalism from Roosevelt University and a bachelor's degree in journalism and mass communication from Drake University.

Fred Long, Director of Government Affairs: Fred is completing a BS in Political Science from Chicago State University. He has been with UCAN since 2004.

Mark Snyder, Facilities Director: Mark has been with UCAN since 2009, starting as a Maintenance Mechanic, and advancing to Facilities Manager and Facilities Director.

Describe how the design team was formed, how frequently the design team meets, and how members collaborate with one another. Detail each design team member's contributions to the proposal and each member's proposed role in the school. 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.

The agency President and Chief Operating Officer selected a team of professionals with expertise in running effective programs, education, and community work. The design team was formed from existing UCAN staff and has met weekly via phone and twice monthly in person. Emails and work sessions are also utilized. Our Vice President of Educational Services and Vice President of Employment and Community Development have taken the lead in developing the model for UCAN Tech. The President and Chief Operating Officer, and the Executive Vice President of Human Resources & Administration have provided oversight during the process. The Executive Vice President, External Affairs & Diversity; Director of External Affairs; and Vice President, Marketing Communications have comprised the Community Engagement team. The Director of Facilities has assisted in the search for UCAN Tech locations, and the Chief Financial Officer has provided oversight and development of the budget.

If UCAN Tech is approved as an ALOP, the Vice President of Educational Services and the School Principal will serve as the administrators of the school. Additional staff will continue in the roles they have served during the development of the proposal. The Director of Facilities will additionally assume responsibility for facilities aspects of the school.

No advisors or consultants were utilized in the development of UCAN's Tier One Proposal.

b. Academic Track Record Serving Similar Student Populations
Provide evidence demonstrating that the design team – whether an existing Chicago operator, existing national operator, or a new operator – has a proven track record of success driving academic achievement and growth for students similar to those the school expects to serve. Provide evidence demonstrating that the design team has successful experience meeting the social-emotional needs of a similar student population. For applicants that have no experience with a similar student population, provide evidence demonstrating success, and academic performance for the student population they currently serve (e.g. student growth on any national normed assessment product, attendance rate, dropout rate, graduation rate).

UCAN Academy has an excellent track record working with students with severe and profound Emotional Disabilities.
1.   Over 85% of students meet the social emotional goals on their IEP.
2.   UCAN Academy's attendance rate for the current school year is 77.25%.
3.   63.3% of students earned 2.5 or more credits during Fall 2014.

Identify members of the design team, and/or Founding Board who have provided academic expertise, or who will provide instructional leadership or support at the proposed school. Describe these individuals' experience and qualifications to implement the proposed educational

plan. Provide quantitative evidence of their individual and/or collective track record (if applicable) driving student achievement with similar student populations.
Provide demographic data on student populations served at previous schools, including the following (%):
• Free- and reduced-price lunch (FRL)
• African American, Hispanic, Caucasian, Asian American, and other
• English Learners
• Students with Individual Education Plans (IEPs)
• Students in Temporary Living Situations

Cherilyn Thomas, Vice President of Educational Services has nearly 10 years working with inner city youth as a teacher and administrator. She began as a special education teacher at Percy L. Julian high school on Chicago's south side in 2004. In August 2005, she continued her career at UCAN Academy. The Academy is a Therapeutic Day School serving K-12 Elementary and High School students, and was certified by the Chicago Board of Education and Illinois State Board of Education (ISBE) in January 1998. Ninety-five percent of the Academy's student population receives free and reduced lunch. UCAN Academy student population is 80% African American, 17% Latino and 2% Caucasian. It is important to note that roughly 35% of Academy students are in DCFS; either in Residential facilities, Foster Care and/or Transitional Living programs.

UCAN Academy serves students with the following disabilities:
1.   Emotional
2.   Specific Learning
3.   Intellectual
4.   Developmental Delay (3-9 years old)
5.   Autism
6.   Traumatic Brain injury

c. School Leadership
Briefly describe the proposed instructional leadership structure.

UCAN Tech will require an instructional leader that is familiar with working with students who have unique learning needs and in an urban setting   The Principal will report directly to UCAN's Vice President of Educational Services and will be required to have a Type 75 and be PERA compliant. The Principal will directly supervise and support teaching staff.

If school leader(s) have been identified, provide the criteria 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. For ALOP programs and contract schools, the school leader(s) must have a Type 75. In addition to holding a Type 75, ALOP and contract school leaders must be certified by ISBE as teacher evaluators in order to comply with PERA.

The Principal will be required to have a Type 75 and be PERA compliant.

If school leadership has been identified, provide evidence of each proposed leader's success in driving achievement with a similar student population. If any of the proposed school leader(s) do not have leadership experience in a school, cite any school leadership programs or fellowships that they have completed or will complete prior to school opening.

UCAN Tech will require an instructional leader that is familiar with working with students who have unique learning needs and in an urban setting   The Principal will report directly to UCAN's Vice President of Educational Services and will be required to have a Type 75 and be PERA compliant. The Principal will directly supervise and support teaching staff. UCAN Tech's Principal has not been identified at this time. UCAN will begin advertising the position in September 2015. The interview process will be rigid and extensive to ensure that our students receive a talented and knowledgeable instructional leader. UCAN Tech's Principal will required to have a collaborative approach to management, strong knowledge of effective instructional practices and a balanced assessment approach. The Principal must be able to implement a thorough data collection plan and evaluate school-wide data to identify trends, needs, strengths, etc. Lastly, as mentioned in School Culture narrative, the Principal must believe that all students have the right to meaningful and rigorous education and will work tirelessly to achieve this goal.

2.3 Educational Goals and Assessment Plan
a. Educational Goals and Metrics
Identify academic, non-academic, and mission-specific goals and metrics for the proposed school or program. Include a table that details the school's quantifiable goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation. Include goals for graduation rates, leading indicators (e.g., freshman on track), college acceptance and persistence rate, as well as goals related to post-secondary opportunity readiness. Sample goals and metrics tables are provided in Appendix 2. Describe how your design team determined these goals and why these goals are appropriate for the school's intended population.

UCAN Tech intends to work as a team to achieve the goals listed in the chart below. Such planning will occur through individual student/parent-family meetings, implementation of the curriculum and through ongoing strategic planning with the staff. The selected goals are in line with UCAN's vision to help youth become future leaders, our philosophy for achievement and our research that these are the elements that help a young person to succeed to his/her next level in life.

Academic Education Goals for UCAN Tech

Goal	Metric	Responsible Parties	
Attendance Year 1: 70% of students Year 2: 73% of students Year 3: 75% of students Year 4: 78% of students	In Year 5, 80% students will have fewer than 17 unexcused absences per year	All (various activity) + Parents	$9^{th} – 12^{th}$
Growth in Enrollment	UCAN Tech will increase enrollment each year as described in contract	Principals Recruitment/Marketing, Intake	$9^{th} – 12^{th}$
Credit Attainment Year 1: 70% of students Year 2: 73% of students Year 3: 75% of students Year 4: 78% of student	In Year 5, 80% of students will earn 6 or more credits/semester	All Stakeholders	9th- 12th grade
Composite Growth Year 1: 60% of students Year 2: 63% of students Year 3: 65% of students Year 4: 68% of student Year 1: 70% of students Year 2: 73% of students Year 3: 75% of students Year 4: 78% of student Year 1: 70% of students Year 2: 73% of	In Year 5, 70% of the students will score higher on AimsWeb Progress Monitoring when compared to baseline data 80% of students will improve their grade equivalent scores on KTEA-II on comparable data 80% of students will meet or exceed standards on PARRC assessment	Principal, Teaching Staff and Student	$9^{th} – 12^{th}$

students Year 3: 75% of students Year 4: 78% of student			
Graduation Rate Year 1: 80% of students Year 2: 83% of students Year 3: 85% of students Year 4: 88% of student	In Year 5, 90% of students will graduate from UCAN Tech	All Staff + Student	12th
College Preparation, Internship and Senior Seminar completion *(vision, belief)*	In Years 1-5, 90% of Seniors will successfully complete Senior Seminar 80% of Seniors will complete an internship 80% of seniors will apply for college/trade school 70% of those who applied, will enroll in college/trade school	All Staff + Student and Parent/Family	12th
Teacher Performance *(PERA driven and UCAN mission/values)*	In Years 1-5, 95% teachers will receive satisfactory performance reviews	Principal and Teachers	Yearly review
Technology Pathways *(philosophy, research)* Year 1: 70% of students Year 2: 73% of students Year 3: 75% of students Year 4: 78% of student	In Year 5, 80% of students will complete technology coursework and earn a certificate(s) per TeraU IT program outline	Tec Services, Teaching Staff and students	9th - 12th
Non Academic Goals for UCAN Tech			
Goal	**Metric**	**Responsible Parties**	**Grades**
Community Service	80% of students will complete 40 hours of	Social Worker, Student and Parent	9th - 12th

(mission, vision, research, belief) Year 1: 70% of students Year 2: 73% of students Year 3: 75% of students Year 4: 78% of student	community service		
Family Participation (survey, Open House, parent/teacher conference, volunteer) *(research, values and belief)*	80% Parents/families will participate in school activities	Staff, Student and Parent/Family	$9^{th} - 12^{th}$
Survey *(practice, values and belief)*	In Years 1-5, 90% students will participate in UCAN's Client Satisfaction Survey In Years 1-5, 80% of students surveyed will rate UCAN Tech as satisfactory	Students and UCAN's Quality Assurance department	$9^{th} - 12^{th}$

b. Student Assessment Plan
Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in Section 2.3.a. Educational Goals and Metrics, over the course of the five-year contract. Create a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level – including the local and state required assessments – and specify the timing of their administration (See Appendix 3 for sample Assessment Tables).

UCAN Tech's Assessment and Evaluation model focuses first on student learning and academic outcomes and mastery. Second, evaluation monitors the degree of progress in addressing barriers to learning experienced by students who require an alternative education option, namely in the areas of skill remediation, credit recovery and evidence of creating a supportive learning context. The goals and benchmarks are reviewed, and revised monthly, quarterly and annually by a committee composed of the UCAN Tech students, teachers and administration.

UCAN Tech's Assessment Plan

Test	Assessment/ Activity Type	Assessment Period	Purpose	Grades	Goal (s)
KTEA-II	Standardized achievement assessment	During intake/ Registration	To identify present level of performance/ Grade equivalent scores	All Grades	Benchmark information only
PARRC	District-wide, Common Core aligned	Spring semester UCAN Tech will follow CPS' assessment schedule		Students enrolled in Adv.Alg Trig and British Literature	95% participation rate 80% of student will meet standards
AIMSWEB	Curriculum based assessment and Common Core aligned	September, January and May	Identify progress towards mastery. Frequent assessment to make data informed decisions around instruction	All students who have scored below the 6th grade level on the KTEA-II	95% participation rate 80% of students will improve in each of the four assessment areas (spelling, MAZE, Reading Comp, Math Comp)
Learning Style Inventory	Learning style assessment	Intake	To identify the students' learning style	All	100% participation

			preference. Information will be included in the Student Success Plan		
Student Success Plan	ISBE/ALOP required	Intake, monthly, quarterly and annually	To identify student's strengths and areas of improvement, expected academic and social outcomes, post-secondary plan and tracking, progress towards graduation	All	100% of students will develop a plan.

90% of students will evaluate their plan monthly, quarterly and annually |
| COMPASS | City Colleges of Chicago entrance exam | Bi-Annually to coincide with CCC enrollment schedule | To identify students college readiness level | 80% of Seniors/ Graduates | 80% of Seniors/ Graduates will pass the COMPASS exam. |

Explain the rationale for selecting or developing the identified assessments, demonstrate the validity and reliability of any non-standardized assessments, and note alignment of assessments with state standards, Next Generation Science Standards, and/or Common Core State Standards.

See table above.

c. Data-Driven Programs and Instruction
Describe how instructional leaders and teachers will collect and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform instruction, curricula, professional development, and other school supports. Explain the roles and responsibilities of the instructional leadership team in overseeing teachers' analysis of student

data. Describe the formalized supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

Utilization of evaluative data begins with identifying the key outcomes, the opportunities for programmatic decision making, the information needed for decisions, and ensuring the identified indicators and data collection are accessible. UCAN Tech has set these processes in place and has emphasized making data analysis accessible to decision makers.

Data are used to adjust education content and methods and behavioral interventions on a daily, weekly, quarterly, semester and annually at multiple levels. Decisions are made in response to data available from student, to class, to school, to programming levels. (See Data Collection and Evaluation plan)

Data analysis:
- Cross-sectional data: Individual student data are available to portray a student's current level of performance on multiple indicators. Classroom data are summarized for results of behavior indicators on a weekly basis and a per assessment basis. School status indicators are tallied at weekly, quarterly, semester and annually intervals.
- Trend data: Data summaries are available for a longitudinal perspective at various time intervals, from daily, weekly, monthly, etc and portray time sensitive changes on indicators.
- Data patterns: Data are analyzed to observe relationships between programmatic characteristics, demographic factors and the behavioral and academic results.

Data results are shared in graphical, written and Quality Improvement reports generated per request and at regular intervals (monthly, quarterly, and annually).
Bi-Weekly decisions:
- Classroom behavior results are tallied and reviewed to assess classrooms that may need to adjust strategies to enhance the classroom experience for students; School-wide incentive programs may be adjusted to enhance positive results.
- Student classroom and IEP Goal Monitoring data provides opportunity to adjust classroom content and strategies for learning.

Quarterly decisions:
- Evaluation of Professional development plan and program effectiveness
- Student classroom assessment and IEP Goal Monitoring and grades (IEP data if needed) data provides opportunity to adjust classroom content and strategies for learning;
- Behavior data results are used to adjust or maintain the current progressive discipline model and incentive programs.

Semester decisions:
- Quarterly data and the results of mid-course adjustments are used to evaluate whether more significant re-organization of any of the programs are needed within the constraints of the school calendar.
- Evaluation of Professional development plan and program effectiveness

Annually:

- Academic results, internal and external assessments, process indicators and behavioral data are used to update programs for the coming school year in multiple areas:
    - Curriculum
    - Organization of classrooms and school schedules
    - Progressive discipline model
    - Incentive programs
    - On an annual basis, academic and post-secondary preparation program will be modified as necessary to strengthen the program plan for the coming year.

UCAN Tech Data Collection and Evaluation Plan				
Process and Staff responsible	Objective #1	Objective #2	Objective #3	Objective #4
Content and skill identification Principal, Teachers, Data Specialist and Tec Services staff	Identify standards and critical skills for student achievement in content area based on external and internal data.	Develop content specific goals and classroom assessment schedule for the school year.	Collect data from various sources to monitor progress towards standard. (see assessment plan above)	Report data trends to all stakeholders: student, school, parents.
Teachers, Tec Services and Data Specialist	Teachers will report classroom level data bi-weekly	Data will be shared all stakeholders monthly, quarterly and bi-annually.	Teachers will increase strategy instruction to promote student achievement on standards and critical skills	Teachers will track student progress using rubrics. Rubrics provide specific information regarding performance
Program Evaluation Principal	Principal identify current student achievement gaps, improvements and trends	Outcomes will be used to make instructional decisions that will guide the IEP and/or course enhancements	Use data to drive Professional development plan and evaluation of SIPPA	

2.4 Curriculum and Instruction
a. Curriculum
Provide a brief description of the proposed curricula and supporting materials for each subject, and outline the rationale for curriculum development or selection decisions. How will the proposed curricula further the mission of the school? Explain how teachers will know what to

teach, and when to teach it. Explain what curricular resources (e.g., curriculum maps, scope and sequences, pacing guides), and dedicated professional development will be provided to help teachers implement the curriculum. If an ALOP program, provide a sample curriculum map that specifically demonstrates how student learning will be accelerated while still filling learning gaps. Include a description of how your curriculum will accommodate students entering outside of traditional enrollment periods. Provide evidence that the proposed curricula are research-based and have been effective with students similar to those the school expects to serve. Also include a brief description of how these curricula will accelerate student learning to bring and/or keep students on track for college and post-secondary career readiness, highlighting any backwards-planning efforts, if relevant. If proposing an innovative educational model, present evidence, and/or a rationale for why your design team believes the educational model will drive student success with the targeted student population.

See UCAN Tech's Course Scope and Sequence. The additional course will be developed prior to August 2015.

UCAN Tech will use the McGraw Hill/Glencoe curriculum for all core courses, for every grade served. The McGraw Hill/Glencoe curriculum is aligned to the Common Core standards. Each course includes an online assessment suite and TeacherWorks online subscription for additional teacher resources.

9th Grade
1.   English I
2.   Algebra
3.   World Studies
4.   Earth Space Science
5.   TeraU IT (See Pathway Scope and Sequence in Graduation Reqs)
10th Grade
1.   English II
2.   Geometry
3.   U.S. History
4.   Life Science
5.   TeraU IT (See Pathway Scope and Sequence in Graduation Reqs)
11th Grade
1.   English III
2.   Adv. Algebra Trig
3.   Physical Science
4.   TeraU IT (See Pathway Scope and Sequence in Graduation Reqs)
12th Grade
1.   World Literature
2.   TeraU IT (see Pathway Scope and Sequence in Graduation Reqs)

UCAN Tech will provide students with an intentional pathway to the technology field. The student population will require skill remediation, credit recovery and a strong technology

curriculum to achieve success at UCAN Tech. Keeping in line with P-Tech, (Pathways in Technology Early College High School) in Brooklyn, New York, UCAN Tech has created a collaborative partnership with Tec Services, a consultant group, to provide a dynamic and innovative technology curriculum. TEC Services will facilitate the technology curriculum (TeraU IT Program, see description below) and Aztec Literacy Program, a web-based assessment and skill remediation program (see description below).

In addition, students will have an opportunity for credit recovery (Essential Learning) and assignment of any other additional course gaps on their transcripts.

In addition, students will have an opportunity for credit recovery and assignment of any other additional gaps on their transcripts. ExtraLearning Online is a cost effective and comprehensive K-adult learning and program management service that is online and interactive for the students. ExtraLearning delivers and manages competency-based and self-paced education, training, and resources over the Internet. This is all based on subscriptions purchased by the school or an educational program. Assessments, learning content and reports are included and can be customized by the teacher. Teachers can add their creative ideas, lesson plans and resources based on students' needs, abilities and classroom lessons.

The students are allowed to work at a pace that is comfortable for them and that will promote growth. The program is designed to meet each student's individual needs. It generates material that is at each individual student's ability level. It identifies gaps in each participant's education and pushes instruction to fill those gaps with growth and retention. ExtraLearning Online will be UCAN Tech's solution for credit recovery.

TeraU IT Program

The TeraU IT Program has been developed to address the increasing demand for workers skilled in the use and support of technology and to close the widening digital divide. This has been accomplished by taking advantage of strong student interest in technology and combining it with occupational participation, cogent career development planning and technology and business skills instruction. In addition to content instruction and hands-on activities, TeraU IT Academy students participate in REAL technology and business projects that provide experiences which affirm and enhance technical, troubleshooting, teamwork, employability, communication, and project management skills.

The TeraU IT Program includes up to four years of beginning, intermediate and advanced coursework that lead to an IT career pathway or provide technology skills required in other career pathways. The curriculum is mapped to CPS, state and national learning standards and core high school credit is given.

Objectives and Expected Outcomes

To assure that TeraU IT Program students possess the appropriate balance of technology, business and lifelong learning skills, course content focuses on:

- Career/college readiness
- IT industry employability and work experience
- Industry certification(s)

The TeraU IT Program is designed to provide high school students with:
- highly focused technology experiences
- participation in the processes of the real world of work
- relevant career experience through the management, completion and documentation of real business projects

Core technical skills developed in the TeraU IT Program include the ability to:
- design, build, maintain and repair computer and web application solutions
- use the Internet as a business resource
- identify personal contributions to employer goals and objectives
- implement project development life cycle principles

Employability skills built and demonstrated include:
- cover letter, resume and interview skills
- self-awareness and goal setting
- positive attitude
- assumption of ownership of issues and work performance
- conflict avoidance and resolution
- customer service

Career/college readiness activities include:
- knowledge and application of work styles to chosen career path
- relationship among setting and meeting personal and professional goals
- business communication and presentations
- career and college exploration

The TeraU IT Program will build relationships with local businesses, government agencies, community based organizations and post-secondary education to solicit:
- classroom speakers
- student speaking opportunities
- real projects
- work experience opportunities
- scholarships

The student outcomes that are expected from students participating include:
- proven ability to perform required job functions in chosen career pathway
- completion of real business projects for local businesses
- internationally recognized IT Industry certifications
- more female and minority populations entering IT career pathways

- higher performance in all academic areas
- increased post-secondary education enrollment and performance
- increased employment and career advancement
- higher wages earned at high school and community college graduate levels

IT Academy Structure

During the period that precedes the implementation, TeraU IT Program personnel will conduct a substantial school staff development in-service opportunity that provides selected teachers with a subset of both the business concepts and technology expertise that will be acquired by students in the TeraU IT Program. The business concept component is intended not only to raise staff awareness of the TeraU IT Program but also to generate staff interest in the development of integrated curriculum activities. The content of the technology expertise component is intended to increase both the technical competency of the staff and their ability to work with the TeraU IT Program in the identification, generation, completion or assessment of appropriate student project experiences.

During a typical school year, TeraU IT Program staff and the school share responsibilities for several key activities. In addition to any existing education-to-careers readiness initiatives, the school provides the classroom and laboratory space for the TeraU IT Program. UCAN Tech will schedule the in-service to develop and implement integrated curriculum activities.

Each year, UCAN Tech (and its business partners) identifies the appropriate technical computer support, networking and programming projects that will be used as the basis for ongoing technical instruction. Both the school and the TEC Services will provide administrative liaisons to verify appropriateness of curriculum objectives, to address any operational issues, and to assure relevant administrative communication and participation in school technology committee initiatives. The TeraU IT program is designed to integrate education-to-careers activities with the technical, personal and career components of career guidance activities and to increase the relevance of related high school curriculum content.

For its part, TEC Services provides the curriculum and the daily instructor for the delivery of technical, business and career materials and activities for each class period. Tec Services personnel also provide the technical and business in-services for teachers. Tec Services instructors submit lesson plans, perform student selection interviews and provide regular student academic and employment readiness performance appraisal data.

The process for providing a typical school year of instruction first involves the identification of potential students and cooperative teachers. The parents of eligible students are notified and a TeraU IT Program parent night is scheduled. All stakeholders are sent invitations. Those students interested will each write and sign a cover letter of interest, submit a resume, allow access to attendance and grade histories, and participate in a TeraU IT Program interview.

During the school year, TeraU IT Program instructors participate in joint curriculum activities with the cooperative teachers in other subject matter areas and, at administrative request, will assist in staff development planning and delivery, or school career exploration activities. Students participate daily in the TeraU IT Program at the appropriate level. TeraU IT students experience just-in-time knowledge at the moment they need to use it. This concept is increasingly important in the workplace. Students also experience lifelong learning from instructors who are experienced in the IT industry and business with a strong desire to teach.

TeraU IT Program instructors may also collaborate to develop new technical or business skills materials. In this way, the TeraU IT Program continues to meet the need for up-to-date content. Just as companies educate employees on unique and changing corporate disciplines and methods, the TeraU IT Program recognizes that in dynamic technical and cognitive disciplines where knowledge is developed daily, books do not always reflect current thinking. This concept of "just-in-time" content represents a significant advance in the ability to integrate curriculum. TeraU IT Program instructors work daily to coordinate the content of project-based student activities related to school-identified computer, networking, installation, and repair projects.

The TeraU IT Program focuses on learning that is related to the real world and shifts away from a primarily lecture format. Students create their own products and construct their own mental models for knowledge creation. The TeraU IT Program employs collaborative learning where students of diverse abilities work as a team. Students are taught to focus on products and processes. Students must comprehend, not merely memorize material, to be able to apply it in project-based activities. This model deeply reflects UCAN Tech's educational philosophy.

Although flexible, the TeraU IT program offers a planned sequence of integrated study. The sequence is a key strategy in the education-to-careers initiatives that extend to occupational education or apprenticeship programs that culminate in industry certifications or college degrees. Participating TeraU IT Academy schools are required to sign a joint articulation agreement that is the mechanism by which the TeraU IT Academy and the schools commit to jointly develop and implement a sequence of curriculum and instruction.

The TeraU IT Program also provides opportunities to learn a special kind of thinking, thinking on your feet. This is the fundamental ability to learn new concepts and skills, to assess unknown situations, and to contend with the unanticipated. This thinking is what the students of today must master to become the knowledge workers of tomorrow. The vision of the TeraU IT is a new structure for learning with integrated curriculum, ubiquitous computer access, project-based just-in-time learning, teamwork, and communication. It relies on technology, but respects pedagogy. It allows students to create and share knowledge. It involves the joint participation by communities of lifelong learners and it empowers participants to become more competent and productive citizens.

Below is a visual representation of the pathways from which any student (regardless of career pathway) could benefit from participating in the TeraU IT at UCAN Tech.

The TeraU IT Academy Career Ladder

Higher Education/
Career Advancement

Associate Degree

4 Year Degree

Cisco CCNA

Advanced Technical

Business Skills

Intermediate

Project Work

Microsoft MCSA

Technical

Business Skills

CompTIA Security+

Beginning

Project Work

Microsoft MTA

Technical

Business Skills

CompTIA Network+

Any Career Pathway

Project Work

CompTIA Mobility

CompTIA A+

Office Applications - MOS

Basic Computer Skills

Project Management

2.4 Curriculum and Instruction
a. Research Base
Provide evidence that the proposed curricula are research-based and have been effective with students similar to those the school expects to serve. Also include a brief description of how these curricula will accelerate student learning to bring and/or keep students on track for college and post-secondary career readiness, highlighting any backwards-planning efforts, if relevant. If proposing an innovative educational model, present evidence, and/or a rationale for why your design team believes the educational model will drive student learning with the targeted student population.

At stated before, UCAN Tech will utilize a pathway to career approach to provide students with the tools necessary to be successful adults. The pathway to careers approach focuses on preparing educationally underprepared youth. In 2012, the Center for Law and Social Policy (CLASP) launched the Alliance for Quality Career Pathways. The Alliance, comprising of ten states, led the effort to identify high quality career pathway systems and determined shared metrics for measuring successful outcomes. Arkansas, California, Kentucky, Massachusetts, Oregon, Virginia, Washington, Wisconsin, Minnesota and Illinois were all in the Alliance.

UCAN Tech's educational model and curricula based on the Center for Postsecondary and Economic Success' Conceptual Model of Local/Regional Career Pathway systems and programs. Our curriculum is a well formulated sequence of educations and trainings. UCAN Tech provides multiple entry/exit points and provides additional supports to assist navigating the workforce. The Center for Postsecondary and Economic Success also suggest a pathway to careers program works best if a student is dually enrolled in basic skills/general education courses and career-focused course. UCAN Tech is designed to have students complete general education core course and technology focused course to earn their high school diploma and IT credentials.

According to the Bureau of Labor Statistics' Occupational Employment and Wages News release (March 25, 2015) there are over 8.3 million STEM jobs in the US. Seven of the ten largest STEM occupations involved computers including, application software developers, computer user support specialists and

computer systems analysts. According the U.S. Department of Labor 2010 national Compensation Survey, a computer support specialist can earn approximately $24.77/hour in the Chicagoland area. UCAN Tech's curriculum will not only prepare students for jobs in the technology field but for other occupations as well. The TeraU IT program at UCAN Tech will prepare students for office and administrative support, which makes up about 16% of total U.S. employment.

Once the school is in operation, what is the process that the school will use to further develop the school's curriculum? Describe the procedures that school leaders and teachers will use to evaluate, review, and revise the curricula to ensure its continued effectiveness in driving academic achievement and growth for all students, its alignment to state standards, Next Generation Science Standards, Common Core State Standards, and/or College Readiness Standards. Describe how you will ensure alignment across grade levels.

Due to the evolving nature of technology, UCAN Tech will work closely with Tec Services to modify curriculum as the field changes. UCAN Tech will meet with Tec Services bi-annually to discuss new trends and learning opportunities in the field. UCAN Tech will use the SIPPA, school-wide data and the Data Collection and Evaluation plan to ensure academic achievement and growth for all students. UCAN Tech curriculum is aligned to the Common Core standards and Technology career path requirements.

b. Instructional Strategies
Describe the instructional strategies that will be implemented at the proposed school to support the education plan. Explain how the proposed instructional strategies support the proposed mission, vision, and educational philosophy of the school. Highlight evidence that the proposed

instructional strategies are research-based and have been effective with students similar to those the school expects to serve.

A Response to Intervention approach will provide specific interventions to address academic concerns in the different subject areas. Teachers will identify core standards and specific critical skills, provided tiered instruction, collect useful classroom assessment data and monitor student progress towards meeting the standards. Data from classroom assessments will be collected and compared over time to generate longitudinal data regarding student achievement and progress. Instructional decisions and interventions will be guided by the data. The UCAN Tech Student Achievement Plan must focus on three components:

1. **Strategy Instruction (SI)**
   a. Areas of need
   b. Examples of content-based strategies
   c. Effective Instructional Practices and strategies
2. **Data Collection**
   a. Content area goal setting
   b. Classroom assessment data
   c. Progress monitoring
3. **Outcomes**
   a. Sharing/ongoing reporting of student outcomes
   b. Improved data based decisions
   c. Continued collection and comparison of longitudinal data

1st Component: Strategy Instruction
Many students' ability to learn has been increased through the deliberate teaching of cognitive and meta-cognitive strategies. Strategy instruction is crucial for students with achievement gaps. When students use strategies, they improve the ability to process information, leading to improved learning. Because not all students will find it easy to imbed strategy use in their learning schema, differentiation of strategy instruction is required. Some students need more scaffolding and individualized, intensive instruction than others. Listed below are the specific skills and examples of strategies to lessen the achievement gap in Language Arts.

Language Arts/Reading
1. Comprehension
   a. Understanding main ideas and author's approach
      i. Strategies include: Concept maps, notes within work, Click and Clunk strategy, questioning strategies, sticky-notes, listing questions, categorizing questions, "Thick and Thin" questioning strategy
   b. Generalization
      i. Strategies include: Question webs to expand thinking
   c. Summarizing
      i. Strategies include: Sequencing charts,
   d. Identify themes
      i. Strategies include: Venn diagrams, graphic organizers, comparisons of characters, story events/plots and lessons/messages

      e. Word meaning/ vocabulary development
          i. Strategies include: Student created glossary of terms, word walls, word maps, vocabulary games, Click and Clunk strategy
      f. Higher order thinking skills
          i. Analyzing author's purpose, effect of setting, point of view and sequencing
         ii. Application of information
       iii. Classifying/categorizing
       iv. Inductive/deductive reasoning
        v. Interpreting figurative language
           1. Strategies include: "It reminds me of…." comprehension strategy. It is a four part strategy that includes
             a. R ("Reminds me of" step activates background knowledge)
             b. T-S (Text to self…..how info relates to student)
             c. T-T (Text to text….how info relates to other readings/info)
             d. T-W (Text to world….how info relates to world/how can info be applied)

2. Writing
    a. Topic development
        i. Generate/formulate ideas
           1. Strategies include: Brainstorming activities, concept maps, graphic organizers
       ii. Collect information
           1. Strategies include: PLAN writing strategy and graphic organizers
      iii. Synthesizing ideas
           1. Strategies include: Content vs. Process strategy, Cornell note taking strategy, Facts and Response strategy, Content, Process and Craft synthesis and writing strategy
      iv. Supporting details
           1. Strategies include: PLAN writing strategy (Pay attention to the prompt, List main ideas, Add details, Number paragraphs)
       v. Drafting, editing, revising
           1. Strategies include: Rubrics, drafting/editing/revising worksheets
    b. Usage/Punctuation
        i. Strategies include: "Find the error" bell ringers, punctuation reminders charts
    c. Word choice
        i. Strategies include: Word maps, student-generated glossary of terms

Effective Instructional Practices
Teachers must utilize effective instructional practices
1. Pre/Post test
2. Feedback
3. Games and simulations
4. Cooperative grouping

5. Homework and practice
6. Questioning
7. Goal setting
8. Progress monitoring and data collection.

Effective Instructional Strategies
1. Conference with student to provide specific intensive instruction to target skill deficit
2. Use mnemonics, graphic organizers and content-specific strategies.
3. Differentiated instruction using Bloom's Taxonomy
4. Increase the use of visuals, charts and models for concept reinforcements
5. Increase the amount of practice opportunities using multiple modalities
6. Highlight main ideas
7. Review and practice previously taught material
8. Integrate real-life experiences into instruction

2nd Component: Data Collection

Data collection is an integral piece to the student achievement plan. Content area goal setting, classroom assessment data and progress monitoring are the key elements for data collection component of the student achievement plan.

1. Content Area goal setting:
    a. Teachers will organize by content area and develop three to four student achievement goals for their content area. The goals will be shared with all stakeholders: school staff, students and teachers.
2. Classroom assessment data:
    a. Teachers will record the standards/performance descriptors outlined in their lesson plans. Teachers will conduct and record the students' scores.
    b. Using effective instructional methods and strategies, teachers will teach lesson, facilitate activities and assign homework. Assessments will be done each week and evaluated with a rubric.
    c. Teachers will record student performance towards standard/performance descriptors.
3. Progress Monitoring
    a. Using data from classroom assessments, external and internal data, and content area teams will meet bi-weekly to monitor progress towards their content area goals. Data will be shared with all stakeholders bi-weekly.

3rd Component: Outcomes

Outcomes regarding student proficiency on instructional standards may be used for the purpose of accountability as well as guiding future educational decision. Sharing the data with the students fosters an atmosphere of collaboration and feedback between the teacher and student. Since outcomes may be examined on an individual basis or school wide, multiple stake holders will be able to utilize the information to make decisions ranging from instructional strategies for a particular student to help them achieve a specific standard to implementing a school wide intervention to address a standard. Over time, a detailed picture of individual standards each student has attained may be compared within a quarter as well as over years. Data may be further

aggregated by grade, course, school-wide or by individual student. The outcomes derived will provide an additional perspective on student achievement.

  a. Sharing/ongoing reporting of student outcomes
    i. With the specific tracking of standards by subject area, teachers and students will be able to conference using the data and discuss what the student has mastered and what they will need to work on next to master the next standard.
    ii. Teachers and students will also be able to share the specific data with parents when discussing student progress and achievements.
    iii. Administrators will be able to share more detailed feedback about student progress with stakeholders (parent, CPS, board members)

  b. Improved data based decisions
    iv. Teachers will be able to use the data to plan lessons for individual students as well as plan the curriculum for the course.
    v. Administrators will be able to use the data to decide what standards or subjects staff may need professional development or school wide interventions may need to be implemented

  c. Continued collection and comparison of longitudinal data
    vi. Teachers will be able to use the data to see the standards their incoming students have or have not mastered in order to prepare for a new quarter.
    vii. Teachers and social workers may examine the rate of progress a student is achieving and provide additional services to deal with the social emotional aspect of learning
    viii. Administrators will be able to determine school-wide trends such as areas of instructional strength and weakness

Discuss how teachers will use different methods of instruction and supports to meet the needs of all students. Describe how you will accommodate instruction for students who enroll at various times throughout the semester. Discuss how you will identify students who need additional academic support. How will you provide intensive, targeted supports and services that will meet the needs of all students who require remediation, including those who are below grade level? Discuss how you will identify students to participate in accelerated learning activities. Describe the specific programs and services that will meet the needs of students who perform above grade level or are mastering the curriculum at a rapid pace. Describe supports and instructional strategies to ensure that these students are challenged and able to access the level of rigor that aligns with students' individualized needs. Discuss how the school will monitor such student progress and who will be responsible.

TEC Services has over eight years of experience in using technology to successfully address literacy improvement for a wide audience, including in-school and out-of-school youth, low-literacy adults, adult jobseekers and incumbent workers. TEC Services currently uses the Aztec Learning environment for computer based literacy training. Aztec is a contextualized, computer-based, individualized model. This evidence-based methodology is both a diagnostic and a prescriptive approach, offering a unique customized learning plan for each individual, based on

their specific needs. Using this approach and strategy, they have consistently been able to raise the literacy levels of the participants in their programs.

The Aztec environment has a 32-year history of providing exemplary evidenced-based educational software to students of all educational levels. The dynamic interactive learning system ranges from basic literacy to college preparation. The content areas not only cover the core subjects such as mathematics, English, writing, and reading, but we also provide a rich range of vocational and career oriented, contextualized courses.

The theoretical framework of the learning system is based on an integration of behavioral and constructivist learning theories. Not only are participants provided with continual formative assessments, but all of the learning is based on real world practical examples, which research has shown assists participants in making meaningful learning connections. Additionally, the multisensory approach of audio, graphics, and interactive screen design reinforces and enhances learning.

Finally, the flexible and comprehensive reporting and management system provides instructors and administrators with tools to develop customized and individual learning plans for each student and the ability to monitor student progress, which will assist in early academic intervention for students experiencing difficulty.

This environment is being used by many organizations throughout the United States and the world. For example, this system is being used by over 80% of the Job Corps centers, and a significant number of correctional facilities throughout the country. The system is also being used to prepare community college students to be successful on the entrance exam. The environment also contains programs on Financial Literacy, Citizenship, Employability, Work Readiness, and GED preparation are unparalleled in preparing students for success. According to a research study conducted at Cuyahoga Community College significant results were achieved in mathematics, reading, and writing by students participating computer based literacy programs. These results have been replicated in numerous organizations. Following are some of the highlights of that study:

- Approximately 50% gained more than one grade level in writing.
- On average, students gained 1.8 grade levels over an eight-week session.
- Approximately 30% increased by more than one grade level in math.
- On average, students gained 1.4 grade levels during the program.
- 52% of students who focused on reading, raised scores by one or more grade levels.

Our evidence-based instruction is founded on practices that have been shown to be successful in improving participants' literacy levels and TABE scores. Our instruction for youth and adult literacy includes the following practices:

- An assessment of learners' strengths and needs on each component of reading.
- Use of assessment results for instructional decision making, at the program level and in the classroom.

- Systematic and explicit instruction, consisting of instructor explanation and modeling and student opportunities for guided practice and application.
- Instruction that maximizes learners' active engagement.
- Instructional activities and materials that learners recognize as relevant.
- Continuous monitoring of instructional effectiveness by instructor and learners.

Aztec's training program uses life skills scenarios to generate unique individualized education plans designed to focus on each student's specific needs. Our training program is designed to make learning relevant to each participant. Participants strengthen their reading and comprehension skills through the use of everyday life skills, workplace instructions, lessons on locating relevant information on a chart, and completing forms accurately.

At the beginning of the program, each individual will be administered the TABE test to identify education levels and any learning disabilities. This will assist us in addressing any learning disorders and making any necessary referrals for additional support services. The introductory session of the program will also focus on explaining the program, developing an individualized training plan and the opportunities individuals may realize through the successful completion of the program, such as obtaining employment or improved employment opportunities.
Because our program is a computer-based program, the participant's progress can be easily tracked through our Administration and Reporting System. Our Administration and Reporting System provides immediate feedback on the progress of each individual through assessments and pre/post test data. Benchmarks are defined at literacy module completion. Below is a sample of program completion based on age and literacy level when entering the program.

Age	Literacy Level	Benchmark	Completion
18 - 24	6th Grade or Less	Increase of 2 or more Literacy Levels	< 8 Weeks
25 - 35	6th Grade or Less	Increase of 2 or more Literacy Levels	< 10 Weeks
36 and older	6th Grade or Less	Increase of 2 or more Literacy Levels	< 15 Weeks

The program is a blend of instructor-led and computer-based training and the following is an example of our reading and math literacy programs.

Reading Literacy
The Basic Reading Program requires a pre-assessment prior to starting to determine appropriate level to begin. The pre-assessment is completed at registration and orientation of the literacy program. (Estimated length of the reading literacy component is 50 – 60 hours)

Literacy Reading Curriculum:
The goal of the Basic Reading Program is to teach and assess literacy concepts and skills that participants can use and apply in their everyday lives. Individuals will learn life skills, such as work ethics, related to individual responsibility, integrity, honesty and personal management.

This program uses contextualized instructions that integrate reading and language skills with the Information Technology Industry. This learning program provides students with the knowledge and job skills needed to be employed in today's workforce. The learning system engages students from the start with interactive and progressive academic lessons containing relevant content and real-life scenarios.

Upon completion of this program students will be able to:
- Read signs and symbols related to computer technology and World Wide communications.
- Utilize computer technology to locate & gather information from graphs and charts.
- Understand homonyms & antonyms.
- Understand that words that sound alike often follow the same spelling patterns.
- Identify key words in sentences and paragraphs.
- Identify main topics and supporting ideas.
- Use critical thinking to determine if something is fact or opinion.
- Draw conclusions from reading.
- Use computer technology to improve writing skills.
- Understand character traits.
- Use critical thinking to make deductions and reading conclusions.
- Use computer technology and troubleshooting techniques to understand action and

Lessons in this course:
- Lesson 1: Reading Signs and Symbols   2.5 hours
- Lesson 2: Graphs and Charts-Locating Information 2.5 hours
- Lesson 3: Using Words You Know   2.5 hours
- Lesson 4: Basic Vocabulary- What are Homonyms & Word Meaning by Opposite 2.5 hours
- Lesson 5: Basic Spelling- Words that Sound Alike   2.5 hours
- Lesson 6: Key Words in Sentences and Paragraphs 2.5 hours
- Lesson 7: Reviewing Key Words and Phrases   2.5 hours
- Lesson 8: Intermediate Vocabulary-Clues by Content   2.5 hours
- Lesson 10: Charts and Graphs- Locating & Gathering Information 2.5 hours
- Lesson 11: Intermediate Vocabulary-Synonyms and Antonyms   2.5 hours
- Lesson 12: Topic Main and Supporting Ideas   2.5 hours
- Lesson 13: Basic Critical Thinking- Fact and Opinion   2.5 hours
- Lesson 14: Drawing Conclusions in Reading   2.5 hours
- Lesson 15: Graphs and Charts- Gathering Information, Interpreting Data & Summarizing Information   2.5 hours
- Lesson 16: Advanced Vocabulary-Clues by Content, Review of Synonyms and Antonyms & Analogies   2.5 hours
- Lesson 17: Advanced Writing- Language Selection & Pretentious Language 2.5 hours
- Lesson 18: Reading for Facts 2.5 hours
- Lesson 19: Advanced Critical Thinking-Fact and Opinion   2.5 hours

- Lesson 20: Inferences in Reading   2.5 hours
- Lesson 21: Understanding Character Traits   2.5 hours
- Lesson 22: Advanced Critical Thinking- Making Deductions & Reaching Conclusions 2.5 hours
- Lesson 23: Understanding Actions and Results   2.5 hours
- Lesson 24: Advanced Critical Thinking- Cause and Effect   2.5 hours

Mathematical Literacy
The Mathematical Literacy Training Program requires a pre-assessment prior to starting to determine appropriate level to begin. The pre-assessment is completed at registration and orientation of the literacy program. (Estimated length of the numeracy literacy component is 50 – 60 Hours)

Mathematical Literacy Curriculum:
The goal of the Mathematical Literacy Program is to teach and assess mathematical concepts and skills that participants can use and apply in their everyday lives.
Upon completion of this program students will be able to:
- Solve problems in various contexts, including financial contexts.
- Relate calculated answers correctly and appropriately to the problem situation.
- Interpret calculated answers logically in relation to the problem and communicate results.
- Apply mathematical knowledge and skills to plan personal finances.
- Work with numerical data and formulae in a variety of real-life situations.
- Critically interpret tables and graphs that relate to a variety of real-life situations.
- Solve problems in 2-dimensional and 3-dimensional contexts.
- Convert units of measurement within the metric system.
- Draw and interpret scale drawings of plans to represent and describe situations.
- Use grids and maps in order to determine locations and plan trips.
- Select, justify and use a variety of methods to summarize and display data in statistical charts and graphs.
- Work with simple notions of likelihood/probability.
- Effectively communicate conclusions and predictions that can be made from the analysis and representation of data.

Lessons in this course:
- Lesson 1: Whole Numbers: Addition & Subtraction 5 Hour
- Lesson 2: Whole Numbers: Multiplication   5 Hours
- Lesson 3: Whole Numbers: Division 5 Hours
- Lesson 4: Fractions and Decimals: Decimals   5 Hours
- Lesson 5: Fractions and Decimals: Fractions   5 Hours
- Lesson 6: Rounding, Averages, Ratios, Percentages 5 Hours
- Lesson 7: Common Measurements   5 Hours
- Lesson 8: Geometry   5 Hours
- Lesson 9: Graphs and Charts 5 Hours

- Lesson 10: Basic Algebra   5 Hours
- Lesson 11: Math Problem Solving   5 Hours

c. Specialized Instruction
Describe how the curriculum/educational program of the proposed school will meet the needs of all enrolled students, including diverse learners and students who are English Learners (ELs).

UCAN Tech will meet the needs of all enrolled students, including diverse learners and students who are English Learners, through the adoption of several strategies. Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with disabilities to be successful learners and to actively participate with other students in the general education classroom and in school-wide activities.

Accommodations are changes in how a student accesses information and demonstrates learning. Accommodations do not substantially change the instructional level, content, or performance criteria. The changes are made in order to provide a student with equal access to learning and an equal opportunity to show what he or she knows and can do. Accommodations can include changes in the following:
- presentation of a lesson
- instructional strategies
- student response format and procedures
- time/scheduling
- environment
- equipment
- assignment structure-paper/pencil work

Modifications are changes in what a student is expected to learn. The changes are made to provide a student with opportunities to participate meaningfully and productively along with other students in classroom and school learning experiences. Modifications include changes in the following:
- instructional level
- content/curriculum
- performance criteria
- assignment structure-paper/pencil work

Environmental – adapt the classroom environment so it makes learning possible for ALL students.
- Provide an orderly and predictable room
- Post visual reminders of the rules and procedures
- Reduce clutter
- Be consistent
- Label key areas clearly – (Turn in papers here.)

- Seat target students away from major distractions like doorways, pencil sharpeners, other irritating students, etc.
- Use behavior cue cards and put them on target student's desk
- Allow for age appropriate and discrete sensory stimulation – stress balls, fidget toys, etc. These help minimize larger distractions like tipping back in seats, constantly getting out of seat, etc.
- Allow the use of earplugs or headphones (without input/hookups) to block out background noise during study time, test-taking, and classroom assignment time
- Always keep the Closed Captioning option on when showing videos or TV segments so that all students can listen to and read the information

Content Instruction – accommodations in instruction and changes in instructional strategies can enhance learning for the entire class. Things you can try:
- Give at-risk students a very basic introduction to the subject immediately before starting the lesson for the whole class. Ask questions and direct discussions to elicit prior knowledge from the at-risk students.
- Include hands-on experiences and manipulatives whenever possible.
- Use experiments and other "being there" experiences to make the lesson memorable.
- Schedule field trips at the beginning of the unit to give disadvantaged learners critical background experiences and information to benefit from the ensuing instruction.
- Continue to repeat and rephrase the major point(s) of the unit or lesson.
- Insert meanings of vocabulary continuously throughout the lesson. For example, in a geography lesson the teacher asks the question "What do the contour (or curved) lines on the map represent?" In a science lesson the teacher explains that mold often grows in places that are dark and moist (or wet).
- During class participation, ask the target student a question about the main idea and state they have a minute to think about it or discuss it quietly with their (pre-selected) neighbor. Return to the student in a minute and re-ask the question. Allow for additional response time.
- Provide entertaining stories or fun mnemonics which support a point or help students remember vocabulary words or concepts.
- Partner students for activities. Allow for some groups of three so significantly challenged students can be easily included with two capable peers.
- Demonstrate how to use graphic organizers and then provide them so students learn how to categorize and organize information.
- Provide study guides for tests well in advance of the test.
- Offer copies of lecture notes to students who cannot copy accurately or quickly, have poor penmanship, or note-taking skills. Throughout the year help students fix their own notes using yours as a guide.

Assignment Structure-Paper/Pencil Work - making workbooks, worksheets or other written assignments accessible to all students can be a challenge. It takes knowing both the students and

the material to be taught in order to make reasonable adjustments to written assignments. Simple ways to make accommodations and modifications to paper/pencil tasks can be accomplished by:
- highlighting with colored highlighters
- highlighting with removable highlighter tape
- marking text with Post-it notes
- marking pages with Post-it flags
- color coding pages, notes, and handouts
- using white out on parts of paper or to eliminate some multiple-choice answers

General Content Instruction
- Reduce the variety of tasks (The class is practicing mixed addition and subtraction facts with flashcards; two students have addition only cards.)
- Eliminate less critical information and facts from a copy of your notes (or those of a capable peer) using white out tape. Give it to struggling students to use as a study guide.
- Physically move closer to a struggling student before asking him/her a question. Teach this system to the student so he/she can mentally and emotionally prepare for answering questions. This reduces the stress, anxiety, and fear of being selected without warning.
- Find ways to involve students with significant disabilities in class jobs - passing out papers, collecting materials, taking roll, retrieving items from the office, etc.
- When asking questions that have several correct answers, select an another student first. He/she might only know one of the answers, whereas other students will know most or all of them.

Writing Specific
Many students have difficulty with written language for a variety of reasons. Some students have trouble generating ideas or transferring their ideas into written words. Other students do not understand grammar, syntax, or the mechanics of writing. Still others have difficulty processing language.

Generating Ideas
- Teach writing each day; don't just assign it
- Give the student specific instructions-gradually decrease structure as confidence builds
- Allow student to use ideas from a word/idea bank
- Allow student to write about segments of the same topic for several days
- After a topic has been chosen, assist the student in developing a visual outline/graphic organizer
- Keep pictures available to help generate ideas
- Require a minimal amount of writing per day-gradually increase the expectations (Be prepared to start with very little!)
- Allow student to bring a picture from home to write about
- Allow lists and simple sentences-help student to gradually become more complex
- Allow students to dictate ideas to teacher, paraprofessional or volunteer
- Require/encourage student to copy material from the volunteer's dictation

- Provide a list of words for the student to use
- Provide a clearly written topic sentence and an informal outline to get the student started on a paragraph or essay

The Writing Process
- Avoid corrections in the mechanical aspects in early stages of writing concentrate on idea development
- Teach and require the use of graphic organizers/outlines/mapping skills to help students learn to visualize the parts of the paragraph/essay/story
- Teach importance of beginning, middle and end of stories
- Require students to incorporate transition words (ex. first, next, then, last or most importantly, also of interest) into paragraph writing
- Teach proofreading skills
- Allow use of checklist for proofreading
- Have the students read the story aloud to identify inaccurate construction of sentences
- Encourage students to share stories with the class or a partner - do not require struggling readers to read their work aloud if they are uncomfortable.
- Allow the use of a computer
- Value quality over quantity - look for a well-written paragraph instead of a longer story of mutilated sentences and atrocious spelling
- Allow fill-in-the-blank forms for the beginning stages of report writing
- Allow multiple formats for presentations, including some that don't include writing
- Allow reduced sources and modified format when writing research papers
- Allow disabled students to work together to generate one report
- Allow students to dictate stories, reports, etc. to volunteers/peers
- Require students to practice reading aloud the stories they dictated
- Develop a spelling dictionary for frequently misspelled words

Test Taking
- Write test date in a highly visual place, repeat often prior to test day
- Allow student more time to take test
- Repeat and rephrase directions
- Review notes, worksheets, text and study guides
- Provide study guide well in advance of test
- Read the test aloud
- Allow oral answers
- Allow use of textbook, notes or study guide while test taking
- Provide vocabulary list or word bank
- Allow student to dictate essay answers to teacher, paraprofessional, or tape recorder
- Allow student to write on test instead of, or in addition to an answer sheet
- Provide a "second chance" grading option (fix answers for additional points)

- Add more white space to tests
- Use blanks to cue answers (number of blanks refers to number of correct answers)
- Break long lists of matching into more groups of short lists
- Delete irrelevant or repeated items (cross them out on the student's test)
- Allow breaks during testing
- Administer tests in quiet places
- Shorten tests
- Reduce multiple choice answer options using white-out tape
- Narrow the depth of the curriculum (if appropriate) and only test key vocabulary and key concepts

Describe how the school or program will provide a continuum of services for students with mild, moderate, and severe disabilities, in the least restrictive environment (LRE) possible. Explain what adjustments to curricula, and instructional programs/practices, the school will make to accommodate these students. How will the school monitor and evaluate the progress of diverse learners to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP)? What actions will the faculty take prior to changing a student's LRE and/or IEP? How will the program identify or discontinue special education supports and services for individual students?

UCAN Tech is prepared to provide instruction to all levels of learners. We believe that differentiation of content, process and environment is a powerful, effective instructional strategies can meet the needs of all learners. Please see UCAN Tech's data collection and progress monitoring model for additional details.

English Learners (EL): Explain how the proposed school or program, will meet the needs of EL students, including providing curricula and instructional programs/practices to ensure equitable access to the core academic program. How will the school identify students who need EL services? How will school leadership monitor the provision of EL services, and ensure that supports are implemented properly? What are the exit criteria for measuring student progress in EL programs?

UCAN Tech will implement the University of California at Santa Cruz New Teacher Center's resource entitled "Accelerating Academic Language Development: Six Key Strategies for Teachers of Language Learners. The strategies include effective methods for developing EL's content knowledge, use of the academic language associated with math, history and science and basic interpersonal communication skills in English.
- The first of the six key strategies is vocabulary and language development, through which teachers introduce new concepts by discussing vocabulary words key to that concept.

Exploring specific academic terms like algorithm starts a sequence of lessons on larger math concepts and builds the student's background knowledge.

- The second strategy is guided interaction. With this method, teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.

- The third strategy is metacognition and authentic assessment. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts. Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.

- The fourth strategy is explicit instruction, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.

- The fifth strategy is the use of meaning-based context and universal themes, referring to taking something meaningful from the students' everyday lives and using it as a springboard to interest them in academic concepts. Research shows that when students are interested in something and can connect it to their lives or cultural backgrounds they are more highly motivated and learn at a better rate.

- The final strategy is the use of modeling, graphic organizers, and visuals. The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students—and especially ELL students—easily recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to students

d. School Calendar/Schedule

If a charter school, describe how innovations in the annual school calendar and daily schedule will be employed, and how they will enhance student achievement. If proposing a longer school day/year, describe how your design team has budgeted for overtime pay for faculty and staff, as appropriate. Describe how the contract school will implement and follow ISBE requirements for the minimum number of instruction days and minutes and how ALOP programs will implement and follow the required CPS school calendar, and the daily instructional requirements. Explain how you will accommodate continuous student enrollment, how the schedule will be organized to ensure that each semester students are able to take the courses needed to keep progressing toward graduation. Indicate how the program schedule will accommodate students with gaps in their transcripts.

UCAN Tech is proposing a 178 day regular school year and a 22 day summer school program (5.5hours/day for summer school). Both sessions adhere to ISBE standards regarding minimum school attendance. We will follow CPS' schedule including recognized school holidays, school improvement and staff in-service days.

School Schedule (Regular School Year)

Period	Start	End
1	8:30 AM	9:13 AM
2	9:17 AM	10:00 AM
3	10:04 AM	10:47 AM
4	10:51 AM	11:34 AM
Lunch	11:34 AM	12:04 PM
5	12:04 PM	12:47 PM
6	12:51 PM	1:34 PM
7	1:38 PM	2:21 PM
8	2:25 PM	3:08 PM
9	3:12 PM	3:55 PM

The above daily schedule is designed to provide instructional time to offer nine academic course during the day. This will allow for students to earn more than the customary 6 credits offered in a regular, public school. Students at UCAN Tech will have time to attain new credits and credit recovery.

Summer Schedule

Period	Start	End
1	8:30 AM	10:00 AM
2	10:04 AM	11:34 AM
Lunch	11:34 AM	12:04 PM
3	12:04 PM	1:34 PM

Summer school
UCAN Tech's summer school provides an opportunity for student to continue to earn credits toward graduation. This model will assist students who have less time to graduate before they are no longer eligible for educational services. Additionally, allowing summer school for a 9th grader accelerates their path towards graduation.

 Please refer to the 3.2.C for details around continuous student enrollment.

Teacher's Daily Schedule: Describe how a typical teacher's days will be structured, explicitly explaining times devoted to the core teaching assignments, planning, and other activities as applicable (such as before- or after-school electives, remediation, lunch duty, advisory group, etc.).

See sample teacher schedule in appendix 2.4.d.

Classroom Staff Planning Period Expectations

Daily planning time is intended to improve the quality of student instruction and allow staff the professional time to do so. The classroom staff will use planning period to ensure that they are prepared to deliver instruction, communicate relevant issues with colleagues or guardians and to complete required paperwork in accordance with deadlines.

- Complete Paperwork:
    - Progress Reports
    - Supplements & Report Cards
    - Lesson plans
    - Discipline Reports
    - AWOL forms or Suspicion form as needed
    - Field Trip forms
- Compile Student Progress Data:
    - Grade assignments & provide feedback
    - Input Aims Web Data
    - Create assessments
    - Review student test results or grades to make future instructional decisions
    - Prepare for standardized testing
- General Preparedness for Instruction & Project Based Learning:
    - Make photocopies
    - Obtaining and organize needed supplies
    - Collaborate with colleagues on projects that could incorporate multiple classes/ subjects
    - Plan field trips
    - Research new teaching ideas on how to make your subject more hands on, incorporate technology, provide student choice etc.
    - Create rubrics
- Maintain a clean and orderly learning environment:
    - Clean classroom
    - Organize supplies
    - Update bulletin boards
    - Review classroom checklist

Student's Daily Schedule: Describe how a typical student's day will be structured. In addition to daily classes, reference any time spent in elective courses, advisories, receiving social-emotional supports, after-school activities, etc.

See sample student schedule in appendix 2.4.d.

2.5 Talent Management
a. Recruitment and Staffing

Discuss the rationale for the proposed staffing numbers and structure outlined in the attached five-year school staffing model and organizational chart. Cite teacher-student ratios for each type of teaching position. Attach job descriptions that outline roles and responsibilities of each of the instructional and non-instructional positions listed in the attached school-level organizational chart.

Some staffing for UCAN Tech grows each year as student enrollment rises. Ratios came from balancing the need for best practices with financial responsibility.

In year one, 5 FTE Teachers will be required to hold a 1:27 teacher to student ratio. This year includes .20 FTE of a SPED Teacher. Three Student Support Specialists will support a 1:45 Specialist to student ratio.

In year two, 5 FTE Teachers result in a 1:32 teacher to student ratio. This year includes .20 FTE of a SPED Teacher. Three Student Support Specialists will support a 1:53 Specialist to student ratio.

In year three, 6 FTE Teachers result in a 1:30 teacher student ratio. This year includes .20 FTE of a SPED Teacher. Four Student Support Specialists will support a 1:45 Specialist to student ratio.

In year four, 7 FTE Teachers result in a 1: 29 teacher student ratio. This year includes .40 FTE of a SPED Teacher. Four Student Support Specialists will support a 1:50 Specialist to student ratio.

In year five, 8 FTE Teachers result in a 1:28 teacher student ratio. This year includes .40 FTE of a SPED Teacher. Four Student Support Specialists will support a 1:55 Specialist to student ratio.

In order to stabilize teacher student ratios across all five years, Tec Services will provide technology contracted services to students. Students will spend part of their day with Tec Services contractual staff.

Other staff positions will stay constant over five years. They are:
- Post-Secondary Counselor (1)
- Principal (1)
- Administrative Assistant (1)
- Vice President of Educational Services (0.3)
- Supervisor/Intake Coordinator (0.33)
- Program Coordinator/Data Specialist (0.15)
- Data Support Specialist (1)
- School Social Worker (1)
- Recruiting Specialist (1)
- Nurse (1, contractual)
- Substitute Teachers (as needed, contractual)

Describe your design team's strategy, process, and timeline for recruiting and hiring the teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support the school design. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines.

UCAN will make every effort to higher quality staff to help facilitate UCAN Tech's mission and vision. UCAN will appropriately and effectively market UCAN Tech so that candidates will see the value in our educational model. UCAN Tech will like to employee staff with a varied levels of experience, however, we will not use a quota system to achieve this. The application/interview process will be rigorous and require a minimum of two rounds of interviews. The first interview will focus on the candidates experience, professional goals, their educational philosophy, etc. The 2nd interview will require the candidate to facilitate a lesson, create a lesson plan and unit.

All staffing positions will be filled by July 1, 2016.

Discuss the proposed salary ranges and benefits (including pensions), listed in the attached budget, and explain any financial incentives or rewards that may be included in the compensation system. Explain how the salary and benefit plans will enable the school to compete with other schools to attract and retain high-quality staff.

Salaries for positions do not include a range – all positions that will hire multiple staff are hired at the same average wage. No bonuses or overtime are included in the budget assumptions. Full time UCAN employees receive benefits to include medical, dental, life, disability, and a 401K (employee withholdings only). UCAN's wages and benefits are comparable with our peers in the private sector.

b. Professional Development
Describe the school's goals and strategy for ongoing professional development (PD), including whole staff development, grade-level/department/course teams, and instructional coaching. Explain how you will provide teachers with content-specific PD, given the small teaching staff in Options schools. Describe whether the PD will be provided in-house or if the school will engage with outside partners, such as the Office of Education Options at CPS. Identify the ways in which you will allow your teachers and leaders to collaborate within a larger community. What will the areas of emphasis be when developing this Professional Learning Community? Identify which staff members will be responsible for overseeing PD opportunities.

Professional development is an integral component of creating and maintaining an effective learning environment for students. The following topics and plan will serve as a framework to improve the quality of instruction, school environment and understanding of mental health diagnoses. The topics are tentative and will adjust, if necessary, to address additional needs and/or trends in school wide data. (Refer to data collection and evaluation plan) UCAN Tech will use a combination of in-house training and outside partners (CPS, ISBE, Annual NCLB conferences, ASCD webinar trainings, etc.) to give instructors the best opportunity for professional growth and development. UCAN's training department and our online, self-pace training module, RELIAS, would also be used in conjunction with UCAN Tech professional development plan. UCAN Tech will partner with the Alternative Schools Network to expand connections within the alternative school cohort. The Principal will serve as the instructional leader and providing effective and meaningful professional development is within his/her wheel house. UCAN Tech's professional development plan must be ongoing and not viewed as a "drop in the bucket" training model. Every team (i.e. Teachers, Behavior Intervention, Post-Secondary Specialist, Tec Services, etc.) will be required to facilitate a minimum of one training to the entire school staff. Professional development requires that all actively participate in learning. Also, UCAN provides tuition assistance to all full time employees. UCAN Tech will encourage all staff to take advantage of this benefit.

Tentative Professional Development Topics
1. Writing across the curriculum: Extended response
2. Scaffolding and Assessment
3. AimsWeb training
4. ExtraLearning online instruction software training
5. Common Core:
    a. Curriculum Map updates, interventions
    b. Reading Comprehension strategies and interventions
    c. Math interventions and strategies
6. Therapeutic Crisis Intervention training
    a. Behavior/ Classroom Management
7. Project based learning
8. Differentiation: Content, Process, Product
9. High quality IEP development and progress monitoring
10. Social Worker quarterly presentations; mental health diagnoses: overview, case study and practical strategies.

UCAN Tech will follow the CPS' 2016-2017 school calendar. Professional development trainings will be scheduled once the calendar is released.

Describe how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching and learning, as well as school performance.

See Data collection and evaluation plan in section 2.3.C.

Describe the process for evaluating the efficacy of the PD.

See data collection and evaluation plan in section 2.3.C.

c. Teacher Induction
Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize instructional strategies, and differentiate instruction. Include the number of hours/days of PD to be included in the induction program.

UCAN Tech staff will have three, full work days (24 hours in total) prior to the beginning of the school year for professional development and induction. This will be a time for staff to review/learn UCAN Tech's mission and vision, policies and procedure, and expectations. UCAN Tech staff will be given the opportunity to share their professional goals while reviewing the school improvement goals. During this period, staff will have opportunities to share ideas around differentiation, vertical and horizontal mapping, and instructional strategies.

We also understand that programs and workforces thrive when continuous learning is encouraged and fostered. In addition to the professional development plan mentioned in section 2.5.B, the following is an overview of mandatory trainings and professional development for UCAN employees.

Clinical Skills and Knowledge
- Clinical Philosophy Training Series – These four foundational training are completed by all program service employees within the first 90 days. Shaped by UCAN's core beliefs, these four theoretical frameworks provide a universal context and common language for all of our employees: Human Development, Trauma, Attachment, and Systems.
- Positive Youth Development –Staff participate in Positive Youth Development

Safety and Wellness
- Safety Series – Includes Emergency Preparedness Planning, Bloodborne Pathogens, and rotating topics including Community Safety, Boundaries, and Sexual Harassment.

d. Professional Culture
Describe the professional culture of the new school, including how the school will establish and maintain this culture and how it will contribute to staff retention. Discuss how faculty and staff will be involved in school-level decisions and in developing initiatives.

UCAN Tech will work from the same expectation of professional as the agency at large. Such professionalism is described in the agency's employee handbook and procedure and policy manuals. Additionally, each staff will participate in orientation where school culture,

expectations and activity which will support retention are discussed. Key professional elements for the staff will include:

- Recognition for achievement
- A clearly defined career path
- Teamwork and collaboration
- High entry requirements and standardized skills testing
- Mentoring as the norm and integral to career advancement
- Research-informed practice such as SEL
- Accountability at every level
- Shared decision making

e. Evaluation
Discuss how school leadership will monitor and evaluate faculty and staff performance. Describe the processes, protocols, framework/criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching teachers. If a contract school or ALOP, indicate how the teacher evaluation system is in compliance with PERA (see http://www.isbe.net/pera/ for more information). Specify who is responsible for overseeing these procedures.

An effective performance evaluation plan must be utilized to improve teaching and learning. UCAN Tech will adopt CPS' Framework for Teaching and ISBE's Student Learning objective template to measure staff performance. UCAN Tech's Principal will monitor and evaluate faculty and staff performance annually. UCAN Tech will utilize the agency competency based performance evaluation system, PAM, to effectively evaluate performance and progress towards annual performance goals and training goals. PAM is a web-based tool that allows for systematic evaluation and can be altered to fit the performance evaluation components in PERA. In line with UCAN's supervision policy, UCAN Tech will receive one to two hours of individual supervision per month. This allows for feedback on classroom observations, instructional practices, etc.

See Teacher Evaluation Documents for more detail.

Section 3: Operational Capacity
3.1 General Operations
a. Operational Plan, Goals, and Metrics
Explain how non-academic services will be managed once the proposed school or program is in operation. In a table, identify quantitative operational metrics and goals for the proposed school or program for each of its first five years of operation. Discuss how these metrics will be used to monitor progress. Identify who is responsible for overseeing the school or programs operation.

Please view the table listed in 2.3.a. of this document. The table highlights non- academic goals with a break out for metrics over the first five years of operation. Those responsible for overseeing the progress of these goals would be the assigned by the Vice President of Educational Services for UCAN and the School Principal. Depending on the goal, designated staff will be held accountable for ensuring goal success. Lesson plans, meeting notes and operational documents should exemplify the use of such goals. Additionally, UCAN will leverage a qualified Quality Assurance (QA) professional who will come into the school on a consistent basis to give reports for status for the school's service goal delivery. We will use dashboards and review the school's formal goal plans on a monthly basis for the first two years and then on a bi-monthly basis thereafter.

b. Start-up Plan
Provide a timeline and schedule for the activities your team will undertake in the planning year(s) to ensure a successful school or program opening. The plan should address the wide range of activities required to successfully open a new school or program, clearly cite which staff member is responsible for overseeing completion of the task, and identify start dates and deadlines for the completion of each task.

UCAN Tech Timeline & Schedule of Activities for School Opening			
Task	**Timeline**	**Deadline**	**Responsible Parties**
Community Engagement and Advocacy	February 2015	July 2015 for Tier 2 Consistent & Ongoing beyond August 2015	Design Team
Meetings with School Principals, Juvenile Justice and Community Leaders	April 2015	Ongoing	Vice President and Design Team *After contract approval; Principal
Complete Enrollment and Orientation Activities	Jan 2016 – August 2016	Ongoing	Intake and Recruitment/ Marketing Staff Person
Ensure compliance w/ CPS, federal, state and local requirements	April 2015	Ongoing	Vice President and School Principal
Establish financial processes and procedures	April 2015	August 2015	Vice President and Chief Financial Officer
Hire and Onboard Staff	April 2016

June 2016 | Principal

Remaining Staff | Vice President & Members of Design Team
School Principal |
| Finalize Operation and Academic Plans | July 2016 | ----- | Vice President and School Principal |
| Hold first day of school | August 2016 | ----- | All Staff |

c. Transportation
Briefly describe how the school or program will meet the transportation needs of all of its students, including low-income and at-risk students, diverse learners, and students who are homeless.

We will provide transportation for students with IEPs and homeless students. We will try to assist with transportation for all other students.

d. ADA Compliance
The American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability and require accessibility in all aspects of school or program operations, including employment, buildings, programs and activities, communications, and information technology. Briefly describe the processes the school or program will implement to ensure ADA compliance. For additional information on ADA compliance requirements, see the ADA Guidelines & Services document located in the Resources Section of the ONS website, www.cps.edu/2014RFP.

When we find our program location, we will refer to the compliance requirements to ensure accessibility in all aspects of the school.

3.2 Student Engagement
a. Recruitment and Retention
Discuss strategies to recruit and retain the targeted student population. How will the school attract and retain all students, including diverse learners, EL students, and students in temporary living situations? Name specific partnerships your school would build in order to connect prospective students to your school. Identify which staff member will be responsible for recruitment and retention. Provide evidence that the proposed strategies have proven effective with your identified target population. If you do not have a track record, describe a logical, reasonable plan for finding and engaging your target population (i.e., out-of-school youth). Explain the evidence you have that the components of your plan will be successful.

UCAN has strong partnerships with Chicago Public Schools (THRIVE, SOAR Centers), select high schools (Manley, Marshall, North Grand), the Juvenile Justice system, community organizations (BUILD, Austin Coming Together), elected officials and community leaders (pastors, residents) therefore; will leverage these relationships to target and retain youth for the proposed project.

UCAN intends to use the following strategies to recruit and retain the desired targeted student population. They are listed below:

For those who with special education students
- Feeder schools
- Non-profit contacts

Students who are bilingual
- Flyers in Spanish
- Advocacy groups
- Language newspapers

Other areas of recruitment:
- Contact Juvenile Justice and CPS SOAR Centers
- Speak with community high school principals for drop-out list and those at risk of dropping out
- Distribute flyers at food banks and homeless shelters
- Collaborate with social service agencies
- Contact tutoring agencies

Strategies:
- Distribute flyers that highlight remedial strategies
- Distribute flyers at GED programs, alternative schools and youth centers
- Collaborate with job corps programs

b. Individual Success Plan
Upon enrollment, describe how staff will work to establish and maintain individual success plans (ISP) and work with students to set academic, behavior, attendance, and transition goals. How will you monitor the progress of ISPs? Who will be part of the process? How often will updates be made? How will you evaluate the quality of? Who will monitor that they are being implemented with fidelity?

Every UCAN Tech student will complete an Individual Success Plan as part of the enrollment and registration process. Students will not be fully registered until the plan is developed. The Intake Coordinator, Post-Secondary Counselor and a Teacher will assist the student with the plan. Students and the aforementioned staff will review their transcripts, conduct assessments to gain current baseline data on student's current academic level and determine their Technology Pathway. Once baseline data is determined, students will develop academic, behavioral, attendance and post-secondary goals. Once the plans have been established, the Data Coordinator will track progress toward the plan monthly, quarterly and annually. Frequent evaluation will allow for the implementation of immediate interventions. If a student is not making sufficient progress, UCAN Tech staff will be able to add additional supports to aid in student achievement.

c. Student Intake and Orientation
Describe your intake process for prospective students and the orientation process for incoming students, including those who will enter at various times throughout the year. Indicate how you will ensure that students become acclimated to the school or program culture and expectations. For students who enter in a group at the beginning of the year, detail the number of days, the

staffing plan, and the overall curriculum for your orientation process. For intake throughout the year, describe your staffing plan for intake and orientation.

UCAN's intake process will be ongoing throughout the school year. Student will be allowed to register at the beginning of each month until the school has reached its capacity. UCAN Tech will employ staff needed for school's capacity at the beginning of the year. Students will be added to classes as they enroll. Students will be required to shadow a current student to fully understand UCAN Tech's school culture and expectations.

Orientation/Intake will include:
1. Tour of UCAN Tech (Day 1)
2. School Information overview (Day 1)
    a. Graduation Requirements
    b. Attendance policy
    c. School calendar and daily schedule
    d. Progressive Discipline
    e. Individual Success Plan overview
    f. Homework policy
    g. Staff introductions
3. KTEA-II assessment (Day 2)
4. Individual Success Plan (Day 2)
    a. Transcript evaluation, Pathway decision, Goal setting

d. Application, Enrollment, and Registration Policies
Describe the proposed school or program's application, enrollment, and registration policies and procedures for all students, recognizing that some of your students will be entering at various times throughout the school year. Your policies and procedures should address admissions, lottery (for charter schools), waiting list, withdrawals, and transfers. Outline the requirements for families and students to apply to the proposed school or program, explain how the proposed school or program will conduct its lottery or manage its waiting list, if over-subscribed, and specify how students will register once enrolled. Explain how the proposed school or program will ensure that the application, enrollment, and registration policies are in compliance with the Charter School Law and or Illinois School Code.
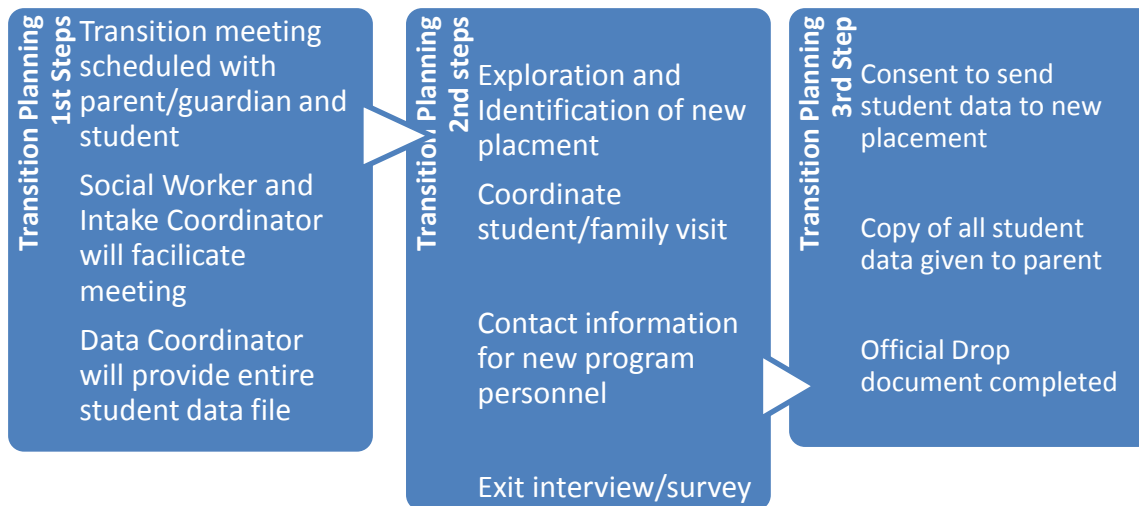
Every student is required to complete an application before enrollment can be completed. Applications need to be completed in person. Underage students must be accompanied by their parent/guardian. UCAN Tech will accept all students until capacity is reached. Students will be placed on a waiting list if no space is available. Wait listed students will be enrolled on a first come, first served basis. Students are required to bring a current copy of their transcript and proof they are not currently enrolled in another program. If student receives special education services, the latest IEP is required. Students are required to have a current physical and immunization record. Proof of address is required to ensure student is eligible to receive educational services in CPS' school district. Students will receive UCAN's Privacy and Dignity Policy. Once registration is completed, students will begin the orientation/intake process. After orientation, students are considered officially enrolled. (See UCAN Tech's Application and Registration Packet in appendix 3.2.b.)

e. Transition Planning

The goal is to support each student through completion/graduation of the program. In the event a student chooses to transition out of the program, identify who will be responsible for oversight, implementation of the transition plan, and reporting of transitional data.

With this information, provide your plan on how you will support students who are transitioning from the program. Provide a process map to illustrate all steps, including (but not limited to) the following:

• When will the transition process begin for a student?

• Identify what points in a year a student will be eligible to transition out of your program, and how eligibility will be determined.

• Identify the owner or team members, including stakeholders who may support the process, responsible for facilitating the transition plan.

• Once students are deemed ready to transition from the program, what services will be provided to parents to assist them in identifying the next best setting/ good academic fit?

Transition Planning 1st Steps

Transition meeting scheduled with parent/guardian and student

Social Worker and Intake Coordinator will facilicate meeting

Data Coordinator will provide entire student data file

Transition Planning 2nd steps

Exploration and Identification of new placment

Coordinate student/family visit

Contact information for new program personnel

Exit interview/survey

Transition Planning 3rd Step

Consent to send student data to new placement

Copy of all student data given to parent

Official Drop document completed

f. Attendance & Truancy Strategies and Family/Guardian Information

Describe your attendance and truancy strategies, including the school-wide steps that will be taken to promote attendance. Categorize strategies as prevention, intervention, and recovery of chronic truants. Provide evidence that the proposed strategies have proven effective with your

identified target population. Indicate who will be responsible for conducting outreach to students when they do not attend. Describe the method and staff responsible for ensuring that families/guardians are in regular contact with the school for reports on student attendance and performance. Detail the system for communicating student progress to families, including attendance, academic and social.

The reasons behind truancy and school incompletion vary. Because it is difficult to identify one cause, intervention strategies must be multi-dimensional. Some researchers believe that the three major influences on truancy are communities, schools and families. Effective truancy prevention programs must include parental involvement in fundamental ways, (Altenbaugh, Engel & Martin, 1995). Smink and Reimer (2005) suggest that there are fifteen effective strategies that can improve truancy and attendance. According to research, strategies can be place in four categories; community perspective, school perspective, early intervention and improved instruction.

In regards to the school and community perspectives, three intervention strategies serve as the baseline for all subsequent strategies. Systematic renewal, improved school and community relationship and collaboration and the creation of a safe learning environment should be the starting point for effective truancy and dropout interventions.

Systematic renewal must be a continual process of evaluation of goals and objectives related to school policies, procedures and organizational structures. Several systematical renewal strategies include smaller classes, an attendance tracking system, alternate scheduling, incentives and constant counseling. One of the most important systematic strategies is allocating funds to effectively run a researched based intervention program. In addition, an alignment of the mission and vision statements with the reality of the day to day functioning must be done. Thinking and rethinking the school's beliefs about students completing school is the first step in preventing drop out behaviors, (Lehr, et al., 2005).

One of the most obvious strategies in increasing attendance is improving students' views of school. Student alienation can contribute to high rates of truancy. Some students do not feel supported or connected to their school or its personnel. Moreover, the overuse of suspensions creates disdain for school and often times leads to school apathy, (Altenbaugh, et al., 1995). UCAN Tech's Progressive Discipline model provides alternatives to suspensions. Lehr, et al., (2005) outline several factors that push from school. Push factors causes students to feel unwelcomed or reject school. Rejection of school can result in disruptive behaviors, chronic absenteeism or complete cessation of academic effort.

It is important to create a safe, supportive and positive school climate because this attracts students to school and increases attendance. Meaningful after school activities and programs are ways to draw students into the building. Belonging to a social club, athletic team or academic honor society can increase student attendance (Smink & Schargel, 1991).

Meaningful instruction must be commonplace. The classroom is the first line of defense in the war against truancy. Teachers must practice differentiation to reach all students when planning

and instructing. Individualized instruction, remediation programs and tutoring will assist in alleviating school failure for truant student and potential drop outs.

UCAN Tech Attendance and Truancy Plan

Initiative	Rationale/Process	Responsibility
Truancy Prevention Referral	*Students who have 8 unexcused absences per quarter will be assigned to the Truancy Prevention program	Behavior Intervention Staff, Social Worker and Administration
Student Attendance Contract and Attendance Incentives	*Any student will be placed on a truancy contract after they have missed 3 unexcused days or 2 consecutive unexcused days in a month. *Once on a truancy contract, any unexcused day will result in a home visit.	*Behavior Intervention Staff will be responsible for completing the attendance contract. *Social workers will share updated student contact information. *Administration will allocate funds for Attendance incentives programs
Family Engagement and Outreach Initiative	*Parents must also feel connected to the school. This outreach program is an attempt to build and strengthen the relationship between schools and families. * quarterly groups will provide support and resources for parents/families *UCAN will host 4 Family Nights with games, prizes, food and fun *Computer Connection: This will give access to	*All staff will host and coordinate Family Night. *The Vocational Department/Lead teachers will coordinate and monitor the "Get Ready Program. *VP of Ed. Services will coordinate with VP of Housing Support/Workforce Development to have all staff is JRT trained.

Initiative	Rationale/Process	Responsibility
	computer labs 2x/month *"Get Ready" will assists parents with employment support including resume writing, mock interview and assistance in job search *Parent of Student of the month will receive a $50 gift card	
School Spirit and Student Motivation Initiative	Connection to school can be increased through school spirit. a visual aid of school progress towards school improvement goals. *Weekly attendance is adjusted and recorded on a chart. Every week attendance is at 90%, school wide incentives are given.	*Data Coordinator will responsible for data to be displayed

3.3 Governance Model
a. Governance

Describe the structure of the Governing Board/Body at the proposed school or program. (If an existing Chicago replicator, describe if/how the structure of the Board/Body will adapt to support the additional grade configurations, and/or the new school/campus/program.) Identify any proposed Board/Body officer positions, committees, or advisory councils – including those with family members – and explain their role, planned membership, and reporting structure as they relate to the Governing Board/Body and school leadership.

UCAN is led by its Governing Board and is advised by its President's Board, Advisory Board, and Diversity Advisory Board. UCAN's board members are personally committed to the agency's mission, and they are senior leaders in the fields of finance, investment, law, government affairs, human resources, marketing, business diversity, operations, strategy, executive leadership, health care, education, and ministry. Due to UCAN's commitment to a board that mirrors UCAN's client-base, UCAN is proud to boast a minority-led Governing Board. Additionally, our Auxiliary Board is made up of young professionals who volunteer to support UCAN by using their talents and resources to help UCAN expand both its awareness and base of private support in the greater Chicago area. The existing UCAN Governing Board will serve as the Board for UCAN Tech.

In addition to the agency's various Boards, the Governing Board of has several subsidiary Board Committees which provide oversight to overarching agency initiatives.

These Committees include the Executive Committee, Finance and Property Committee, Program Committee, Resource Development Committee, Human Resources Committee and Board Development Committee. Committee membership is a requirement of all Governing Board of Directors members as well as members of the agency's Advisory Board of Directors who are appointed by the Governing Board Chair to specific committees which align with their talents, expertise and interests.

The Executive Committee consists of the five elected officers (Chair, Co-Chair, Treasurer, Secretary) and the Chief Executive Officer.

We are open to exploring the potential of an advisory council for the school. This does not currently exist but we will explore the idea with the community and CPS to learn how it has been structured in the other programs.

Clearly describe the procedures that the Board/Body will use to continually monitor academic, financial, operational, and legal compliance aspects of the school or program. Describe any policies or procedures that will ensure that Board/Body meetings are conducted in an efficient, timely manner.

Currently the UCAN Board of Directors oversees multiple programs with total revenue of $38.5, including a therapeutic day school through both its Board Structure and internal Governing Board committee structure.
The Governing Board oversees the organization's operations and services, and is financially responsible for UCAN, acting as stewards of the agency vision and mission. Board member

roles are multi-faceted and include acting as policy makers, strategists, ambassadors, and fundraisers. The Board regularly evaluates the organization and members are fully vested in the mission of UCAN. UCAN is proud to report that our Governing Board of Directors is minority led.

The President's Board elevates UCAN's influence and accessibility to major individual, corporate, foundation and government sources. The President's Board is composed of high profile leaders in corporate, foundation, philanthropic and government arenas who are knowledgeable about UCAN's mission and interested in supporting the organization.

The Advisory Board is comprised of individuals who know UCAN's mission and have professional skills or special experience essential to advising and informing the Governing Board. The Chair of the Governing Board appoints Advisory Board members to specific Governing Board of Directors sub-committees that most adequately align with the specific talents or interests.

UCAN's Auxiliary Board is made up of young professionals who volunteer to support UCAN by using their time, talents and resources. This board is tasked with fundraising events and helps UCAN to expand both its awareness and base of private support in the greater Chicago area.

The expertise of the agency's Diversity Advisory Board helps UCAN's efforts to create an inclusive work environment and to align business principles with diversity strategies. The Board is composed of high profile leaders who either work in the broad field of diversity or have expertise in working with specific communities.

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The Executive Committee consisting of the five elected officers (Chair, Co-Chair, Treasurer, Secretary) and the Chief Executive Officer is tasked with an annual review and recommendation of the CEO's compensation as well as an annual written performance review of the CEO. The Executive Committee is also tasked with any action on behalf of the full parent Board in between scheduled meetings and well as any other duties that the Board deems applicable.

The Finance and Property Committee is responsible for making recommendations to the Board regarding the annual budget, the annual audit, the Board designated investment fund, the agency's capital fund and all other assets of the agency.

At least quarterly, this Committee shall examine the relationship of the budget to expenditures and revenues. The committee also reviews the agency's investment portfolio and making certain that the Board approved Investment Policy is adhered to. Finally the committee is also tasked with oversight of the all agency facilities and physical assets of the corporation.

The Program Committee Provides oversight to ensure that agency programs are consistent with UCAN's vision and mission and that agency programs are dedicated to providing quality services to agency clients. Members of the Program Committee are knowledgeable about UCAN programs, alignment of agency programs with the larger vision and mission of the agency and review all new program services. In addition, the committee oversees program evaluation, outcomes and external reviews as well as responsibility for monitoring programmatic aspects of the strategic plan, risk management and diversity efforts. Finally the committee reviews and makes recommendations to the full board regarding any agency policies related to program services and service delivery.

The agency's Resource Development Committee is responsible for developing financial resources (beyond regular fees for service) to assist with the ongoing operations of the agency and to ensure the future growth of the organization. The committee is tasked with oversight of all agency fund-raising campaigns, special benefit events, regular annual campaigns, and planned giving and fund development efforts. In addition, the committee is also tasked with the added responsibilities of generating increased recognition and understanding of the agency, it's work, accomplishments and objectives in order to help develop a platform from which the agency can better advocate on behalf of youth, children and families.

The Human Resources Committee is Responsible for the development and monitoring of personnel policies and practices as it relates to the operation of UCAN as well as conduction an annual personnel audit to update and evaluate personnel policies and procedures. This committee is also responsible for ongoing monitoring of all areas of personnel development.

Finally, the Board Development Committee is responsible for identification and development of possible candidates for Board membership. The committee shares background information of potential candidates with the parent Board and presents all nominations for potential membership to the full Board. In addition, the committee is tasked with the Board's annual self-evaluation and continually monitors the ongoing diversity of the Board around race, gender and sexual orientation. The committee also tracks the skillsets of the current Board against the agency's strategic plan and long term goals in order to best determine current and future skills sets need for the agency to accomplish its long term goals and to ensure the ongoing viability of the organization.

The Board Development Committee is also tasked with ensuring that Board meetings are conducted in the most advantageous manner including an analysis of agenda items to determine the percentage of time devoted to key initiatives including long term strategic planning. Finally, the Committee is tasked with ensuring all new members are provided a comprehensive orientation to the agency including the vision and mission, agency history, agency programs as well as an overview of the current structure and responsibilities of the Board of Directors.

In addition, from time to time the Board may call ad-hoc committees on an as-needed basis to pursue specific initiatives. Currently, the agency has an ad-hoc succession planning committee comprised of key members of the Governing Board, the President/COO and the CEO. This ad-hoc succession committee is tasked with implementation and evaluation of the agency's internal succession planning process through which the agency identifies future leaders of the organization and ensuring the ongoing professional development.

Currently another Board ad-hoc committee includes an IT Steering Committee composed of key members of the Governing Board, President/COO, Vice President of Information Technology and the Associate Vice President of Quality Improvement, Impact and Analysis. This committee is tasked with the creation of an overarching vision for the agency's current and future Information Technology including a review of the agency's current software/hardware needs, current Information Technology infrastructure, business analytics as well challenges and opportunities for the agency's Information Technology department.

What formalized mechanism(s) will the proposed school or program have for families and the community to be involved in the governance of the school or program, and/or provide regular feedback to the Board/Body of Directors? What policy or procedure will provide guidance for families who have an objection, or concern, regarding a Governing Board/Body policy or decision, administrative procedure, or practice at the school?

UCAN is guided by a Client Rights and Grievance policy. Grievances are processed at the risk management committee, which is made up of senior leadership staff. The results of these meetings are sent to the program committee of the Board.

Policy Statement: UCAN believes in protecting the rights of clients by requiring that practices reflect a profound respect for personal dignity, confidentiality, and privacy. Legal and ethical rights of clients shall be protected by ensuring compliance with all aspects of this policy.

A. Client Rights

UCAN does not deny service nor discriminate in any way based upon a client's race, color, spirituality or religious preference, ethnic identification, gender/gender identity, sexual orientation, marital status, physical or mental disability, or other differences.

All clients have the right to participate in the religious observances and spiritual development of their own choice. For minor children, birth parents or guardians should determine the type of religious observances in which a client may participate. For children who are DCFS wards, this is the right of birth parents (unless the court has terminated parental rights).

All reasonable efforts are made to provide clients with the spiritual guidance and religious observance in the designated choice. All clients are free from coercion with regard to religious or spiritual decisions. Written permission from the parent or guardian must be obtained prior to a client participating in religious services outside of their faith.

Client Rights will be protected by informing clients of their rights and responsibilities, providing fair and equitable treatment, and providing clients with sufficient information to make an informed choice about using UCAN's services.

1)   Clients will receive UCAN's Statement of Client Rights and Responsibilities, a written summary of their rights and responsibilities during their initial contact with UCAN which includes basic expectations, hours that services are available, rules or other factors that can result in discharge or termination of services, and a clear expectation of how to lodge complaints, grievances, or appeals.
2)   A written summary of client rights and responsibilities will be posted in the reception area of all UCAN sites.
3)   UCAN only provides services to minors without consent from a parent or legal guardian in our youth development program, U-LEAD. In that program no psychotherapy or similar services are provided; the services are educational, supportive, and conducted in group settings.
4)   Any program that charges fees informs the client prior to service delivery about the amount that will be charged, when fees are charged, changed, refunded, waived, or reduced, the manner and timing of payment, and the consequence of nonpayment.

B. Client Grievances
The administration shall provide reasonable means for service applicants, clients, and other stakeholders to make complaints or appeals regarding Agency services and decisions, including denial of service.

1) Grievance procedures by individual program shall be established in writing and made available to clients and/or their guardians at the time of client intake and whenever a complaint is lodged. Written procedures shall explain in clear terms the step-by-step process and time frames involved in lodging and resolving complaints or appeals. Clients and other parties listed above have the right to appeal adverse decisions to the highest level possible in the agency and have the right to be heard on issues concerning his/her care, treatment, and plans for the future.
2) All client grievances will be resolved in a timely fashion, depending on the nature of the complaint.
3) Clients shall receive written notification of the resolution of any complaints, and copies of written notifications shall be retained by the Agency in the client record. Clients will also be provided with an explanation of any further appeal, rights, or recourse.
4) The Quality Improvement department will aggregate the client grievances quarterly, including the resolution of complaints, and present them to the agency Risk Management committee for review.
5) Information on client grievances will be presented to the Board of Directors quarterly via the minutes from the Risk Management Committee.
6) Client confidentiality shall be maintained throughout the grievance lodging, resolution and review processes.

b. Board Experience

CPS expects that by the time of Tier 1 proposal submission, design teams will have identified, at a minimum, the proposed Board/Body Chair, Vice Chair, and Treasurer. At least one founding Board/Body member has close ties to the proposed community. CPS highly encourages design teams to have identified at least a sufficient number of Board/Body members to comprise a quorum of the Founding Board/Body by the time of submission. Identify who will fill these roles, as well as any other Founding Board/Body members already identified, and discuss their qualifications to serve on a public school Governing Board/Body.

Board Chair

UCAN's current Board Chair, Richard Fleming is the former Executive Vice President and Chief Financial Officer, of the USG Corporation. He received a Bachelor of Science degree in Economics from the University of the Pacific and an M.B.A. from the Amos Tuck School of Business Administration at Dartmouth College.

Mr. Fleming's assignments at USG Corporation included Senior Vice President and Chief Financial Officer, Vice President and Chief Financial officer, and Vice President and Treasurer. Prior to joining the USG Corporation as Assistant Treasurer and Director, Corporate Finance, Mr. Fleming held numerous senior financial positions at Masonite Corporation, which was acquired by USG in 1984. These positions included Vice President of Finance and Chief Financial Officer, Vice President of Planning and Treasurer, and Assistant Treasurer. Prior to joining Masonite in 1973, Mr. Fleming held several positions with Graco, Inc., including manager, banking and foreign exchange, and manager, pension and insurance.

In addition to being a member of the UCAN for over ten years and current Chairman of Board as well as former Treasurer of the Board and active member of the agency's Finance Committee, Mr. Fleming is a director of Columbus McKinnon Corporation and current Chair of its Audit Committee. He is also a director of in3media, inc; a trustee of the USG Foundation; a director of the Museum of Broadcast Communication; and past president and former member of the Board of the Child Welfare League of America. He also serves on the Board of Governors of the Metropolitan Club of Chicago.

Vice Chair

Jeff Palan is the Senior Vice President of the Premier Customer Network for the North America Field Services organization, the largest line of business in the SAP America, Inc. organization. He is responsible for positioning SAP's high-value services offerings within the company's largest global accounts. Mr. Palan is a key player in the partnership orchestration of the Services Portfolio and collaborates with the SAP License sales teams to ensure SAP customers maximize their license software investments throughout their implementation project to achieve value.

Mr. Palan has almost 25 years of progressively increasing responsibility in selling and delivering Enterprise Resource Planning, Supply Chain Management, Customer Relationship Management, and B2B eCommerce solutions and services. Mr. Palan joined the SAP Field Services team in 2005, where he was the Midwest Vice President of Sales. As the SVP of the Premier Customer Network, Mr. Palan is the Executive sponsor at several strategic customers. He also sits on many Executive and Program steering committees.

Prior to his tenure with SAP, Mr. Palan held sales and delivery management positions with PeopleSoft, Comergent Technologies and JD Edwards. Throughout his career, he has shown proven revenue and profit building skills, evidenced by repeatedly earning admission to his respective employer's Presidents Club programs.

Mr. Palan earned his Bachelor of Science in Information Systems degree from the University of Colorado. Mr. Palan is the current Chair of the Board Development Committee.

Co-Vice Chair
As Director of Information Systems Strategy, Global Marketing Solutions for Mondelez International, Markell Bridges leads the development, implementation and performance measurement of the strategy for the Information Systems organization. In addition, he provides the leadership that governs the support of software applications across the enterprise.

Prior to his current position, Mr. Bridges completed his second international assignment. Based in Paris, France, he served as Director EU (European Union) and EEMA (Europe, Eastern Europe, Middle East and Africa) Geographic Competency Center within the Information Systems organization for Kraft Foods. Mr. Bridges provided the day-to-day oversight for application management within the region and outlined organizational strategies for the support and delivery of application services across the region.

His career at Kraft Foods began in February 1993, as a Business Consultant. Mr. Bridges supported the development of the Kraft's Human Resources and Payroll Systems. During his time in HR Systems, he was instrumental in leading the way for new technologies in the internet space. His leadership led to the launch of several leading edge web-based applications for Kraft Foods.

In 2000, he began working for the Kraft Food Services Division as an Associate Business Systems Manager. And in 2002, Mr. Bridges was given the opportunity to work in Vienna, Austria. In this role, he was responsible for the leading the implementation of the Kraft Foods Global Human Resources System, across the CEEMA region (Central & Eastern Europe, Middle East and Africa).

Prior to joining Kraft Foods, Mr. Bridges worked for McDonnell Douglas (now Boeing) in St. Louis and prior to this he was a High School Mathematics teacher in the Chicago Public Schools System.

Mr. Bridges active involvement at Mondelez extends beyond his job. He has served as a member of several committees & councils and has led many community initiatives, manifesting his strong commitment for developing others and giving back to the community.
In addition to serving on the UCAN Governing Board, his involvement in the community includes having served as president of one of the Chicago area graduate chapter of the Alpha Phi Alpha Fraternity, Inc. and remains active with his university alumni association. Additionally, Mr. Bridges is a member of ITSMF (Information Technology Senior Management Forum); he is

a life member of the National Black MBA Association; and he has participated in Big Brothers and Big Sisters.

Mr. Bridges holds a Bachelors of Science degree in Computer Science from the University of Arkansas in Pine Bluff, AR, and a MBA in Management from Lindenwood College in St. Charles, MO.

Treasurer
Mr. Fennessy is the Vice President of Operations with administrative oversight and strategy development for Supply Chain, Laboratory Services, Pharmacy, Support Services (i.e., EVS, Facilities, Nutritional Services, Security and Patient and Employee Transportation) and Northwestern Healthcare Corporation, which supports the quality and managed care contracting services for 800 contributed faculty and physicians within the NM System.

Prior to his current responsibilities, Mr. Fennessy served in various management positions within the Finance division at Northwestern Memorial Hospital. Mr. Fennessy received his Bachelor of Science degree in Business Education from Western Illinois University (1977) and his Masters of Business Administration from DePaul University (1984).

He is a member of the Healthcare Financial Management Association and American College of Healthcare Executives and serves on various community boards and committees that include his role as a current Board Member and Past President of the Morton College Foundation, a Board Member of the UCAN Board of Directors and current Chairman of the Finance Committee.

In addition, the current 22 member Board of Directors has direct experience providing oversight to a Chicago Public School, with the agency's "UCAN Academy", an innovative first through twelfth grade year-round therapeutic day school. This school provides a special education curriculum used by experienced staff to help students who have experienced difficulties in previous school settings and who benefit from a smaller, more individualized classroom setting.

Formerly named Uhlich Academy and High School, UCAN Academy is the largest and one of the most recognized therapeutic day schools in the area.

c. Legal Compliance and Ethics Policies
Specify where and how frequently the Board/Body plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Act, and the Freedom of Information Act.

UCAN's Board Calendar has been included as an appendix. The Board of Directors meets at 3737 N. Mozart Street in Chicago. It is our understanding as a 501(c)3, we are not subject to the Open Meetings or Freedom of Information Acts.

Provide a draft Ethics Policy for the proposed school or program's Board/Body members, directors, officers, and employees.

The Ethics Policy has been included as an appendix.

Describe how the Board/Body will identify and address conflicts of interest. Identify any existing actual or perceived conflicts of interest among the proposed Founding Board/Body members, and explain how the design team/Founding Board/Body plans to address them. Include a draft Conflict of Interest policy that establishes safeguards to prohibit any of the proposed school or program's Board/Body members, directors, officers, employees, agents, or family members from having a private interest, direct or indirect, or acquiring any such interest directly or indirectly, which would conflict in any manner with the school's performance and obligations under the Charter School Agreement, Contract Agreement, or ALOP Agreement. The policy may be separate from, or included in, the Ethics Policy above.

Each member of the UCAN Board of Directors and any Advisory Board member who is a member of a Board committee (referred to in this policy as Committee member) shall sign the UCAN Board Conflict of Interest Policy upon being elected/appointed to the Board (or committee) and annually thereafter. The Board/Committee member will not participate in board activities prior to the Conflict of Interest being reviewed and signed.   The signed policies will be on file in the UCAN corporate offices. The members of the Board/Committee Board shall have no direct or indirect interest in the assets or leases of the Agency. No member shall receive honoraria or derive any personal profit, directly, by reason of his or her membership to the Board/Committee or because of services provided to the Board. Any member who individually or as part of a business or professional firm is involved in business transactions with or current professional services to the Agency shall be considered to have a potential conflict of interest.

Whenever a conflict of interest of any member of the Board/Committee may exist relating to a contract or other transaction, the Board/Committee member affected is expected to make a prompt and full disclosure of that interest. Each Board/Committee member must disclose to the Board any personal interest which he or she or any member of his or her immediate family may have in any current or potential matter before the Board and refrain from participating in any decision on such matters. If a potential board conflict is discovered by a member of the UCAN leadership team, they are to identify this potential conflict to the CEO.

Upon declaration of a potential conflict of interest, the Board of Directors shall begin to review the details of the potential conflict. The Board/Committee member shall not participate or vote on any matters related to this potential conflict other than to present factual information or respond to questions regarding the potential conflict. UCAN management will provide as part of this discussion its analysis of the potential conflict and whether or not the financial arrangement in discussion is at market with acceptable risk and/or is beneficial to UCAN. The Board of Directors will, by majority vote, decide whether to move forward or not with the arrangement in question. The minutes of the meeting shall reflect the disclosure, the votes thereon and, where applicable, the abstention from voting and participation.

There shall be no familial relationship between the Chief Executive Officer, the President/Chief Operating Office and the Chief Financial Officer. No member of the CEO's, President/COO or the CFO's immediate family may serve on the Board of Directors. No immediate family member

of any Governing Board member may serve as CEO, President/COO, CFO, or an independent contractor of the Agency.

UCAN management will maintain a list of all such approved agreements to be reviewed annually by the Board of Directors.

d. Board Development
Identify the desired composition of the Governing Board/Body, including key skills and constituencies that will be represented. If an existing operator is proposing a new school/campus or additional grade levels, describe any additional skillsets that the Board/Body may try to acquire to support the growth, and/or any professional development that existing Board/Body members may receive. Charter schools are required to describe the nature and extent of parent, professional educator, and community involvement on the Board (105 ILCS 5/27A-7(10)).

The agency Board of Directors currently under the aegis of the Board Development Committee continually assesses the diversity and varied skillset of the current Board of Directors in order to ensure that the Board of Directors has the fundamental strengths to ensure the current goals of the agency and future stewardship of the agency's vision and mission.

The committee annually reviews the mission, vision and strategic plan to determine any potential new skills, personal contacts or other attributes future board members will need to possess in order for the Board of Directors to do its part in advancing the strategic plan. Concurrently, the committee will analyze the current structure of the Board of Directors including key factors such as sought after expertise, knowledge, skills, experience as well as relevant demographic factors. These tasks are achieved by the development of a Board of Directors Skills Composition Matrix.

Review of the Board of Directors Composition Matrix in addition to the identification of key strengths of the Board will also identify key gaps in the skills matrix, which is continually reviewed by the Board Development Committee in conjunction with agency's Strategic Plan in order to identify areas of opportunity for potential board membership. These gaps are shared with the full board on an ongoing basis in order to broaden the search network for potential candidates in order to ensure that the Board not only has the current capacity to achieve its strategic goals but also its future strategic directions in order to ensure the ongoing viability of the organization.

The CEO, President/COO or any member of the Board of Directors may initialize recommendations for board candidacy; proposed candidates' names are then forwarded with the candidate's curriculum vitae to the committee for review and discussion. Upon a recommendation being approved by the committee; the CEO and/or President/COO initiates a preliminary meeting with the candidate in order to discuss the roles and responsibilities of the Board of Directors with a member of the committee. Upon review of the proposed candidate's vitae and the results of the initial meeting and following through review by the Board Development Committee the candidate is then is formally recommended by the committee to the Board of Directors for official approval of membership.

The committee annually evaluates individual director membership based on consistent attendance at regular board meetings, active participation on at least one committee, participation in the fund-raising activities of the organization in a manner appropriate for that member and relevancy of member's skills for achievement of the organization's strategic goals. These tasks can be achieved by development and analysis of an annual Board of Directors Self-Assessment Survey.

The committee ensures UCAN's commitment to diversity and inclusion and will ensure that there is no discrimination on the basis of, but not limited to, ethnicity, language, race, age, ability, sex, sexual or gender identity, sexual orientation, family status, income, immigrant or refugee status, nationality, place of birth, generational status and political or religious affiliation.

Provide a plan and timeline for recruiting a Governing Board/Body prior to school opening and thereafter that represents the diverse skillsets, experience, and backgrounds required for rigorous school or program oversight. In particular, detail how Board/Body members with skillsets that are not yet represented on the founding Board/Body will be recruited. Identify any existing relationships with individuals or organizations that the design team can leverage as it develops its Founding board/body.

UCAN's Governing Board is currently responsible for program oversight at UCAN Academy, UCAN's therapeutic day school. We are confident that we could provide the appropriate level of oversight for an ALOP.

Specify the process by which Board/Body members have been selected and will be selected in the future.

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strategic goals but also its future strategic directions in order to ensure the ongoing viability of the organization.

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Discuss the design team's role in interacting with, or participating, in the Founding Board/Body during the start-up of the school, and after school opening. Describe a transition plan and associated timeline, as the Founding Board/Body becomes the working Board/Body.

UCAN has a currently functioning Governing Board that will serve as the Board for UCAN Tech.

Describe any orientation and ongoing training that Board/Body members will receive, including a timeline for training and topics to be addressed.

Board members are given a comprehensive orientation to the agency upon approval of their candidacy by the parent Board of Directors. This orientation includes a review of the agency's general profile, history, core values, vision and mission and client demographics as well as an overview of current agency programs. In addition, this orientation gives new members an understanding of the Board's own internal structure including an overview of the agency's various subsidiary Boards and Board subsidiary committees. The responsibilities of the governing board are likewise reviewed at this comprehensive orientation in addition to a review of the agency's diversity initiative.

e. Accountability
Provide a narrative description of an attached comprehensive organizational chart, which should clearly describe the lines of authority and reporting structure of the school or program leadership, management organization (if applicable), and any school or program advisory bodies or family/teacher councils (if applicable), to the Governing Board/Body. Explain the rationale for this proposed structure.

The proposed structure of UCAN Tech is based on UCAN's Academy structure. The Vice President of Educational Services reports to UCAN's Executive Team and the Governing Board. In turn, she is responsible for supervising the Nurse, the School Principal, Tec Services, and Professional Mentors and Student Teachers.

The School Principal supervises the majority of the staff, including the Administrative Assistant, Teachers, Social Worker, Supervisor/Intake Coordinator, and Program Coordinator/Data Specialist. The Social Worker will supervise the Student Support Specialists and the Post-Secondary Counselor. The Supervisor/Intake Coordinator will supervise the Recruiting Specialist. The Program Coordinator/Data Specialist supervises the Data Support Specialist.

How will the Board/Body evaluate the performance of the network (if applicable), and school or program leader(s)?

The Board annually evaluates the performance of the CEO against the goals of the strategic plan. The Board evaluates the performance the program leaders through its committee structure. Programmatic elements are reviewed through the Board Program Committee and fiscal performance is reviewed through the Board Finance Committee.

Program Dashboards highlight each program's progress by identifying key outcome indicators, which speak to the program purpose. These indicators are tracked and analyzed using internal databases and spreadsheets. Results are summarized and shared quarterly with UCAN's staff and Board of Directors. In addition, the Dashboard report highlights program successes and strengths, as well as identified issues/concerns, along with plans for improvement. Dashboards are also used to communicate outcomes with other stakeholders.

Explain how the Board/Body will evaluate its own effectiveness on an ongoing basis. What expectations will there be for Board/Body membership and what clear, measurable goals and metrics will the Board use to evaluate itself? What actions would trigger removal from the Board/Body, and what process would guide removal?

Board Member Responsibilities
The Board of Directors is comprised of individuals who are knowledgeable of the agency's mission and who have professional skills or special experience essential to making broad policy decisions and providing oversight to the financial well-being of the organization.

Board members are elected to a term of office for two years by a majority vote of those members attending any duly convened meeting at which a quorum is declared to exist.

The Board of Directors is expected to understand the mission, core values and strategic goals and programs of the agency in order that appropriate decisions can be made concerning ongoing stewardship of the organization. In addition the Board determines the goals and objectives of the organization in a strategic planning process to accomplish the mission of UCAN.

The Board also determines the policies of the agency and ensures that such policies guide the CEO in carrying out his responsibilities. The Board determines and adopts specific policies with the input of the CEO and Executive Management along with monitoring, evaluation and implementation of said policies at regular intervals.

The Board of Directors is made aware that they are legally responsible for the decisions made both by the Board and agency staff and are to be aware of all organizational activities. Board members are to be dedicated towards ensuring that policies are relevant, on target and meet the needs of the agency's vision and mission.

Likewise, the Board of Directors provides general supervision and oversight of agency finances and is responsible for approving the organization's annual budget and reviewing the results of an annual audit.

Board members also oversee the planning of outcomes and goals outlined for the agency and continually evaluate the organizational strategic plan to ensure that UCAN accomplishes its vision and mission.

The Board understands that it delegates authority and responsibility for organizational management and policy implementation to the CEO. The Board evaluates the performance of the CEO in writing annually against established performance criteria that are linked to the organization's long-term strategic plan. On an annual basis, the Board shall review the fairness of the CEO's compensation and benefits.

Each Board member is expected to participate fully and openly in all board and committee meetings. In order to participate fully, it is critical to that member's be in attendance at a majority of meetings.

Ongoing tracking of member's attendance is captured by agency staff and forwarded to the Board Development Committee. Members who have excessive absences are contacted the relevant members of the Board Development Committee who assess the member in question continued commitment to the organization.

Should it be deemed that either the member is no longer able to ensure their ongoing commitment to the organization, they may be asked to step down from the board, a more appropriate placement on a subsidiary agency board may be determined to be more conducive to the member's current ability to contribute or the member's term of office may not be forwarded to the parent board during its annual class renewal.

In addition members' understand that it is their responsibility to attract funding resources to ensure the financial stability of the organization. Personal involvement and commitment is critical, and contributions of time, talent and resources are understood towards become an investment enabling the organization to achieve its vision, mission and long term strategic goals.

As the governing body of the organization members understand the importance of communicating, marketing, advocating and presenting a positive public image to the community on behalf of UCAN.

Finally, UCAN has a policy prohibiting the receipt by the Board of Directors or members of the Board of any gift or other offering of more than nominal value and any offering that might be

considered as influencing the performance of agency's operations. Each member is required to annually confirm this code in writing.

Annual Evaluation
The Board annually evaluates its performance and effectives via confidential survey, which is annually reviewed and administered by the Board Development Committee. Survey questions revolve around the effectiveness of meeting logistics, assessment of the understanding of the Board around fiduciary, strategic and programmatic initiatives. Survey results are analyzed against national benchmarks, vetted through the Board Development Committee and forwarded to the full Governing Board for review, comment and discussion in order to further strengthen ongoing effectiveness of the Board.

In addition, each subsidiary committee of the Board completes a similar annual confidential self-assessment survey. Survey results are tracked by agency staff, reviewed by the requisite chairperson of each committee and forwarded to the full committee in order to ensure the ongoing effectiveness of each committee. Finally, each committee on an annual basis reviews its own charter and standard agenda items in order to ensure its ongoing effectiveness and it's alignment with the agency strategic plan, agency vision and mission and the programmatic and operational needs of the agency.

Finally, the Board of Directors holds an annual strategic half-day retreat in which in reviews its own effectiveness as well as reviews current initiatives as well as the long-term strategic goals of the agency. In addition, the during this half day retreat, the Board invites members of all subsidiary boards, members of the Senior Leadership Team and other key stakeholders including, clients, community activists, key funders and major donors as well as local, regional and national experts from various aspects of key agency initiatives.

Section 4: Economic Soundness
4.1. School Budget
a. Financial Forms
Complete the budget workbook. Instructions are provided on the first tab of the budget workbook. Assumptions should be clearly detailed in the budget workbook. If the space on the Excel worksheet is insufficient for any given budget line, include an explanation in the budget narrative. Financial forms that do not include assumptions will be considered incomplete. If you are an existing national operator, see additional budget requests in Section 5: Existing National Management Organizations.

See budget workbook for the budget and budget narrative for assumptions.

b. Budget Narrative
Include a budget narrative that provides a high-level summary of the budget, and describes how the budget reflects the mission, vision, education plan, and overall strategic development of the proposed school or program. Discuss how resources will be used to support identified school or program priorities and specific student needs, including any changes in funding over the first five years of the school's existence.

In the 2015-2016 school year, UCAN will finalize contract negotiations on the location. Once the location is secured, the year will be spent renovating/retrofitting the space ($50,000), purchasing and setting up furniture ($40,000), and securing technology equipment ($75,000). The technology for the school, including a computer lab, will be set up for use.

We assume the 91% eligibility rate for SGSA revenue provided in the instructions will be realized. We are uncertain how difficult it will be to reach this expectation.

UCAN Tech will open to students during the 2016-17 school year. 135 students will be enrolled. As the school grows, (160 in year 2, 180 in year 3, 200 in year 4, and 220 in year 5), staffing will expand to accommodate their needs. UCAN will continue to engage the community and seek support from CPS to meet enrollment goals. Please see the organization chart, job descriptions, and staffing plan for detailed descriptions of the number of staff and their responsibilities. Staffing will include the Vice President of Educational Services, a Principal, a Supervisor/Intake Coordinator, Data Support Staff, Administrative Assistant, Student Support Specialists, Teachers, School Social Worker, Post-Secondary Counselor, Recruiting Specialist, Program Coordinator/Data Specialist, and Data Support Specialist. TEC Services, Substitute Teachers, and a Nurse will serve as program consultants.

Fringe is included as 22.35% of salaries.

Other contractual services include funds for substitute teachers, student testing and additional consulting positions to be filled as needed.

Staff development is included each year for conferences and workshops, as well as internal training.

Program supplies include office supplies, food for the students, student awards and incentives, books and school supplies, and instructional equipment.

Occupancy costs include property and building insurance, utilities, janitorial, waste disposal, and rental/lease costs.

Recreation activities (exposure outings) are also included.

Direct administration costs include telephone and cellular, data connection, postage and shipping, and printing.

Funds are included for staff recognition and awards.

Indirect costs include items such as Human Resources, Information Technology, Finance, Administration, Facilities, and Quality Improvement staff and associated costs. It also includes umbrella insurance for the agency, as well as other agency-wide costs.

All lines scale up as enrollment grows, and focus on our priorities to provide technology based education for our students that leads to successful post-secondary academic or career goals.

c. Development Plan
Include a description of additional revenue needed to maintain financial viability, including detailed assumptions behind the calculation of projected need (including the amount). Identify existing relationships with potential funders; indicate current levels of interest, and present contingency plans in the event that development goals are not realized.

In each program and neighborhood we serve, UCAN has a targeted development and fundraising approach that recognizes our clients' unique needs and opportunities. UCAN matches these characteristics not only with federal, state, county and local governmental funding opportunities, but also with individuals, corporations, foundations, and family trusts who have demonstrated specific particular historical commitments. In each geographical region served by UCAN, we have multiple funders and build upon existing revenue streams to increase private sector philanthropy and government commitment.

UCAN expects to raise $42,000 per year to support UCAN Tech in years 2 – 5. UCAN will use internal resources to fund the cash deficit in the early years, anticipating an operating surplus in later years, which will net to a $0 cash impact for the entire six year period.

UCAN will also seek additional resources to enhance program services. For example, we will seek funding for jobs programs, technology, expressive arts, and mentoring.

4.2. Financial Controls
a. Financial Monitoring
Describe plans to ensure fiscal soundness and legal compliance for the proposed school or program. Specifically, address the financial monitoring process that the Board will use to receive updates on the school or program's financial position. Who is responsible for directly managing and overseeing the school or program's budget? If applying for a charter, Illinois Charter Schools Law (105 ILCS 5/27A-5(f)) requires charter schools to submit an annual audit of school finances conducted by an outside, independent contractor.

UCAN employs a finance team of ten staff who are overseen by a Chief Financial Officer who is a Certified Public Accountant. The organization is skilled at providing required invoices for services rendered at regular intervals, completing quarterly draw downs, and managing large contracts. UCAN has experience managing the program and financial aspects of city and other government grants, and experience successfully operating programs on a cost-reimbursement basis. UCAN utilizes Microsoft Great Plains Dynamics to manage accounting responsibility and manage payroll and has most capabilities seen in many for-profit companies. A successful financial management system is employed which uses cost-centered accounting principles. This allows the agency to manage multiple funding sources, government contracts and fiscal reporting in a coordinated and efficient fashion. Designated finance staff work closely with program staff who make expenditures to ensure that expenses are appropriately charged to each grant and fall

within allowable costs according to the funding source. UCAN completes both an independent audit and an A133 federal audit each year. McGladrey LLP serves as our auditor. UCAN maintains a robust set of internal controls which are reviewed yearly by our auditors. The Finance Committee and the Governing Board both receive financial reports monthly. Those include a budget to actual analysis by major program category, that is organized both by month and year to date.

4.3. Facilities
a. Facility Plan
Describe the plan to secure an appropriate facility for the school or program.
The design team has visited a potential site at 2315 W. 24th Place. At this time, we are considering this an alternate site, due to its location in Little Village/South Lawndale. We are working with a realtor to locate additional sites in Austin. UCAN also has a Family Works program located at 5420 W. Roosevelt, and is exploring the possibility of renting additional space in this building.

b. Space Requirements
Provide an overview of the space requirements needed to successfully implement the proposed school or program, including a description of how the proposed site will need to evolve to support the school or program as it grows.

The design team anticipates that the school will need 10,000 square feet. We've included a budget assumption that this space will cost $12 per square foot. At this time, we are unsure that this cost is adequate for our needs. We anticipate a need for eight classrooms, a small library, a lunch room, two computer labs, two to three bathrooms, five offices, and a large meeting room. This plan will allow us to grow from our first year, with 135 students, to our maximum enrollment of 220.

c. School/Program Site

Provide an overview of each proposed site and include the following supporting materials:
• The address and a general description of the property, including its current owner and
previous use.
• An Inspecting Architect's Report completed by a CPS-approved architect.
• 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.
• Evidence that the site is or will be secured (Letter of Intent or MOU) and a description of your
design team's plan to meet lease or purchase requirements.
• A plan detailing how rehabilitation work will address issues raised by the architect, meet
applicable building codes, and support the proposed school's or program'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; and
• A completed Sources and Uses of Funds Report for Facility Development, and the planned
funding mechanism to cover projected costs.
• The address and a general description of a secondary or back-up facility, including its current
owner and previous use.

At this time, we are not proposing any sites. We will continue to explore possible sites with our
realtor and submit an update at Tier 2.

Section 5: Existing Management Organizations (MOs)
This section is not applicable.