1. **Please provide updates to any of the following sections of the Tier 1 RFP, if your Design Team’s plans have evolved in the timespan between Tier 1 submission on September 30th and Tier 2 submission.**

**The following is intended to supplement (not replace) the original response:**

**1.1. Parent and Community Engagement/Need in Targeted Community**

**a. Parent and Community Engagement (Preparation of Proposal):**

(i) Describe and provide evidence of how your Design Team notified community stakeholders and parents/guardians of the development of the proposal to open a new school. List the types, dates, locations, and number of outreach activities in the proposal narrative or in a *Parent and Community Engagement and Support* attachment. (Please see pp. 1-2 of the Answer Manual for examples of possible forms of evidence of notification).

Since the submission of the Tier 1 proposal, Chicago Education Partnership (CEP) has proceeded with the intensive community engagement campaign that we initiated with the release of the RFP. Through these efforts, we continue to receive tremendous support for and positive feedback regarding our proposed school. We have held and/or attended the following meetings and events:

|  |  |
| --- | --- |
| **Date** | **Activity** |
| 10/19/13 | Held a Parent and Community Advisory Council meeting. Ten members of the council were in attendance and provided targeted feedback. |
| 10/22/13 | Presented at a Community Action Council (CAC) meeting. Eight people were in attendance. |
| 10/28/13 | Presented at a By The Hand Club For Kids parent meeting. Seventeen parents were in attendance. |
| 11/5/13 | Presented at the Austin Childcare Providers’ Network with 30 people in attendance. |
| 11/12/13 | Presented at the Leaders Network meeting with 25 people in attendance. |
| 11/16/13 | Held a Parent and Community Advisory Council meeting with six people in attendance. |
| 11/23/13 | Presented at the Building Healthy Families event with 59 people in attendance. |

In addition to these group meetings, we continue to meet with community stakeholders, including elected officials, leaders of faith-based organizations, leaders of community-based organizations, local business leaders, social service agencies, and principals of nearby Chicago public schools. Through these meetings, we have further developed an understanding of the community’s priorities as described below.

(ii) Explain the role of parents/guardians and community members in providing input into the proposed school, the form and nature of the feedback, and the process for incorporating the feedback into the proposal. In the proposal narrative or in a *Parent and Community Engagement and Support* attachment, list the specific suggestions or input received, and explain whether or not the feedback was incorporated into the design of the proposal. If incorporated, please cite how.

*•*  In a *Parent and Community Engagement and Support* attachment, include:

o (i) Evidence of notifying parents/guardians and community stakeholders of the proposal

o (ii) Examples of written or other communications that specify how parents/guardians

and community stakeholders can provide comments on the proposal/proposed school

o (ii) A detailed record (e.g. in a table or spreadsheet) of the specific feedback that the Design Team received, which cites whether and how the feedback was incorporated into the proposal

We continue to solicit feedback from all stakeholders at meetings and through a variety of mechanisms, including email, text message, Facebook, electronic newsletter, and an onsite suggestion box. To date, the feedback that we have received has been overwhelmingly positive and supportive of the school plan. Through our many interactions, stakeholders have consistently stated their interest in and demand for the key components of our school design, including:

* Character development
* Personalized and individualized learning
* A culture of high expectations
* High academic standards
* The partnership between the school and By The Hand Club For Kids
* A safe and nurturing environment

The feedback we have received has also provided us with several key insights into parents’ and community members’ priorities for a new school in the Austin neighborhood. Specifically, parents and community members have stressed the importance of:

* Hiring high quality teachers who hold state certification
* Hiring African American staff
* Implementing a strong discipline policy
* Deep and meaningful parent engagement
* Opportunities for parents to access wraparound and supportive services through the school

We believe that our Tier 1 proposal addresses many of the priorities noted above. For example:

* Our budget assumes that 100% of teachers will hold state certification
* Our recruitment and hiring plan recognizes the importance of hiring a diverse staff
* We will implement a Positive Behavioral Interventions and Supports framework coupled with the Chicago Public Schools Student Code of Conduct
* We have described a robust parent involvement plan that includes: quarterly parent workshops, quarterly parent-teacher conferences, a Parent Advisory Committee, and home visits

Please see the response to Question 2 for a description of how we have incorporated the feedback related to providing parental access to wraparound and supportive services into our proposal.

**1.1.b. Description of Need in Targeted Community:** Describe the community (e.g. demographics,

assets, challenges, relevant history, etc.) and the specific population of students that your proposed

school intends to serve. Explain and cite evidence of the unique educational needs of the community,

parents, and specific population of students (please see p. 2 of the Answer Manual for examples of

possible forms of evidence). How does the proposed school align with community needs and

expectations, including those voiced by parents and stakeholders during the community engagement

process?

*•* If applicable, (e.g. in the case of stakeholder survey data), include evidence in a *Parent and*

*Community Engagement and Support* attachment

Through our community engagement process we have heard directly from scores of parents and community members a strong desire and demand for high-quality school options in the Austin neighborhood. As discussed above, they have expressed excitement and support for our school model and find value in our partnership with By The Hand Club For Kids. To validate these findings, we retained We Ask America to conduct a poll of Austin residents regarding key aspects of our proposal. They found that (please note that the following findings have a margin of error of +/- 6.6%):

* 94% of respondents believe that the availability of after-school programs, medical and mental-health services and other high-quality services would have a positive effect on learning.
* 69% of respondents believe that using technology to personalize instruction is a good idea.
* 92% of respondents believe that it is important for schools to emphasize instruction on values and character development.
* 85% of respondents would support a brand new school that offered added services, improved technology and an emphasis on character development.
* 80% of respondents would send their child to such a school if one was open in their community.
* Finally, in response to the question: If a school opened in your community with these programs, would you be more or less likely to support the school if it were a public charter school? 70% of respondents would be more likely to support the school.

This poll demonstrates that there is overwhelming support for a new charter school in the Austin neighborhood that offers an after-school program, utilizes technology to personalize instruction and emphasizes values and character development.

In addition, through our continued research, we have learned that approximately 12,000 five to fourteen year old children are leaving the neighborhood to attend schools outside of Austin.

**1.2. Evidence of Parent and Community Support in Targeted Community**

**a. Evidence of Parent Support in Targeted Community(ies):** In the proposal narrative or in the *Parent and Community Engagement and Support* attachment, provide evidence of support for the proposed school among prospective parents with school-aged children in the proposed community(ies) (please see pp. 2-3 of Answer Manual for a list of recommended types of evidence to gauge parent support).

*•*  In a *Parent and Community Engagement and Support* attachment, include evidence of support for

the proposed school among prospective parents.

**b. Evidence of Community Stakeholder Support in Targeted Community(ies):** Identify community- and faith-based organizations, leaders, cultural institutions, and/or businesses with which the Design Team has corresponded and/or that have pledged support for the school. Provide evidence of support from community organizations and stakeholders (please see page 3 of the Answer Manual for examples of appropriate forms of evidence).

*•*  In a *Parent and Community Engagement and Support* attachment, please include evidence of community support for the proposed school.

Throughout October and November, we continued to develop momentum in the community and met with strong support from all sectors. We are especially encouraged that we now have more parents (208) with age-appropriate children interested in sending their children to the proposed school than we have capacity (180) for a school that will not open until fall 2015.

In addition, we have received support from key community organizations and pastors, including: BUILD, New Moms, Windy City Word (founded by long-time community activist, Mary Denson), and Reverend Ira J. Acree, Senior Pastor of Greater St. John Bible Church.

To date, we have received:

* 414 signatures on our petitions (73 more since Tier 1)
* 222 intent to enroll forms (186 more since Tier 1)
* 30 letters of support (four more since Tier 1)

Please see Tier 2 Appendix A for additional petitions, intent to enroll forms and letters of support.

**1.3. Future Plans for Parent and Community Engagement and Partnerships *(Once in Operation)***

**a. Key Community Partnerships:** Describe the role of community partnerships that will provide key academic or non-academic services, supports, or opportunities for students throughout the first five years of the school. Explain: (i) the nature, terms, and scope of service of any partnerships (please see page 3 of the Answer Manual for specific information that should be included about each partnership), ii) how such partnerships will further the mission and vision of the school, and iii) who will be responsible for managing and cultivating these partnerships.

*•* In a *Parent and Community Engagement and Support* attachment, please provide evidence of any

partner organization’s commitment.

In addition to the partnerships that we included in the Tier 1 response, we are committed to securing partnerships to provide students and families with a wide range of supportive and social services. By The Hand Club has an extensive resource of agencies and organizations that can provide support in the areas of:

* Child care
* Pregnancy
* Documentation assistance
* Accessing donations
* Employment
* GED classes
* Financial assistance
* Food
* Health, vision and dental care
* Mental health services
* Housing
* Legal aid
* Utility assistance

By The Hand will work closely with Chicago Education Partnership to ensure that these services are made available to all families who attend the school. A complete listing of these resources is attached as Tier 2 Appendix B.

In addition, to further support families, we are in the process of developing partnerships with the following organizations:

* Parent Power Chicago, a non-profit organization dedicated to helping parents find the best educational and cultural resources to help their children succeed in school
* Bethel New Life which offers parenting courses and mentorship for new parents, including how to support a child's education, job development training and certifications, and GED classes.
* Erikson Institute Center for Children and Families, a graduate school in child development and education, that offers education and resources for parents of children ages 0 – 8.
* Dominican University, a premier Catholic university located in River Forest, near Chicago's west side, and repeatedly named among the top master's-level universities in the Midwest for academic excellence and its continuing commitment to social justice. University staff, such as Patricia Abernathy, RDN, LDN, are active in the community providing educational supports to develop parents holistically. For example, Dominican University, one of a dozen partners, taught a “Cooking Nutritious Meals” class at the “Building Healthy Families” event hosted by Chicago Education Partnership and By The Hand Club on 11/23/13.

The Principal-in-Residence will be responsible for developing and maintaining relationships with these and other external partners.

**b. School Involvement in Community:** Describe your Design Team’s vision for establishing the school as a pillar in the community once in operation and explain how the school leadership team will execute this vision. Specifically: (i) Describe any services, resources, programs, or volunteers that the school will provide for parents/guardians community members once in operation. (iii) If applicable, the parent and community plan should clearly address any community tension that exists surrounding the opening of a new school.

We do not have any updates to this section.

***2.2 Design Team Experience and Demonstrated Track Record in Driving Academic Success***

***a. Roles and Demonstrated Experience:***

The only update that we have to this section is that Michael Rogers’ title has been changed to Executive Director/Principal.

**The following should replace the original response to section 2.2.c.**

***2.2c. School Leadership:*** *(i) Briefly describe the proposed instructional leadership structure. (Note: the structure should align with the school-level organizational chart provided in Section 2.5.a). (ii) 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. (iii) If school leadership has been identified, please 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 experience running a school, please cite any school leadership programs or fellowships that they have completed or will complete prior to school opening.*

Chicago Education Partnership’s instructional leadership will be comprised of the Executive Director/Principal and the Principal-in-Residence. The Executive Director/Principal will assume overall responsibility for all aspects of the school, including both the organizational and educational leadership as well as the training and mentoring of the Principal-in-Residence. It is our intention to maintain this structure for the first two school years, at which point the Executive Director/Principal and the Board of Directors will evaluate the Principal-in-Residence’s capacity to assume the role of Principal.

**Michael Rogers, Executive Director/Principal**

As Executive Director/Principal, Michael Rogerswill lead the organization as a whole. He established the initial vision for the school, helped identify the core model components, and will assume ultimate responsibility to the board for the school’s success. He will be a visible leader, overseeing all aspects of the educational program, as well as managing board relations, funder relationships and many community partnerships. He will also manage, support and evaluate the school instructional and operational teams, will oversee the budget, and will direct the school’s development of systems crucial to support school growth. Additionally, Michael will manage the execution of the comprehensive school model in close collaboration with the school leadership team. In this capacity, Michael will:

* Be directly responsible for the academic and operational outcomes of the organization
* Develop and implement a rigorous, college preparatory educational program
* Recruit, hire and coach the instructional and non-instructional staff
* Create and lead the professional development program
* Mentor and develop the Principal-in-Residence
* Oversee management of the day-to-day operations of the school
* Oversee the school’s financial management

Michael has spent the majority of his career in the field of education. Michael has worked as a teacher, department head and, most recently, as principal of a K-8 school in the western suburbs of Chicago. He began working with youth as a Young Life leader in the mid-1980’s and has continually served kids in some capacity for over 25 years, including, most recently, volunteering for a number of years with By The Hand in the Austin community. Michael has a BA in political science from The University of Iowa and an MA in educational leadership from Aurora University.

Michael possesses the skills and experiences that we seek in an organizational and instructional leader. At By The Hand Club For Kids, Michael serves as the Managing Director for Strategic Growth. In this role he has shaped the strategic visioning for the highly successful organization and has successfully worked with the leadership team to develop and implement a strategic growth plan. Prior to joining By The Hand, Michael was the principal of Wheaton Christian Grammar School where he oversaw all aspects of the school’s educational program, fundraising and operations. As the educational leader, Michael implemented a large number of reforms that include a redesign of the school’s curriculum and instructional approach. Through this effort, Michael used a data and research-driven process to implement significant modifications to the instructional practices of the faculty and guided them in a benchmarking of the school’s curriculum to national standards. This direct experience in leading a school community through a complex and multi-year transition will be critical to Michael’s success in opening and guiding our school from launch through sustainability.

**Jennifer Richardson, Principal-in-Residence**

As Principal-in-Residence, Jennifer Richardson will be involved in all aspects of school leadership under the mentorship and training of the Executive Director/Principal. During her two-year residency, Jennifer will shadow the Executive Director/Principal in the management and oversight of the school’s instructional and operational teams. In addition, Jennifer will have primary responsibility for several key areas of the school’s operations, including:

* Establishing and managing school culture that both provides enough structure to allow students to flourish and also promotes a growing sense of independence and ownership of their behavior as they mature
* Implementing and overseeing the school’s Positive Behavioral Interventions and Supports framework and discipline policy
* Serving as the primary face of the school for parents
* Managing the school’s partnership with By The Hand Club For Kids
* Managing the school’s partnership with Cornerstone Counseling Center of Chicago
* Developing and managing other key school partnerships

Jennifer has been involved with the school planning and design and emerged as a strong Principal-in-Residence candidate because of her clear vision, her strong record in driving student achievement, and her unyielding belief in students’ ability to achieve at levels that put them on a path to college. She also brings instructional and curriculum expertise, a deep understanding of working with at-risk children, and an entrepreneurial spirit. Additionally, she possesses the necessary combination of an eagerness to embrace an innovative approach and grounding in the practical details of effective schools.

Jennifer has the background and skills that we seek in a Principal-in-Residence. She has extensive teaching and district leadership experience and, as site director for the By The Hand Altgeld site, she has direct experience working with the student population that we anticipate serving. Jennifer holds a master’s in school business management from Northern Illinois University, a master’s in education from Northwestern University and a Type 75 certificate.

As the site director for the By The Hand Club Altgeld Gardens site, she has demonstrated outstanding skills in the following key areas:

* Driving academic outcomes (please see the By The Hand data in response to section 2.2.b)
* Identifying, interviewing and selecting instructional staff
* Supervising, training and evaluating instructional staff
* Developing a strong culture, guiding classroom management and setting high expectations for students and staff
* Building meaningful relationships with the community and external partners, including principals of other schools
* Developing strong relationships with parents and students

During her residency, Jennifer will further develop these skills while gaining additional insight and experience in the day-to-day management of a high-performing school.

***3.2.c. Board Experience:***

We do not have any updates to this section.

Please note that we have attached proof of our 501(c)3 filing as Appendix C.

***4.1.c. Development Plan***

We do not have any updates to this section.

***4.3. Facilities***

We do not have any updates to this section.

**2. Please provide updates to any section of the RFP that directly tie to parent or community feedback.**

Parents provided feedback that they would like the school to provide access to wraparound and supportive services for families. In response to this feedback, we have modified the following sections of our proposal:

1.3.a. Key Community Partnerships:

Please see the update to this section in response to Tier 2 Question 1 response ( p 5).

2.1.g. Parent Involvement:

We have added the following:

**Parent and Family Supports -** Chicago Education Partnership recognizes that parents and families would benefit greatly from supportive and wraparound services beyond those that the school can provide. To this end, we will develop meaningful partnerships with social service organizations and other agencies that can meet the parent and family needs across a wide range of sectors. Please see the response to question 1.3.a. for a more detailed description.

Please note that we have received feedback in other areas that have already been addressed in the Tier 1 proposal submission.

1. **Please respond to the following three additional questions as a supplement to your original response in Section 2.4.c. Specialized Instruction:**
* **Please describe how the school will provide a continuum of services for students with disabilities.**

Our approach to the special education environment will begin with support through a continuum of services available to students with IEPs to meet their various needs. The continuum will offer a broad range of educational opportunities allowing each student to reach his/her maximum potential through education with peers without disabilities, to the greatest extent possible. CEP will ensure that we provide all students with an IEP, a Free and Public Education (FAPE) and will provide learning opportunities based on individual need.

CEP will offer instruction and support through a variety of methods. Moving through the continuum of services, and the Least Restrictive Environment (LRE), the IEP team will first consider placement in a general education classroom with consultative or collaborative support. This will consist of supplemental aids and services, including related services and specialized instruction. The team will provide necessary accommodations and modifications in the general education setting. This will allow us to provide a co-teaching approach to learning, including, but not limited to, team teaching, alternative teaching, and parallel teaching.

If students are not able to successfully access the general education curriculum through this method, CEP will offer part-time or full-time, small group instruction in an alternate setting to best meet the needs of the students. The IEP team will determine the amount of time appropriate for each student to receive support and instruction in each educational setting (general education or separate). The continuum will offer specialized instruction and services in a separate setting for ranges of time during the instructional day, including less than 20%, up to 60%, and above 60%.

* **How will you ensure that students are properly placed in the appropriate least restrictive environment (LRE)?**

The IEP team will carefully plan each student’s LRE based on information collected from the previous IEP year or through data gathered during the evaluation process. The team will evaluate present level performance, the interventions that have been put in place, and the level of success with those interventions. Chicago Education Partnership’s goal will be to educate each student in the general education classroom to the maximum extent possible and to offer all students opportunities to be included in instructional and extra-curricular activities with general education peers. The LRE will be reviewed and decided each year at the annual IEP meeting. The team will look at student strengths, progress on goals and benchmarks, achievements in the general education setting, and non-academic considerations. The team will review whether or not the student can access the curriculum in the general education class with supplementary aids and services put in place. In addition, the team will look at the benefits and/or disadvantages of instruction in the general education setting, whether or not students can meet individualized goals, and if behavior impacts the learning of the student or his/her peers when determining the LRE.

* **What strategies will you use and what actions will you take prior to changing a student’s LRE?**

The IEP team will collaborate and consult on each student and monitor his/her progress on an on-going basis. At a minimum, the team will evaluate progress during the designated IEP report card dates to determine progress in meeting IEP goals and benchmarks. If students are not successful in meeting goals, the IEP team will convene to determine the appropriate next steps. The team will consider increasing support in the current LRE through additional supplemental aids and services. However, if additional support in the current LRE is determined to be insufficient, the team will recommend changing the LRE to offer more appropriate support and services. CEP is committed to providing students with the appropriate support and placement to allow for growth and success. We acknowledge that students can move up and down through the continuum and the ultimate goal is to support their academic and social-emotional needs in the most appropriate setting.