

Request for Amendment –Youth Connection Charter School

Options RFP – Rincon Young Adult Learning Academy & SER YouthBuild Academy

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Question 3.1.a Please provide a sample contract that defines the terms and conditions of the relationship between the vendor delivering the educational services and YCCS.

Please find, submitted as an attachment with this response, a sample 5 year contract and a statement of key contract terms and conditions.¹ Please note that the attached sample contract is in the process of being updated and revised, to reflect the 2014 legislative changes to Illinois Charter Law as well as any new language and terms of agreement in the CPS-YCCS 5 Year Renewal Agreement. However, the basic terms and conditions between the vendor delivering educational services and YCCS will remain the same.

3.1.b Please describe the composition of the current non-profit boards for both SER and Rincon. For each, include: Basic description of infrastructure (number of members, meeting schedule, etc.); Description of current committee structure; Brief biography for each current board member; The role the board will play in oversight and support of the campus; Any changes the board intends to make to the structure, number of members, etc. as a result of opening a YCCS campus; Any priority areas for new members, and any training you plan to undertake to enable your board to better oversee and support the campus.

3.1.b.i Rincon Young Adult Learning Academy:

Non-Profit Board: Rincon Family Services (RFS)

RFS Board Infrastructure:

The RFS By-laws set the board as being up to 7 members. The current board membership is 5 (see brief bios, below). The board currently meets quarterly and reviews fiscal reports. The current board structure does not include committees, but consists of 7 lateral positions including a board chairperson, a treasurer, secretary, and four general board seats. The President/CEO also occupies a position as member of the board.

The RFS board will participate in oversight of the YCCS-RFS Campus by providing oversight on policies and procedures related to the running of the school as well as over the educational performance of the school. The board will be informed on the academic progress and standing of the campus with YCCS and its authorizer, and take actions when indicated, regarding the academic performance of the school as well as the fiscal management, compliance with education and charter law, and operations. As a result of opening an YCCS campus the current board structure will not be amended, but both vacancies that presently exist will be filled with education experts. RFS and the Avondale coalition currently is seeking a candidate for one of the positions who currently is the principal of a local school with partnerships with RFS. Training will be provided to the complete board on operational procedures related to the school and RFS Personnel and Policies and Procedures manuals will be updated to include all regulations required by YCCS. Multiple committees will be created, including one dedicated solely to RFS educational endeavors. The Education committee will be headed by

¹ See Attached, Sample 5 Year Vendor Contract.

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current board member Maria Rodriguez who has years of experience within the Chicago Public Schools. In addition RFS will form an education advisory committee which will include external experts who possess knowledge and experience in charter schools and education that can help steer the education committee and advance topics related to school programming, functioning, and best practices.

RFS Board Short Biographies

Hilda Frontany has been on the board at RFS since 2010 and is currently servicing as Board Chairwoman. Mrs. Frontany works for the Illinois Department of Human Services, where she has been for the last 4 years. Mrs. Frontany is community organizer and activist, and has received over forty awards for social or political activism and community service.

Lorenzo Sanchez has been a board member since 2005, and has previously served as Board Chairman. He currently is a Realtor at Baird Warner and has been there for 7 years.

Maria Rodriguez has been on the board of RFS for 17 years where she has previously served secretary and currently serves as the treasurer. Mrs. Rodriguez is now retired but served as a teacher for 34 years in the inner city of Chicago. For the last 20 years Mrs. Rodriguez has volunteered at Club Sponsor for ASPIRA, at Casa Puerto Rican for 4 years, and has volunteered at the Humboldt Park softball league since 1976.

Miguel Torres is a community resident who has been involved in insurance sales with American Family Insurance. Mr. Torres is a strong advocate with community issues and he also teaches dance to the community at large. Mr. Torres has been on the board for 3 years serving as the Secretary of the board.

Armando Reyes currently is a board member serving his 4th year. For the last 4 years, Mr. Reyes has been working for the Will County Health Department in the Division of Behavioral Health as Inventory Compliance Manager. Mr. Reyes has over 30 years experience in working with prevention and mental health as he worked in the IDHS in the division of Alcohol Substance Abuse Program.

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3.1.b.ii SER YouthBuild Career Academy:

Non-Profit Board: Central States SER (CSS)

CSS Board Infrastructure:

Board by-laws request that there are to be between 7 to 11 members at all times. Currently there are 7 members. The Board meets quarterly, and currently has 3 committees: Development, Audit and Finance. With the approval of the school, an Education Oversight & Compliance Committee will be created. The Education Committee will provide oversight to the school campus, including monitoring and providing oversight to the educational performance of the school. The board will be informed on the academic progress and standing of the campus with YCCS and its authorizer, and take actions when indicated, regarding the academic performance of the school as well as the fiscal management, compliance with education and charter law, and operations. Training will be provided to the complete board on operational procedures related to the school and RFS Personnel and Policies and Procedures manuals will be updated to include all regulations required by YCCS as well as Open Meetings Acts and FOIA law. In addition, it is envisioned that an advisory board for the school will be created with one of the permanent board members heading the committee. The other members will include a parent (s) student rep, local business representation and a community representative.

The board fully supports and endorses the school and previously submitted a letter of commitment to this effect.

CSS Board Short Biographies

Frank Kross is the Central States SER Board Chair. He is retired from PFC Bank, where he served as the president. He is a former resident of Little Village.

Frank Casillas is the CSS Board Secretary and is a member of SER National, and in that capacity sits on the Central States SER Board of Directors. He is a former undersecretary for the US Department of Labor and is active in the Latino community.

Laura Selby is the CSS Board Treasurer and is the Vice President and Chief Operating Officer for the Hispanic Housing Development Non-Profit Corporation.

Kimberly Green has been a member of the CSS Board since 2011. She is the Governance and Category Manager for the Diageo Corporation.

Blanca Vargas is Vice president for LULAC (League of United Latin American Citizens) and former staff member of the Illinois Department of Human Services.

Janelle Orozco is the Vice President of Procurement for the Diageo Corporation. Chicago resident involved in New Life Church and volunteers with many other community organizations.

Raymond Lozano is the Director of Racial Justice and Cultural Collaboration for New Detroit, a nonprofit advocacy organization.

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3.2 Please describe the budget development and monitoring process for the each of the new schools.

Specifically, discuss the following

- ○ **For SER and for Rincon, what are your current individual budgeting processes? Who is involved, what is the feedback cycle, etc.? Who specifically prepared the budget submitted with the original application, and the revised budget requested in the RFA?**

RFS: RFS Financial Management System is designed to produce timely accurate financial statements and reports for internal and external use, and to protect and maximize the earning power of the organization's resources. The Accountant and Finance Manager are charged with the responsibility for maintenance of books of account the underlying records, and periodic administrative reviews to ensure proper maintenance. The financial records are required by RFS financial procedures to be audited on an annual basis by an independent auditing firm. Noted irregularities or deficiencies are dealt with through the Board. RFS has policies and procedures around budgeting in place and the executive committee meets weekly to discuss budgeting concerns and potential allocations. The executive team consists of the President, Clinical Director, Resource Development Director, and Comptroller. The comptroller chairs committee and makes recommendations to the executive committee. The comptroller meets monthly with the board treasurer to review vouchers and provide financial reports.

SER: Central States SER Executive Leadership team and Program Area Directors and Managers annually prepare the annual budget through a process of evaluating the previous year's budget, and in accordance with the SER strategic plan. Before the budget is submitted to the Central States board for approval, the budget is submitted to the National SER Office for its review and feedback. Upon final approval by the Central States SER board, the budget is then submitted to the National Office for their final review and approval. The SER YouthBuild Campus budget originally submitted with the application, and now revised, was prepared by the Comptroller, in consultation with the Executive Director and the current CSS YouthBuild Program Director. The budget draft was submitted to YCCS Comptroller and Operations manager for their review and feedback, and feedback was incorporated into the original and now the revised budget.

- ○ **For YCCS, describe the budget development, approval, and monitoring process you use, beginning with receipt of a campus' draft budget through approval of that budget?**

At YCCS, we work with the campuses at the beginning of each academic year in the development of their budgets, approval of their budgets and the monitoring of the budgets.

1. Campuses are allocated a rate for funds received from CPS which includes Tuition, Facility Supplement, and Title I. All of SGSA funds are allocated to the campuses as well.
2. Campuses submit budgets for review and approval based upon the financial policies and procedure distributed at the beginning of each year.
3. Campuses budget for Title I and SGSA are formulated around the goals set up in YCCS' Program Design for Title I and SGSA.
4. YCCS monitors these budgets through a vouchering process. Campuses are given a quarter's advance of their funds to begin operation. On a monthly basis they submit vouchers detailing what has been expended with all supporting documents including invoices, proof of payments of payroll taxes and cancelled checks or bank statements.
5. These vouchers are audited and payments made for the approved voucher amount.

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3.3.a. Please provide an updated 5-year staffing table for each school. Ensure that the table specifies each required role (for example, differentiate between core subject teacher, specialized subject teachers, special education teachers, etc.).

Rincon Young Adult Learning Academy

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	
# Total Student – Enrollment	175	200	225	250	250	
Staff Position						Campus Budget Line Item?
Core Subject Teachers	9	10	11	13	13	Yes
Specialized Subject Teachers						
Special Education Teachers ²						On YCCS Network level budget
Director	1	1	1	1	1	Yes
Registrar						Yes
Attendance Specialist	1	1	1	1	1	Yes
Academic Advisor	2	2	3	3	3	Yes
Assistant Director	1	1	1	1	1	Yes
Teacher’s Aides	2.1	2.1	2.1	3	3	Yes
Administrative Staff	0	1	1	1	1	Yes
TOTAL TEACHER/ Staff	16.1	18.1	20.1	23	23	
Student: Teacher Ratio* ³	20:1	20:1	20:1	20:1	20:1	
Student/Staff Ratio	11:1	11:1	11:1	11.1	11.1	

* RFS believes that in an alternative high school with a focus on students’ personalized learning (individual and group learning will be fostered by the planned teacher to student ratios, not to exceed a 1:20 Teacher-Student ratio. The student to staff support ratio reflects the needs have the support staff aid in the running of the school and facilitating the teacher’s learning objectives.

²Special Education Services and provided by YCCS Special Education Teachers who are assigned to campuses and managed at the YCCS Network Level.

³ The YCCS Teacher:Student ratio is set by policy, in alignment with the YCCS Design Principles and Curriculum Design, to not exceed 1:20. The 1:20 Teacher:Student ratio reflects best practice in alternative school education, and is in alignment with YCCS student-focused learning, the personalization of instruction, and the YCCS goal that each student is well known by at least one adult in the school.

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SER YouthBuild Career Academy

	2016-2017	2017-2018	2018-2019	2019-2020	2010-2021	
Grade 9	15	40	45	45	45	
Grade 10	35	50	60	60	60	
Grade 11	60	50	60	60	60	
Grade 12	40	60	60	60	60	
# Total Student – Enrollment	150	200	225	250	250	
Staff Position						Campus Budget Line Item?
Core Subject Teachers	4	5	9	9	9	Yes
Aventa On-Line Teachers (FTE)	3	4	4	4	4	Paid for through Aventa License
Specialized Subject Teachers (Construction – Applied Math & Engineering/Physics)	1	1	1	1	1	No – Part of YouthBuild Total budget
Special Education Teachers ⁴						
Principal/ School Leader	2	2	2	2	2	Yes
Registrar						
Attendance Specialist						
Academic Advisor	1	2	3	3	3	Yes
TOTAL TEACHER	8	10	14	14	14	
Total Staff	11	14	19	19	19	
Student: Teacher Ratio ⁵	1:19	1:20	1:16	1:18	1:18	
Student/Staff Ratio	1:14	1:14	1:12	1:13	1:13	

* SER YouthBuild Career Academy utilizes a blended learning approach (utilizing Aventa Curriculum with on-line instructors) that is attached to a hands-on applied learning construction skills & career development training curriculum that is part of the DOL-funded YouthBuild program. The student to teacher ratio will never be higher than 1:20, which fits the alternative school model emphasizing personalized instruction. The student to staff support ratio reflects the needs have the support staff aid in the running of the school and

⁴ Special Education Services and provided by YCCS Special Education Teachers who are assigned to campuses and managed at the YCCS Network Level.

⁵ The YCCS Teacher:Student ratio is set by policy, in alignment with the YCCS Design Principles and Curriculum Design, to not exceed 1:20. The 1:20 Teacher:Student ratio reflects best practice in alternative school education, and is in alignment with YCCS student-focused learning, the personalization of instruction, and the YCCS goal that each student is well known by at least one adult in the school.

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facilitating the curriculum learning objectives.

3.3.b. Please restate the total enrollment figures for each school and for YCCS as a whole for each of the first five years. Explain how these numbers support the figures in the revised budgets and staffing plans. The campus enrollment numbers are stated in the revised budgets and are reflected in the staffing plans, above. Staffing supports the enrollments and the enrollment figures drive the available revenues for the schools.

RFS Young Adult Learning Academy

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9					
Grade 10	70	70	70	70	70
Grade 11	52	65	77	90	90
Grade 12	53	65	78	90	90
TOTAL	175	200	225	250	250

SER YouthBuild Career Academy

	2016-2017	2017-2018	2018-2019	2019-2020	2010-2021
Grade 9	15	40	45	45	45
Grade 10	35	50	60	60	60
Grade 11	60	50	60	60	60
Grade 12	40	60	60	60	60
TOTAL	150	200	225	250	250

**YCCS Total Enrollment Including 2 New Campuses
2016-2021**

	2016-2017*	2017-2018	2018-2019	2019-2020	2020-2021
YCCS Current 20 Campuses	4,217 ⁶	4,217	4,217	4,217	4,217
RFS	175	200	225	250	250
SER	150	200	225	250	250
TOTAL	4542	4617	4667	4717	4717

3.3.c. Explain the process for each school, and for YCCS as a whole, for monitoring professional development and evaluating its efficacy. What responsibilities rest with YCCS, and what are the schools expected to handle?

At YCCS professional training and development is about CHANGE in teaching and learning and instructional changes start with principal leadership. This change process takes time. Therefore, it is expected that individual

⁶ On May 27, 2015 YCCS was approved by the Chicago Board of Education to add 213 seats to its current campus enrollment of 4004, for a total of 4,217 seats. YCCS plans to request increases in enrollment in subsequent MMA's to bring all campuses to an economy of scale of at least 250 students per campus, where the campus facility will permit such growth, so the growth plan shows a greater increase than the currently approved 4,217.

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professional development activities will result in long-term instructional behavior, improved student achievement, and changed practices during the course of a school year. So, as we evaluate training, the outcomes are not only to provide information on the effectiveness of professional development, but also to provide data for refining and adapting professional development activities to ensure that professional development can be improved on an ongoing basis. Therefore, YCCS takes the responsibility for leadership training. The purpose of YCCS' professional development is to improve student outcomes as it relates to our four cross cutting competencies. As a result, our goal is the assist our principals in refining teaching practices at the campus level. Our Principal Leadership Academy was formed to provide monthly professional development for principals. We provide a professional development calendar by semester where workshops and training are aligned to our school improvement plan. Monthly PD is provided for principals, YCCS provides training for teachers, academic advisors, and mentors during the summer of each school year. Principals are expected to provide professional development at the campus level, and all PD should be aligned to the YCCS strategies and targets during the school year.

4.1 Please submit updated budgets for the Rincon and SER campuses and YCCS central office ONLY.

Please find as attachments to this submission.⁷ The budgets have been aligned with staffing plans and enrollments.

- **Describe the process for calculating the central office administrative fees paid to YCCS. During the interview, the applicant indicated that the fee is approximately 9% of revenues, but the figures included in the budgets total approximately 15% of school revenues.**

The YCCS Network-level budget is broken down into two types of costs: (1) central programming costs and (2) administrative costs. YCCS keeps 14% of Tuition and Facility Supplement funds received from CPS for Central Programming and Administrative expenses. Approximately 5% of these are spent on central programming and the remaining 9% are purely administrative. Also, about 40% of Title I funds are directly expended on school improvement activities to raise the academic performance of the campuses.

Central programming costs consist of all activities undertaking to improve the campuses in an effort to achieve an ultimate goal of YCCS, which is to offer quality education to at-risk students. These activities include, but are not limited to, principal coaching and mentoring, curriculum development, curriculum materials, resources for special education, direct support services for schools and students, post-secondary education (career education and college credit dual enrollment) opportunities and services, literacy and numeracy coaches and teaching and learning support. On the CPS budget template, these activities are part of the following line items: classroom supplies, educational materials, school support services, school activities, contractual and consulting services, teacher and after school stipends, part of salaries, and licenses. As a further note, the YCCS audited financial statement submitted to CPS for 2013/14 had administrative and board expenses of \$4.2 million out of the total expenditure of \$47.4 million, which is 9%.

⁷ See Revised 5 year budget attached.